



JUNE
2019

ON *this* MONTH

Pyjama Day ----- Friday 9th

Kinder Excursion ----- Mon 3rd

Healthy Bite Dental Visit
(for 3-5years olds) ----- Tues 11th

AROUND THE COUNTRY

Mabo Day ----- 3
World Environment Day ----- 5
World Oceans Day ----- 8
Global Wind Day ----- 15
National Refugee Week ----- 16 - 22



Winter is here!

What better way to start the winter season than with Pyjama Day on Friday 9th June.



A cosy day in our PJ's, no need to change in the morning just come as you are in PJ's, slippers, dressing gowns.

Do pack a coat and shoes for outside play though!





WORLD ENVIRONMENT DAY – JUNE 5

World Environment Day encourages worldwide awareness and action for the protection of our environment. Since it began in

1974, it has grown become a global platform for public outreach that is widely celebrated in over 100 countries. The theme for 2019 is “air pollution” — a call to action to combat one of the greatest environmental challenges of our time. Find out more at: www.worldenvironmentday.global

REFUGEE WEEK – JUNE 16-22

Refugee Week is Australia’s peak annual activity to raise awareness about the issues affecting refugees and celebrate the positive contributions made by refugees to Australian society. In 2019 ‘Share a meal, share a story.’ Find out more at: www.refugeeweek.org.au

Chicken Tacos w Grilled Corn & Avo



INGREDIENTS

- | | |
|--------------------------|----------------------------------|
| 2 chicken breasts | 1 tsp cumin, ground |
| zest of a lemon | 1 tsp sweet paprika, ground |
| extra virgin olive oil | 2 corn cobs |
| 1 avocado, diced | 1 punnet cherry toms, halved |
| zest and juice of 1 lime | 1/2 cup parsley, roughly chopped |
| tortillas | |

METHOD:

Preheat oven to 200 degrees. Place chicken breasts on an oven tray lined with baking paper, sprinkle the cumin and paprika over the chicken breasts and turn the chicken to coat evenly in the spices. Zest over half a lemon, drizzle with a little olive oil and pop into the oven to bake for 18 minutes or until the chicken is golden and cooked. Remove and use two forks to roughly shred. Set aside.

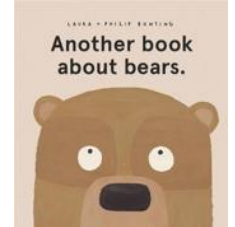
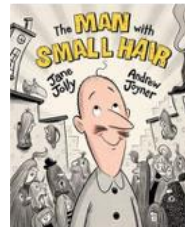
Place the corn on an oven tray lined with foil, zest over the rest of the lemon and drizzle with a little olive oil. Wrap up the corn in the foil to create a packet and pop into the oven along with the chicken to bake for 15-20 minutes or until the corn is tender. Heat grill to high. Remove the corn from the oven, carefully open the foil packet and pop under the grill for 5 minutes or until slightly charred. Allow to cool slightly. Place the corn onto a chopping board and run a knife down each cob to remove the kernels. In a large bowl place, the corn kernels, cherry tomatoes, avocado, parsley, lime zest and juice and olive oil and toss to combine. To assemble; top each tortilla with a little shredded spiced chicken and a good helping of grilled corn & avocado salsa.

Enjoy x Remember to always supervise kids in the

Recipe and Image from ‘mylovelylittlelunchbox.com’

Book reviews

A FEW HEART-WARMING TALES FOR BEDTIME



THE MAN WITH SMALL HAIR

JANE JOLLY

The man with small hair does everything he can to blend in with the crowd. He covers up his small hair, short pants, colourful boots and beads so that he looks like everyone else. Then one day he looks in the mirror and doesn’t recognise the person staring back at him. A lovely story about having the confidence to be whoever you are.

RUBY’S WORRY

TOM PERCIVAL

Ruby is a happy adventurous girl, until she discovers a worry! The worry starts small but grows and grows until Ruby thinks she will never be happy again. But a worry shared is a worry halved and that is what happens when she meets a boy who is also a worrier. Simple text and fun illustrations.

ANOTHER BOOK ABOUT BEARS

LARA BUNTING AND PHILIP BUNTING

The bears are on strike! Every time a book is opened with a bear in it, a bear has to perform the story and they have had enough. An elephant or a kitten cannot take the part of a bear. Find out what happens in this heart-warming story that has a hilarious twist to it.



FOCUS: A “million-word gap” for children who aren’t read to at home



Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than kids who were never read to, a new study found.

This “million-word gap” could be one key in explaining differences in vocabulary and reading development, said Jessica Logan, lead author of the study and assistant professor of educational studies at The Ohio State University. Even kids who are read only one book a day will hear about 290,000 more words by age 5 than those who don’t regularly read books with a parent or caregiver.

