

# Year 3 Term 1

Welcome

Term 1 Goals

Planning  
Cycle

Special  
events

Future  
Planning

How to get  
involved



## Your Leaders



Amy M



Wendy

This year we said farewell to Ella, as she moved on from Funhouse to pursue her teaching career.

This is both Amy and Wendy's 2nd term with the Year 3 children and it has been fun to watch them continue to grow and develop as the year progresses!



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## Our goals this term...

In Term 1 we have 2 main goals we are working towards everyday at Funhouse. These are:

1. Team work and collaboration.  
Building on our relationships and partnerships goal from last term, we are continuing to support the students in working together and creating bonds.
2. Trust and respect.  
This term we have focused on showing respect towards ourselves and others while at Funhouse to ensure we are safe and have happy relationships with both staff and peers.

These goals facilitate their learning through both child directed and intentional teaching.



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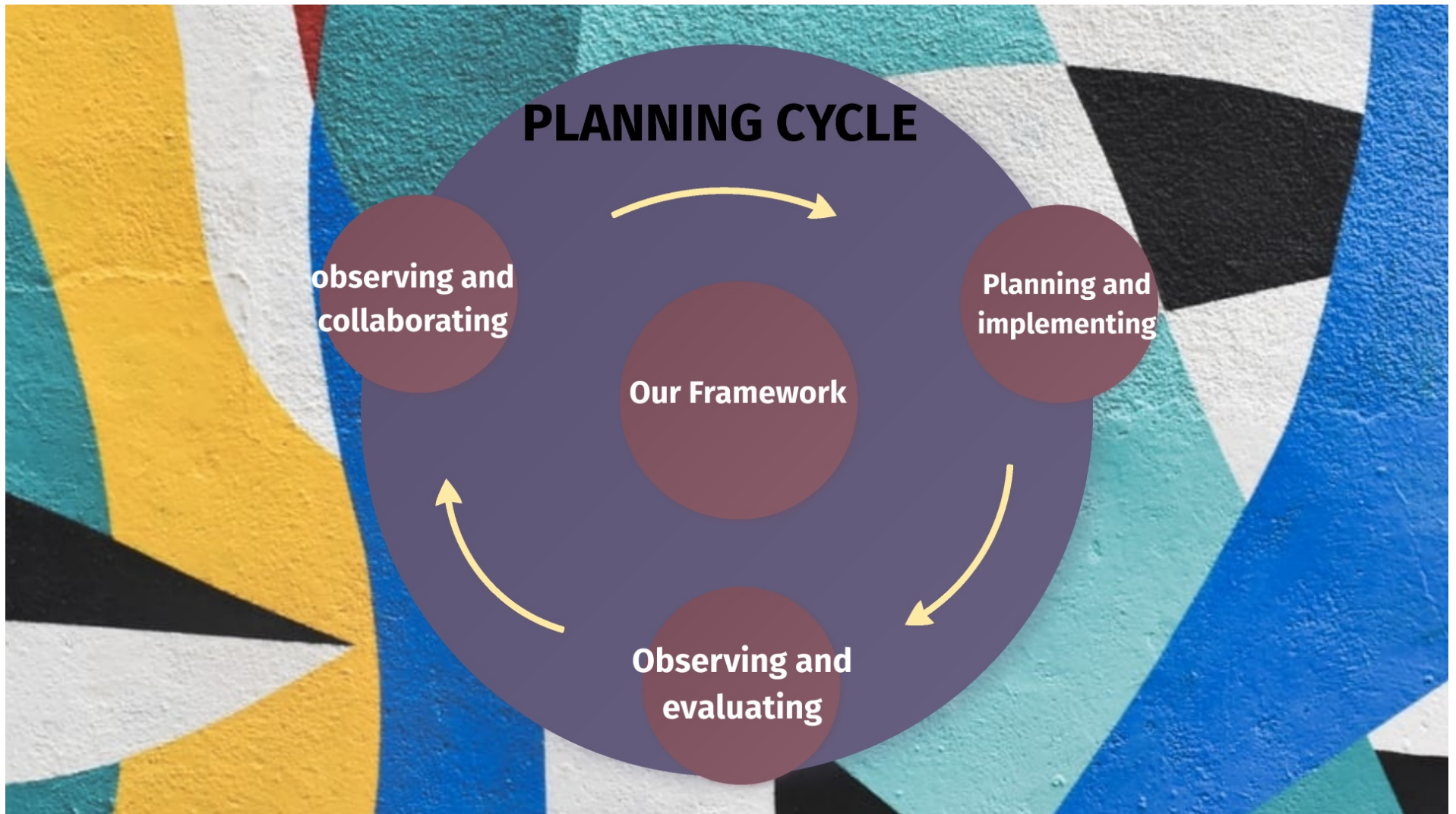
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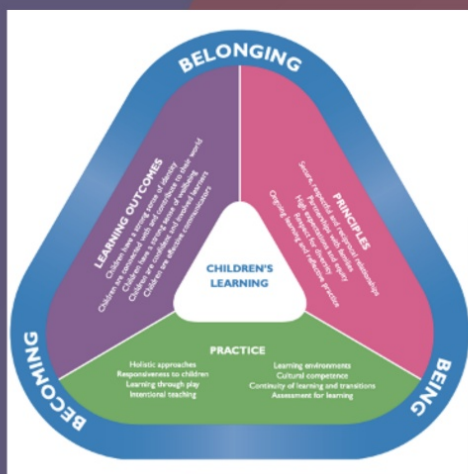
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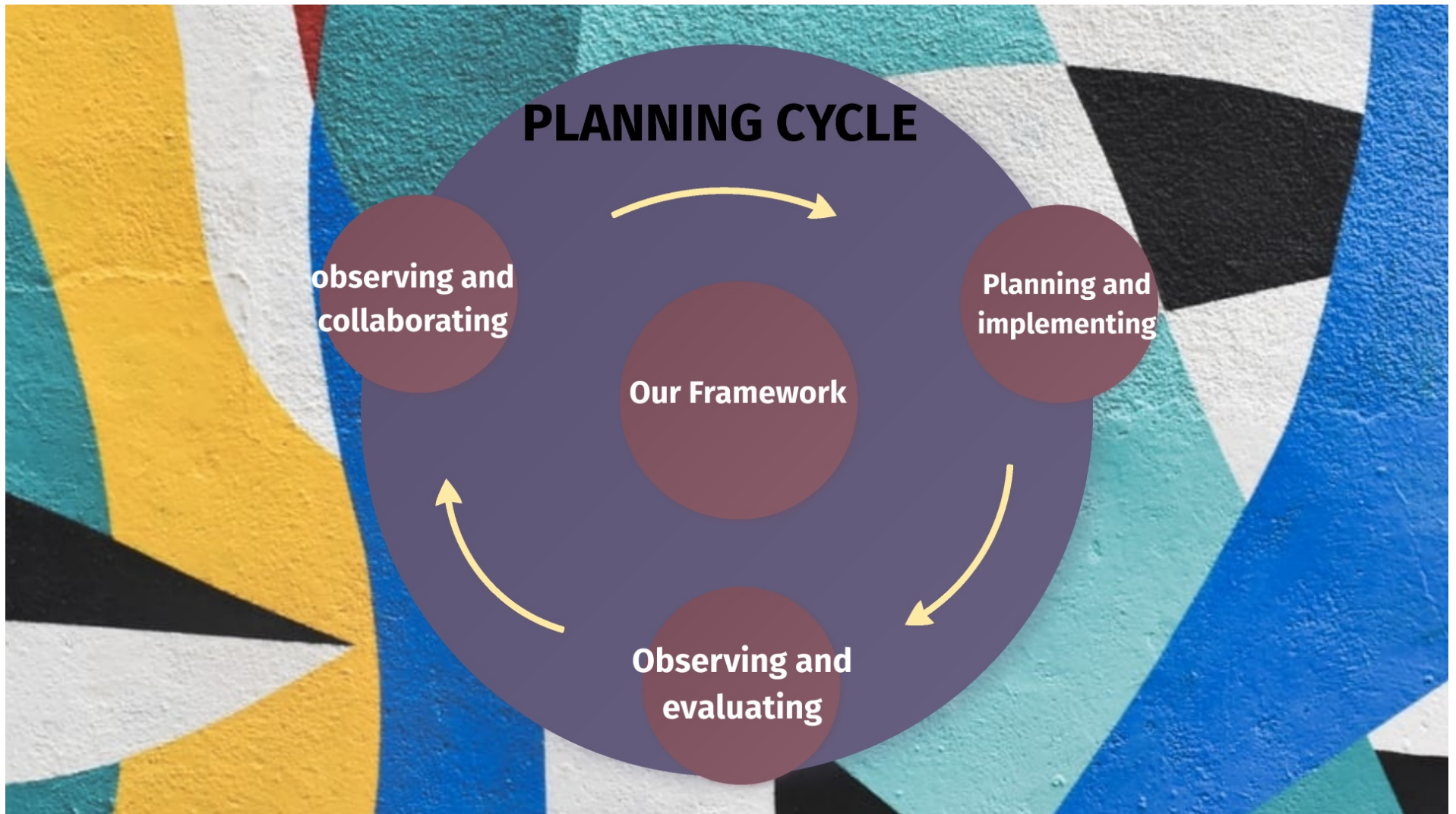






