

Welcome to Year 5 Term 1 2022 !

OUR GROUP LEADERS

This term we farewelled Selina as one of our group leaders as she has transitioned to support other areas of Funhouse. We will miss having her as our group leader! Joel has since taken on the role to support Tiffany as a Group Leader moving forward. Together as group leaders we have had a fantastic and fun start to the year getting to know our Year 5s and we are very excited to keep journeying and supporting the group throughout this new year.



Tiffany



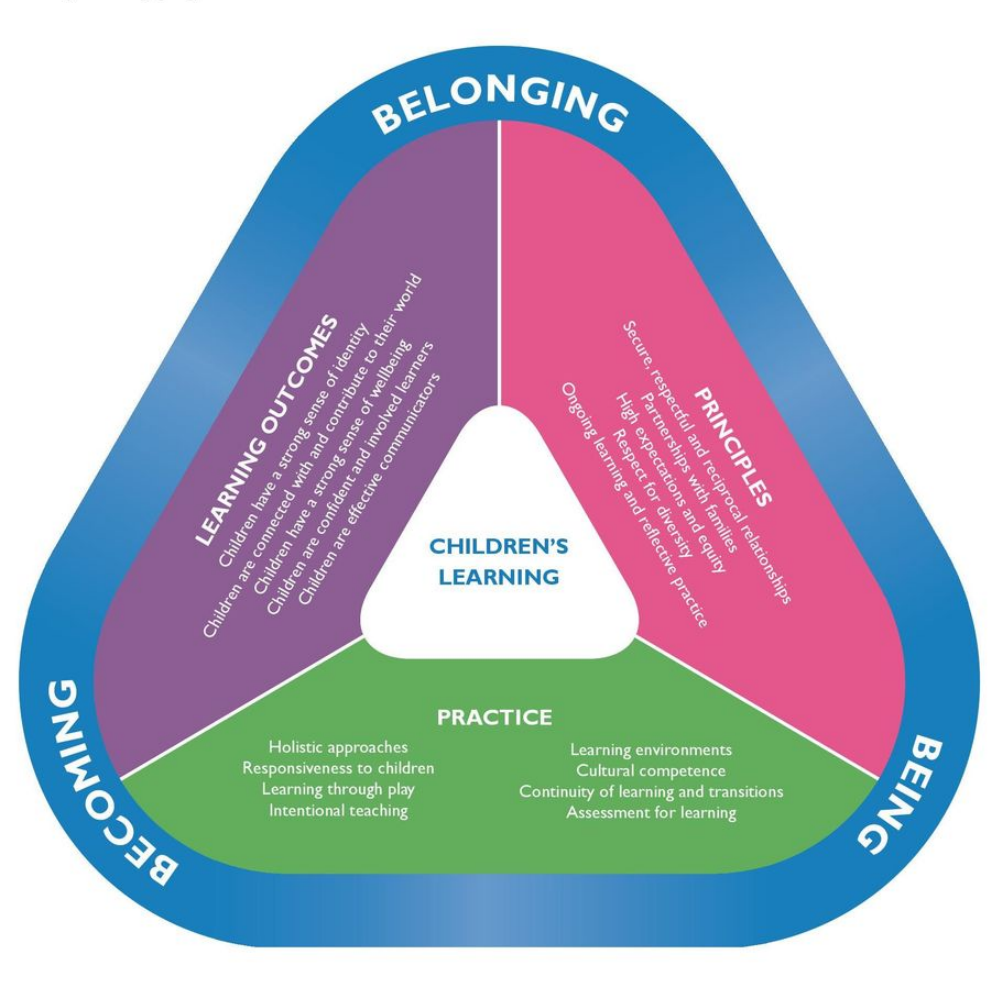
Joel

OUR FRAMEWORK

NATIONAL QUALITY STANDARD			
Concept		Descriptor	
QA1		Educational program and practice	
1.1	Program	The educational program enhances each child's learning and development.	
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	
1.2	Practice	Educators facilitate and extend each child's learning and development.	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	
1.3.3	Information for families	Families are informed about the program and their child's progress.	

Figure 1: Elements of the Framework for School Age Care

This figure is a diagram showing the relationship between outcomes, principles and practice which centres on children's learning. The three themes of Belonging, Being and Becoming are included, thereby overlapping all of these elements.



OUR GOALS

This term we looked forward to welcoming back our children after the summer holidays! Our goals for this term were:

Goal #1: Team Work – To build on last term's goal of reconnection, we have focused on building team work throughout the grade. Being able to lean on one another is so important as new changes and challenges come with a new year!

Goal #2: Respect - As our children navigate their friendships, our goal is that they can have a strong sense of respect for each other and for staff through their words, actions, and thoughts. Respect builds self worth and empathy for others!