“Kids who hear more vocabulary words are going to be better prepared to see those words in print when they enter school,” said Logan, a member of Ohio State’s Crane Centre for Early Childhood Research and Policy. “They are likely to pick up reading skills more quickly and easily.” The study appears online in the *Journal of Developmental and Behavioural Paediatrics* and will be published in a future print edition.

Logan said the idea for this research came from one of her earlier studies, which found that about one-fourth of children in a national sample were never read to and another fourth were seldom read to (once or twice weekly). “The fact that we had so many parents who said they never or seldom read to their kids was pretty shocking to us. We wanted to figure out what that might mean for their kids,” Logan said.

The researchers collaborated with the Columbus Metropolitan Library, which identified the 100 most circulated books for both board books (targeting infants and toddlers) and picture books (targeting pre-schoolers).

Logan and her colleagues randomly selected 30 books from both lists and counted how many words were in each book. They found that board books contained an average of 140 words, while picture books contained an average of 228 words.

With that information, the researchers calculated how many words a child would hear from birth through his or her 5th birthday at different levels of reading. They assumed that kids would be read board books through their 3rd birthday and picture books the next two years, and that every reading session (except for one category) would include one book.

They also assumed that parents who reported never reading to their kids actually read one book to their children every other month. Based on these calculations, here’s how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

“The word gap of more than 1 million words between children raised in a literacy-rich environment and those who were never read to is striking,” Logan said. The word gap examined in this research isn’t the only type kids may face.

A controversial 1992 study suggested that children growing up in poverty hear about 30 million fewer words in conversation by age 3 than those from more privileged backgrounds. Other studies since then suggest this 30-million-word gap may be much smaller or even non-existent, Logan said.

The vocabulary word gap in this study is different from the conversational word gap and may have different implications for children, she said. “This isn’t about everyday communication. The words kids hear in books are going to be much more complex, difficult words than they hear just talking to their parents and others in the home,” she said. For instance, a children’s book may be about penguins in Antarctica – introducing words and concepts that are unlikely to come up in everyday conversation. “The words kids hear from books may have special importance in learning to read,” she said.

Logan said the million-word gap found in this study is likely to be conservative. Parents will often talk about the book they’re reading with their children or add elements if they have read the story many times. This “extra-textual” talk will reinforce new vocabulary words that kids are hearing and may introduce even more words. The results of this study highlight the importance of reading to children. “Exposure to vocabulary is good for all kids. Parents can get access to books that are appropriate for their children at the local library,” Logan said.

Source: news.osu.edu (2019, April 04). A ‘million-word gap’ Retrieved from <https://news.osu.edu/a-million-word-gap-for-children-who-arent-read-to-at-home/>

PLAYDOUGH NAMES



This is a simple letter familiarisation activity that builds hand strength and develops fine motor skills.

Write your child’s name as big as you can on the piece of paper you have. The bigger the easier it is. Show them how to roll playdough into snakes. After they have rolled snakes they then use these to form the letters in their name by tracing what you have written.

Activity and image from <https://handsonaswegrow.com/play-dough-name-tracing/>



HEALTH & SAFETY: Anxiety in Children

Anxiety is something everyone experiences from time to time; it is a normal and natural response that occurs when a person feels threatened or is worried that something bad or unpleasant might happen.

It's usual for children to feel anxious or fearful about a variety of different things during their development. After all, children are confronted with all sorts of new experiences and challenges as they grow up and learn about the world around them. In most cases these fears are transitory and do not significantly interfere with a child's academic, social or family life. Some common anxieties of different childhood developmental stages are outlined below.

7mth to Toddler: fear of strangers, separation, loud noises, large machines such as the vacuum cleaner or lawn mower, animals

Toddler to Middle Childhood: fear of animals/ insects, the dark, separation from parents, supernatural beings such as monsters, thunder and lightning, sleeping alone, 'bad' people

Middle Childhood to Late Childhood: supernatural beings, the dark, bodily injury, heights, getting lost or trapped, burglars, doctors/ dentists, death and dying

Late Childhood to Early Adolescence: fears revolve around social or evaluative situations, e.g. being teased or rejected by peers, being embarrassed, dating, giving oral reports, taking tests, fear of death or physical injury.

For some children, fears and anxieties can have a significant impact on the way they perform at school, on their ability to make or maintain friends, and on their family life. Children who experience problematic anxiety generally meet several of the descriptions below:

- they are extremely well behaved at school and tend not to bother anyone.
- they avoid trying new things even when safe or fun.
- they tend to become distressed by normal changes, breaks from routine, or taking risks.
- they become upset (e.g. cry) very easily.
- they have a tendency to highlight the negative consequences of any situation, e.g. 'all the kids will hate me', 'mum and dad will have an accident and die'.
- they avoid situations or objects they fear, e.g. a child with social anxiety will avoid attending parties or participating in groups.
- physical complaints are common. Because some children don't have the vocabulary or awareness to describe their anxiety, they may express it via physical symptoms such as feeling sick, having a lump in their throat, or sore shoulders from muscle tension.