NATIONAL QUALITY STANDARD			
Concept		Descriptor	
QA1		Educational program and practice	
1.1	Program	The educational program enhances each child's learning and development.	
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation 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.	









## Observing and collaborating

After reflecting on last years goals and seeing how the children have responded, we have developed new goals that will assist them in continuing to build partnerships, all while working on their independence, trust and respect.

After observing the children and how they responded to the events last year, as a team we hope to continue supporting positive relationships amongst the group as we relate back to our goals of understanding trust and respect. Through collaborative work, we hope to support them in recognizing the importance of respectful relationships with their peers as it creates a safe and happy learning environment.

"We don't have to be friends but we have to be kind".

We aim to assist these children in maintaining friendships and connections through some special events designed for Year 3.

**Special event ideas**



## Children's ideas for special events:

- Ice cream bar
- Science experiments
- Rice paper rolls
- Movie afternoon
- Games and challenges
- Back playground time

Events we did:

- Ice cream bar
- Rice paper rolls
- Movie afternoon
- Mini Gardening (as part of our sustainability program)



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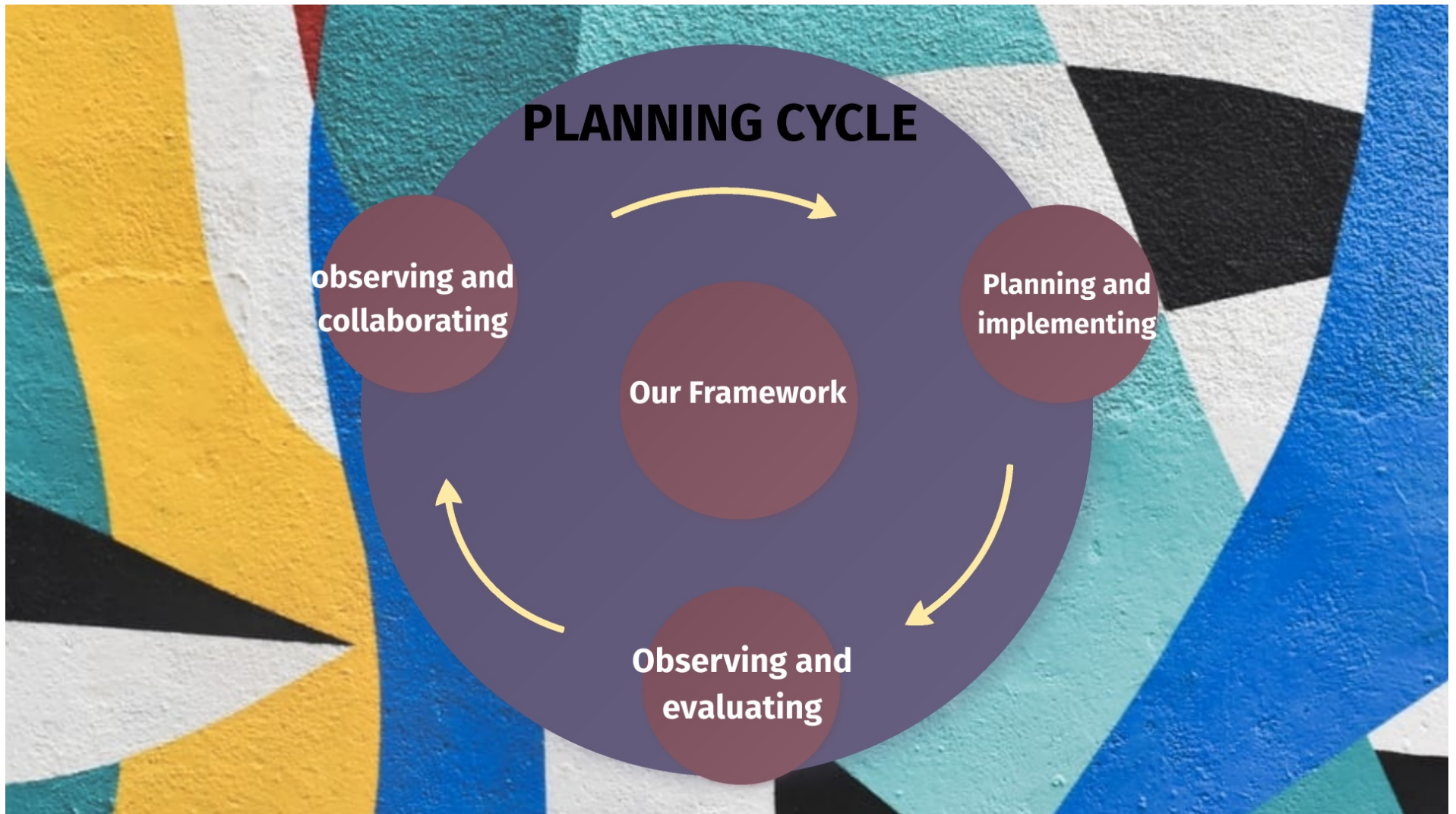
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# Planning and implementing

## Plan

- In order to plan meaningful events for the Year 3 children we have collected data via observations and interactions with the children. This helps establish ideas and meaningful events that cater to the group's needs and wants.
- Brainstorm between Group Leaders and Children for event ideas
- We created a suggestion box for all Year 3 students to put their ideas for events we could do at Funhouse.
- Resources planning to ensure smooth and effective running of the events.

## Implement

- Networked with supervisors to organise resources for children attending on the day of the event.
- Both group leaders made connections with the children during each event.
- Specific activities were chosen from the suggestion box to ensure children's contributions were heard and to ensure the events were meaningful to them. (e.g. watching Encanto, making rice paper rolls, ice cream making, as requested by the children)
- When running each event children were encouraged to come and give it a go in order to foster inclusion and active participation, which helps build positive relationships amongst the year group.

