

# Year 4 Term 4 2021

## OUR GROUP LEADERS

This term we farewelled Meg as one of our group leaders as she moves onto a different career path. We wish her well on her new journey and we will miss her dearly. Tiffany has since taken on the role to support Selina as a Group Leader moving forward. Both Selina and Tiffany are very excited to be working together to support Year 4 this term and their transition into Year 5, along with becoming the senior group at school and Funhouse.



Selina



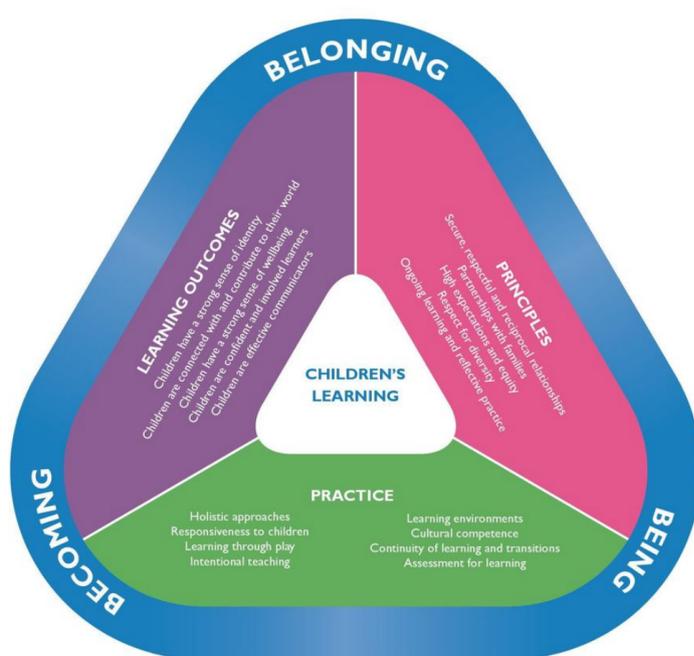
Tiffany

## OUR FRAMEWORK

NATIONAL QUALITY STANDARD		
Concept	Descriptor	
<b>QA1</b>	<b>Educational program and practice</b>	
<b>1.1</b>	<b>Program</b>	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.
<b>1.2</b>	<b>Practice</b>	<b>Educators facilitate and extend each child's learning and development.</b>
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.
<b>1.3</b>	<b>Assessment and planning</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
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 many of them had been disconnected from Funhouse during the lockdown in Term 3. Our goals for this term were:

**Goal #1: Resilience** - Building resilience to overcome the challenges/obstacles that come with constant changes in our world.

**Goal #2: Reconnection** - Reconnecting after lockdown and rebuilding friendships within groups and across the grade. To form a strong cohort that can support one another through these challenges/obstacles.

## 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

### Supportive friendships

For many of the children coming back to Funhouse after the lockdown, it has been a priority to foster their sense of community at Funhouse, particularly through supportive friendships.

### Positive communication

As each child grows in their own identity, they have been learning to openly communicate their own perspectives with each other while being respectful, empathetic listeners. Receiving guidance from staff has been helpful for them to build supportive relationships.

### Learning practical skills

The children are eager to learn practical skills that equip them as they grow in responsibility and independence. These skills are valuable in teaching them to contribute to their world.

## PLANNING & IMPLEMENTING

### Plan

- Analysed and reflected on observations and feedback collected from children about their previous experiences
- Communicated with children to plan and brainstorm ideas for how we can support them and create meaningful events
- Resource and ingredient planning for the activities

### 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 build connections between children across the grade
- Network with supervisors to utilise support from other staff to carry out activities and network with kitchen coordinator to organise ingredients

## EVALUATING

Our planning cycle process provided a path to support the needs and interests of the Year 4 children at this stage of their life. We were able to **reconnect and collaborate** with them to plan **meaningful goals**. Allowing them to have a voice in their experiences at Funhouse has meant they can gain a sense of **independence and control** over their learning of **practical skills** and develop them into **young leaders**. As group leaders, the dedicated time that we organised for the children to spend with each other and us has helped to not only **solidify friendships** but also extend them across the grade. These were opportunities for us to encourage **positive communication** between children. Overall, our planned activities saw our children work towards **reconnection and resilience**.

## SPECIAL EVENTS

### PLAY DOUGH MAKING

The girls were eager to make play dough and create something they could take home. With the group of girls who made playdough, they did a great job of following the recipe, adding ingredients, and helping one another throughout the process. Unfortunately, the recipe's quantity of ingredients was incorrect and the play dough was too wet and goeey. Through this, it was impressive to see the children respond to the challenge by trying to problem solve and be flexible with unexpected situations. They still enjoyed themselves and had fun with messy sensory experience while learning practical skills. *This links to MTOP Learning Outcome 4: Children are confident and involved learners.*

We will try this activity again next year with a new tested recipe. We will also continue with small groups to keep building connections across the grade.



## ICE CREAM BAR

Ice cream bar was popular and they all enjoyed having napolitan ice cream and freedom to choose toppings like skittles, oreos, and lollies. 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.*

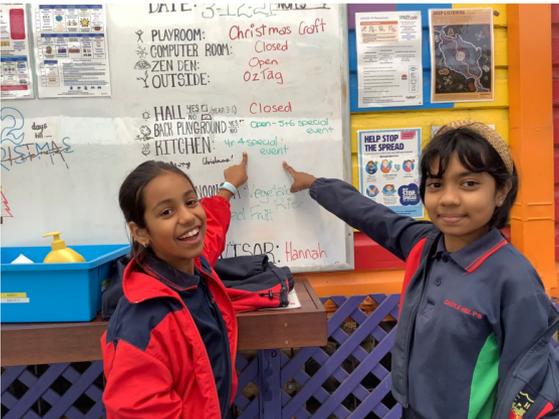
Seeing as the children loved this event we will keep doing more events like this revolving around food next year.

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

*Zahra – "I think this was the best thing in Funhouse!"*

*Jivisha – "We had a lot of fun and certainly enjoyed the ice cream. Everyone had great fun and we all appreciate the work funhouse has done for us."*

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



## FETE DAY

To celebrate the end of the year, we had the Funhouse Fete Day and the Year 4 Group Leaders organised a crazy hair stall. Each year the children love getting crazy hair done with hairspray and fun hairdos with ribbons, gel, sparkles, and this time it was also very popular. Our year 3 children also got to have their face painted, decorate cupcakes, ice cream bar, and play fun water games. There was something for everyone and it was wonderful way to end a year spending quality time with each other.



## FUTURE PLANNING

As our Year 4s move into Year 5 next year, we will continue to support the group to maintain **strong friendships** as well as becoming **independent learners** through various opportunities. We recognise they will be shifting into the older year group at school and will work hard to **support this transition** from Year 4 to Year 5. In Term 1 2022, we will also aim to include more of the children's interests into the daily program and special events, and give them more opportunities to have a **role in leadership**.

## 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](mailto: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