PLANNING CYCLE

A planning cycle is used to:

- Set goals for children where they can be active in their own learning and supported
- Plan effectively for children's learning and wellbeing
- Communicate about children's learning and progress
- Evaluate effectiveness of learning opportunities, environments, and experiences

COLLABORATING & OBSERVING

Over the term we collaborated with the children to see what they were interested in, and we observed some areas of our goals that the children can keep growing in:

Problem solving through team work

As our children reach the senior years of primary school, it is important for them to grow in their problem solving skills so that they can learn to overcome all different challenges independently and while depending on one another. We have been

Respectful and encouraging communication

Communication is another key skill we develop all throughout life. As leaders we seek to model positive, respectful and encouraging communication. Its been great to see our children grow in sharing their perspectives with one another and listening carefully to one another. We have seen them grow in their maturity and we want to keep building on this.

PLANNING & IMPLEMENTING

Plan

- Analysed and reflected on children's previous experiences and their feedback to form meaningful events
- Ongoing communication with our children to plan how to support one another
- Resource and ingredient planning for the activities so they can be inventive

Implement

- Work together with the staff team to use our connections with the children to support them in their friendships and facilitate conversations where they can share their thoughts and feelings.
- Special events to spend dedicated year group time working towards goals and of building team work and respect with one another
- Network with supervisors and kitchen coordinator to organise resources and ingredients to carry out activities

EVALUATING

Through this new term and year, we saw our Year 5s grow into this next stage of life and we saw how we could support them through our planning cycle. Taking the time to collaborate and hear their interest helped us to **connect** with them and also encourage them towards trying out **new experiences**. We were able to give opportunities for them to learn valuable, **communication** skills through intentional conversations and our year group special events. Through these events we saw old and new **friendships strengthen** and the children problem solving together in groups to overcome various challenges. Overall, our planned activities saw our children grow in their **team work and respect**.

SPECIAL EVENTS

SLIME MAKING

We spent the afternoon at the picnic tables making our very own slime!! The children split into groups of 5-6 and were able to make their very own customised slime, engaging, learning and problem solving through conversations while interpreting and adapting the recipe to their very own goals! With assistance from myself and Tiffany in handling the ingredients, the kids followed and interpreted the recipe, adding each ingredient gradually, learning the impact that the quantity of ingredients has on the stickiness of the end product! *This links to MTOP Learning Outcome 4: Children are confident and involved learners.*

The group had a fantastic time making their own slime with everyone enjoying the autonomy that they were able to exhibit throughout the activity.



MINI CHALLENGES

On this special afternoon we had a variety of challenges for our Year 5s to complete, giving each child an opportunity no matter what their strengths were. For example, we had problem solving riddles, puzzles, sports-based, and drawing challenges. The children worked in teams which allowed them to do the activities as individuals but also in a wider team setting to work on their communication, sharing, and discovery of their individual strengths. They were all highly engaged, cheering each other on, and had a friendly competitive spirit, which made it a really fun afternoon!



ICE CREAM BAR

Today, the children were able to customise their ice cream sundae, picking (and mixing) flavours of ice cream choosing from chocolate, strawberry, and vanilla as well as being able to pick and choose the toppings that they put on their ice cream. It was great to see the children talk and share their stories with one another. The connections facilitated across the grade continued after the event finished as they continued to spend time with children they don't usually play with. *This links to MTOP Learning Outcome 3: Children become strong in their social and emotional wellbeing.*

Seeing as the children loved this event, we will continue to do more events revolving around food next year.

Sujata – "It's delicious and yummy. I had lots of fun."

Tyler – "It was the best we should do it everyday."

Sandra – "I rate this an 11/10!!!!!!"

Kevin – "This was absolutely DELICIOUS"

SPORTS DAY

We spent the sunny and warm afternoon playing a variety of sporting games chosen by the Year 5 Group. The first sporting activity was capture the flag. The children communicated with each other and developed their own team strategies in order to capture the opposing teams flag! The children thoroughly enjoyed being active and running around with their friends in the sun particularly after the wet and dreary summer that has been!

The next game that the children chose was soccer! Utilising the soccer goals, we played a small game of soccer. Year 5 enjoyed further developing their soccer skills while building on their teamwork skills developed in the previous activity with their newly strengthened and developed friendships within their cohort.



FUTURE PLANNING

As our Year 5s continue through the year, we will continue to support the group to respect one another in their friendships and build each other up as a diverse community. We look forward to continue guiding them to develop into a strong year group team to be an example as young leaders at school. We are already excited for the programmed activities and special events to come in Term 2 2022, and we hope you are too!

HOW TO GET INVOLVED?

If you have any questions, suggestions, or would like to discuss goals for your child, you are always welcome to talk to us at the centre if we are available otherwise send us an email at: info@castlehillfunhouse.com.au

How a child can get involved?

- Speak to their group leaders
- Work with the Funhouse Kid's Council

How families can get involved?

- Send us a message via text or email
- Speak to a group leader or our Families and Communication Manager Sue