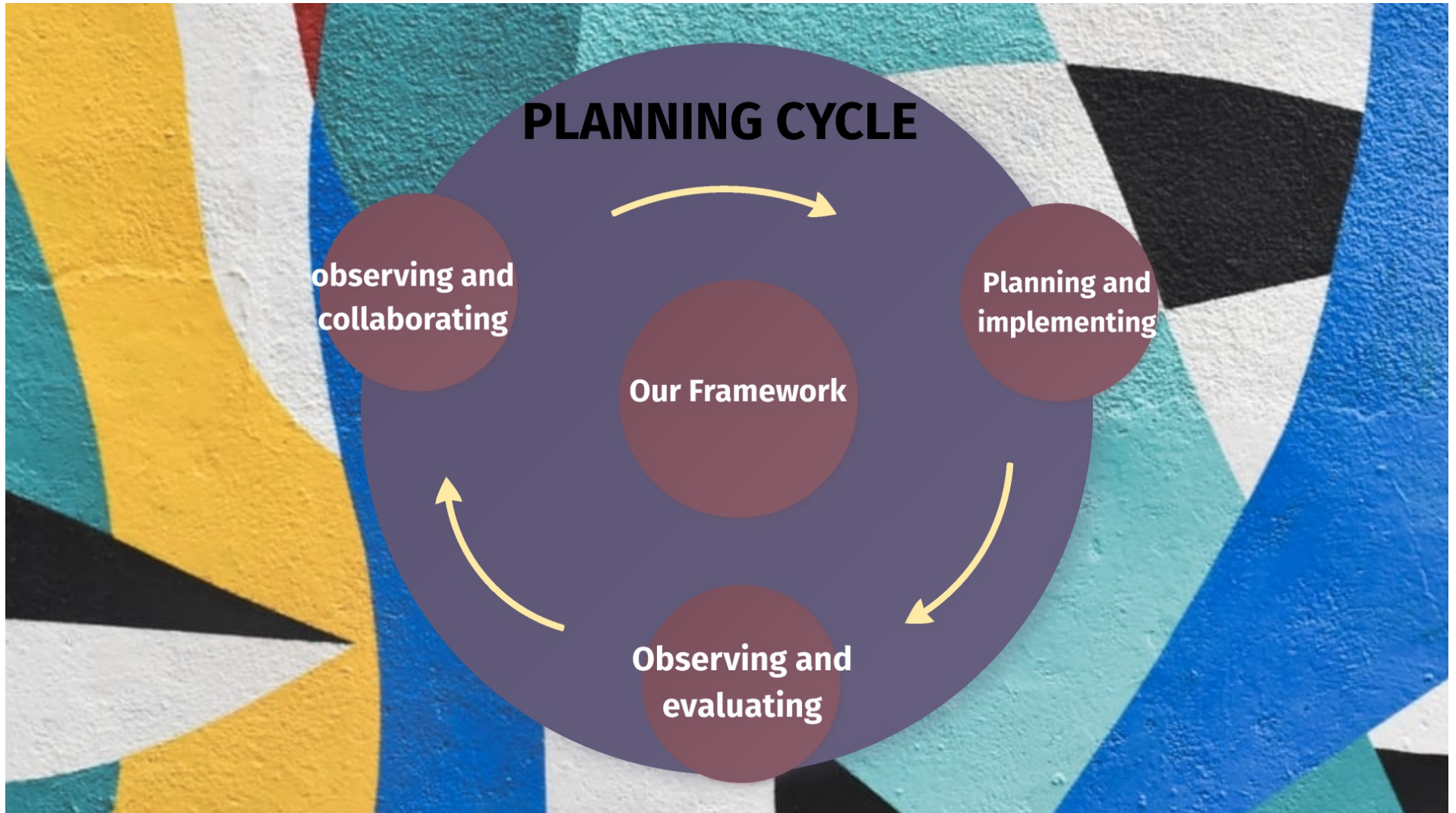
## Why

- Our planned special events were designed to help meet the needs of our Year 3 children and support them in reaching the goal of building positive relationships, through aspects of teamwork and showcasing respect.