- they may ask many unnecessary questions and require constant reassurance.
- they may have difficulty separating from parents.
- they may be very clingy with a parent or loved one in situations outside home.
- they may repeatedly have worries about school at the beginning of each term or each Monday.
- they may avoid unfamiliar situations, become sick, not turn up or endure situations with significant distress.
- they often ask questions which begin with 'what if...?'.
- they may be perfectionistic, taking excessive time to complete homework because they try to get it absolutely correct.
- they may have difficulty sleeping, taking a long time to get to sleep or waking during the night and needing comfort from parents.
- they can be argumentative (but rarely aggressive) if trying to avoid a feared situation.

Supporting children with anxiety:

You can support your child by acknowledging your child's fears – don't dismiss or ignore them. Gently encourage your child to do things they're anxious about. Wait until your child actually gets anxious before you step in to help. Praise your child for doing something they're anxious about. Avoid labelling your child as 'shy' or 'anxious'.

Helping your child overcome anxiety issues is easier if you seek help. Talk to your doctor, or go to these online programs for help.

raisingchildren.net.au, understandinganxiety.wayahead.org.au/
brave4you.psy.uq.edu.au

Anxiety In Children (2019, May 10). *Understanding Anxiety Retrieved from* <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>

Anxiety In Children (2019, May 10). *Health Direct Retrieved from* Anxiety In Children (2019, May 10). *Understanding Anxiety Retrieved from* <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>



AIR POLLUTION

Air connects us all. Without air there is no life. But the pollution we release into the air harms our health and the environment.

There are so many things that we can do: from cycling or walking to work or school and back, to recycling non-organic trash, to pressuring local authorities to improve green spaces in our cities.

Experiment: Air pollution is a hard thing to explain to children because typically it cannot be seen unless you live in an area where smog is common.

There is a simple experiment you can complete to show children what is in the air. You only need simple materials that are commonly already in your home.

Go to education.com/science-fair/article/dirty-air/
For the experiment details.





SINGING TOGETHER

"Through singing, children share in rich communication and relationships, a sense of belonging, meaningful learning and many happy experiences."

Songs are a great way to help anyone learn and remember, and they are an awesome tool used by teachers all over the world. An important part of any preschool classroom, singing contributes to teach behaviour, basic skills, and social skills. Preschool songs also use rhymes to help children to learn vocabulary and communication skills. Why we sing:

- Being sung to is special, creating closeness and relaxation.
- Shared singing with adults supports the development of secure and trusting relationships.
- Participation in action songs and singing games promotes togetherness
- Learning songs of their culture supports children's sense of belonging: in families, communities and early childhood settings.
- Singing aids joint attention, listening and concentration.
- Singing promotes speech and language: rhythm, rhyme, repetition and slower pace of articulation make songs a valuable developmental tool.
- Singing builds social and pretend play skills: the structure and actions of songs provide a framework, supporting the development of intersubjectivity (shared thinking and understanding).
- Our voice is our built-in musical instrument: awareness of beat, rhythm and pitch, acquired through singing and being sung to, lay foundations for all musical learning.

Source:
<http://thespoke.earlychildhoodaustralia.org.au/sing-belonging-becoming-song-infanttoddler-child-care-settings/>

National Quality Framework | Quality Area 1:
 Element 1.1 – *The educational program enhances each child's learning and development.*

FEE INCREASE

Effective 1st July, 2019

Recently an announcement was made by the Fair Work Commission that there would be a 3% increase to minimum wages effective from 1st July, 2019. The increase only applies to employees that get their pay rates from the National Minimum Wage, a modern award or in some cases a registered agreement. The [Children's Services Award 2010](#) is subject to the increase.

While we have already absorbed a series of running cost increases over the past 12 months we are mindful that to maintain the highest standard of quality care and education we must have the ability to not only pass on the well-deserved increase in pay to our Educators but also continue to invest in regular maintenance, professional development and educational resources.

With that said it is necessary that we make a minimum adjustment to our fees. Our fee rate from 1st July, 2019 will therefore increase to **\$128 per day**. Please note that our daily rate will now also **include nappies**.

We are committed to providing a memorable experience for you and your children and trust that you understand and accept this as a necessary commercial decision.

Yours sincerely,

KIRSTY RUDD-PLOTZ
 Director



THIS MONTH LET'S... DO YOGA

Short simple activities to get some active minutes in the day.

You might already do yoga yourself, but have you ever included your children in your yoga session? Or maybe you have never done yoga before. Jump on google and search simple yoga positions and learn together.

Try flowandgrowkidsyoga.com/blog/kids-yoga-day-free-yoga-poster

Feedback 
 is always welcome

ST FAITHS CHILD CARE

Email: stfaithschildcare@bigpond.com
 Tel: (03) 9435 8496