"MTOP Outcome 1: Children have a strong sense of identity  
(IV) Children learn to interact in relation to others with care, empathy and respect"

"MTOP Outcome 2: Children are connected with and contribute to their world  
(i) Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation"





## Observing and evaluating

Everyday at Funhouse we observe the children during their play and interactions with each other to help us determine what goals would best suit their needs. We utilize My Time Our Place to help guide our goal setting and future planning. Term 1 focus was in line with:

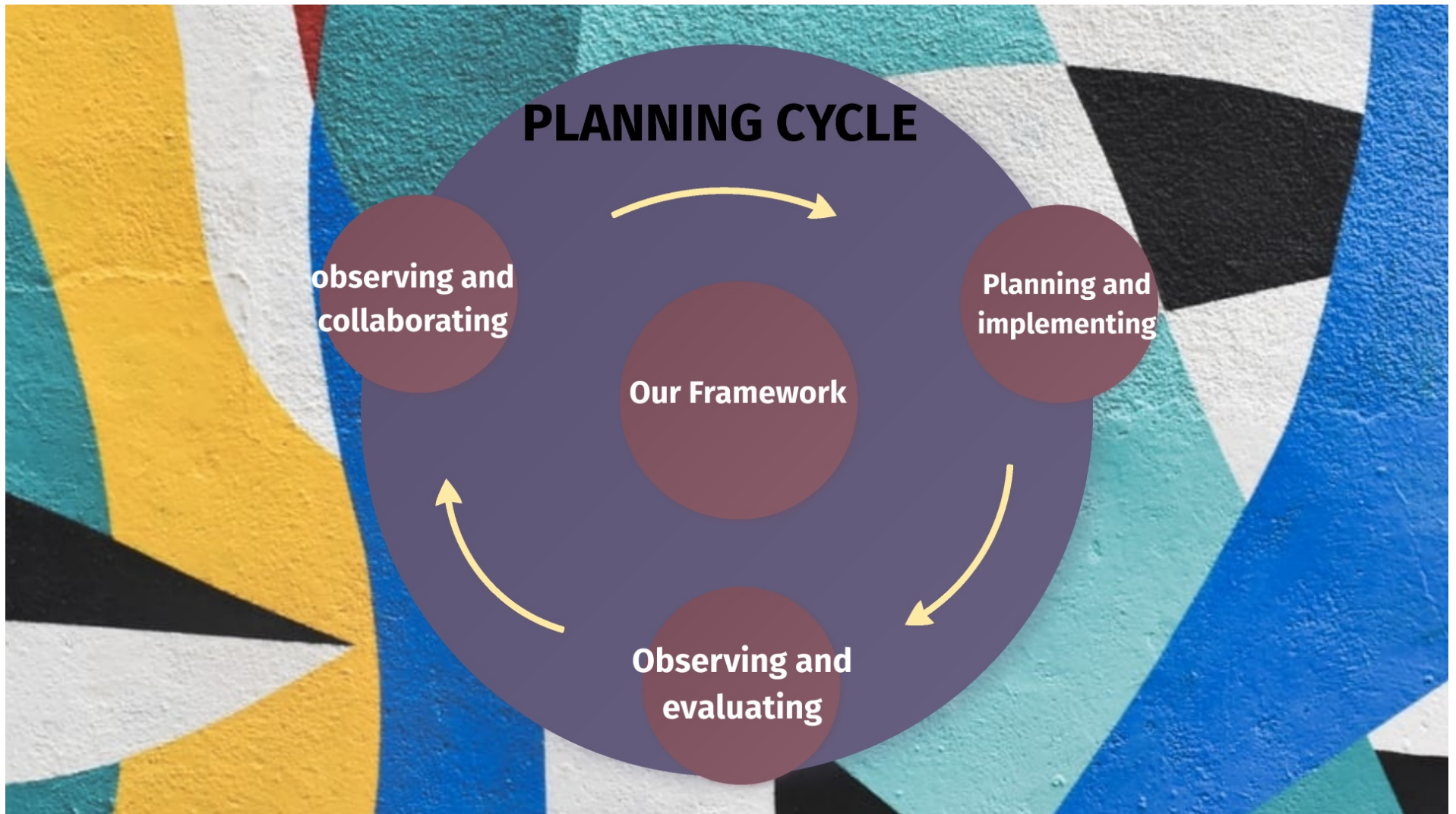
**MTOP Outcome 1: Children have a strong sense of identity**  
**(IV) Children learn to interact in relation to others with care, empathy and respect**

**MTOP Outcome 2: Children are connected with and contribute to their world**  
**(i) Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation**

The activities such as ice cream and rice paper roll making facilitated the means for children to not only contribute in the event planning process, but it also allowed them to work in collaborative partnerships, which encompasses care and respect (Outcome 1), if they hoped to successfully make the items. Both events proved effective in supporting these aspects of our goal as children took on individual responsibilities and showed great team work skills throughout (Outcome 2). Even in the event some children's ice creams did not turn out as expected, they showed us they are empathetic and respectful individuals (Outcome 1), as they gladly accepted a zooper-dooper instead.

The Movie afternoon was a great means for the children to connect with each other through a common interest: Movies, but more specifically: 'Encanto!' This was a popular vote in the suggestion box and children were pleased to see their contributions to the planning process were heard and implemented. This allowed them to develop a greater connection to their year group and group leaders. We will definitely continue using the suggestion box into the future.







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## Special events

The aim of our special events this term were to assist the children practicing their team work and working on their trust and respect.

Our special events were also designed for fun! We wanted to give the Year 3 children a chance to enjoy themselves and have fun participating in events just for them!

Movie Afternoon

Computers

Ice cream

Rice paper  
rolls



## Movie afternoon

One of our special events for this Term was a movie afternoon with popcorn just for Year 3.

We took movie requests from the suggestion box and by popular demand the movie selected was 'Encanto'.

The children loved being able to relax in the computer room with their popcorn and watch the movie.

It was great to see all the children singing along to the music together. They loved having some time to spend with their Year 3 friends.





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# Computers

The children were very excited for the return of their computer week. Every afternoon for an entire week the children were able to play games on the computers with their friends.

They were all very excited and eager to play each day as they patiently lined up outside the computer room in the afternoon.

It was great to see the enthusiasm from the children towards using the computers.

Most children spent their time playing Minecraft, while other wrote stories and drew pictures.



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## Rice paper rolls

After being requested by a few Year 3 children in the suggestion box, the Year 3 children had a chance to make their own rice paper rolls!

They loved being able to put the rice paper rolls together themselves, choosing a number of vegetables and noodles and wrapping it all up. Although some children did not like the slimy texture!

It was great to see the children explaining the best way to wrap their rice paper rolls to each other to avoid everything falling out.







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## Make your own ice-cream

On the last day of Term 1 the children had the opportunity to make their own ice-cream as a sweet treat.

The children worked together to make sure they had all the correct ingredients and loved being able to shake the bag to form their ice-cream.

The children were able to select from a few toppings to put on top of their ice-cream.







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## Future planning

We hope to continue supporting our children in building relationships, through aspects of teamwork, trust and respect.

As the year progresses we will continue to guide the Year 3 children in their decision making, behavior and friendships along with developing new goals for the children to further support their development.

We will also continue utilizing the suggestions box as a means to facilitate their autonomy and sense of belonging at Funhouse.



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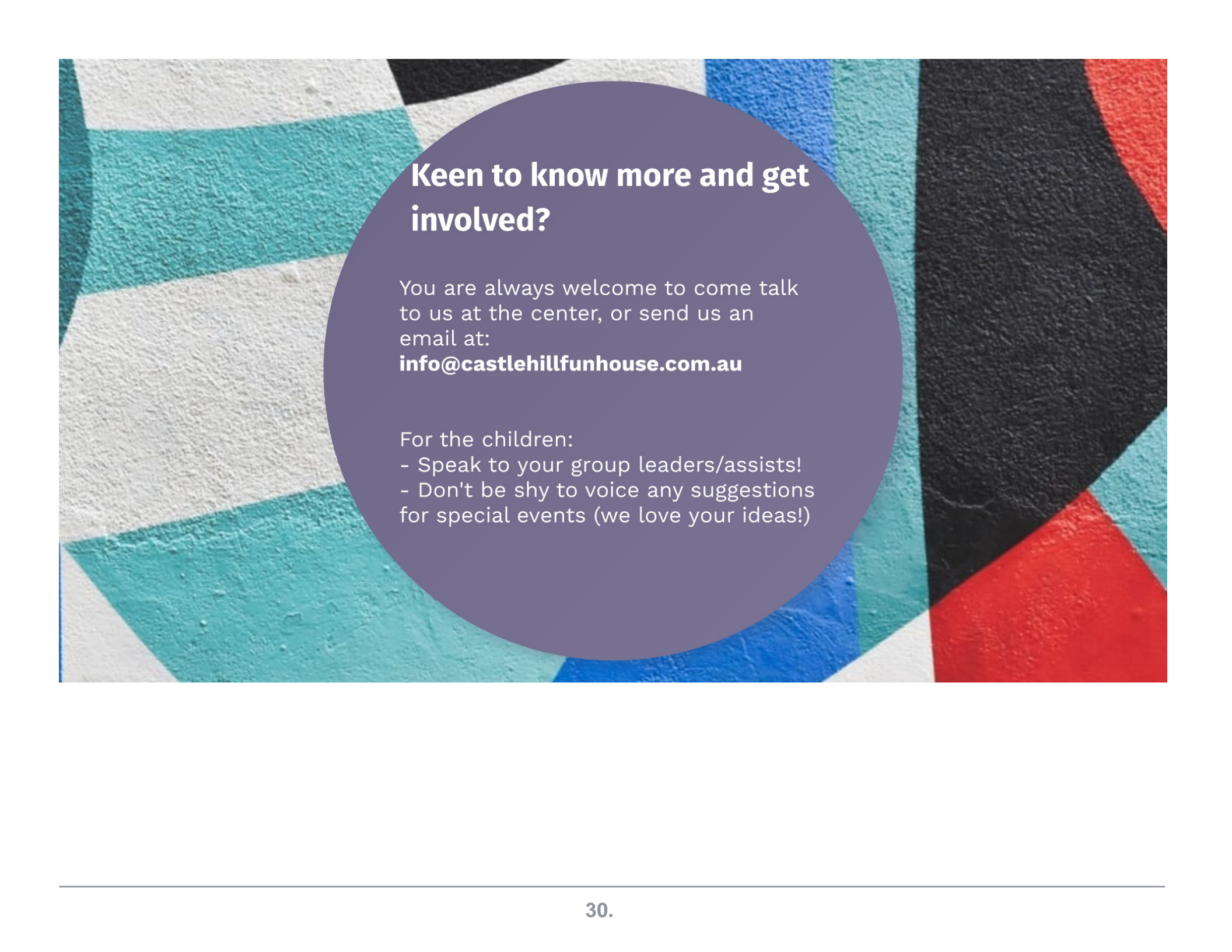
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## Keen to know more and get involved?

You are always welcome to come talk to us at the center, or send us an email at:

**[info@castlehillfunhouse.com.au](mailto:info@castlehillfunhouse.com.au)**

For the children:

- Speak to your group leaders/assists!
- Don't be shy to voice any suggestions for special events (we love your ideas!)



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