

May
2022



Indi and Noah helping Heidi plant the herbs.



The toddler room children picking their snow peas, and tasting them.

The Fun group children participating in group time.



Darcy, K painting his Earth.



Earth Day:

On April 29th TCC acknowledged National Earth Day. This year Earth Day celebrated its 52nd Birthday from when it started in 1970. when Earth Day started its aim was to educate and assemble people from all over the world to take action and contribute to our global response for a sustainable future. This year the theme was “invest in our planet” so TCC educators thought what better way to acknowledge this than by collaborating as a service to invest and support the young children we care for. Each room participated in different activities throughout the day to engage the children in age appropriate learning opportunities, that spark and encourage knowledge, understanding and skills for living, thinking and acting sustainably.

The Nursery children, participated in planting Rosemary and coriander plants in pots for their outdoor learning environment. These herbs will be used to embed an appreciation and care towards their natural environments, whether it be at TCC, their home or in their communities. The Nursery educators will also support the children to water the plants with their left over water in their drink bottles at the end of the day. This also helps teach the children how to care for and nurture their plants.

The Toddler room children have been involved in an ongoing room project involving snow peas. At the beginning of the year they planted snow peas seeds in a pot on their veranda. The children have been supported by their educators to care for and water the plants daily. This learning opportunity developed an awareness of what human impact can have on the environment and the interdependence of living things.

Through nurture and care the children have learnt to show respect for and be environmentally responsible. They have observed the seeds grow into plants and produce fruit. On Earth Day they were able to finally reap their reward and harvest their pods. Each child had the opportunity to taste the snow peas and take pride in the work they had done to plant, nurture and care for their project.

The Children in the Fun group room engaged in an intentional and meaningful group time, lead by Nikki. They played two games that helped them gain a better understanding and knowledge of how they can look after their Earth. The first game was called “Happy Earth or Sad Earth”. Nikki held up a sequence of images that the children had to hypothesise how they would make the earth feel. For example planting trees and recycling would make the Earth happy, but cutting trees down and wasting water would make the Earth sad. The second game they played was “Which bin dose it go in?” this game was similar to the first, Nikki held up a series of images and the children took turns telling her which bin they thought the item went in. These games helped build the children’s knowledge of what items they could recycle, compost and dispose of at home as well as things they could do daily to help care for our Earth.

The Preschool children took part in expressing themselves creatively, as they used green and blue paint to make their hand prints on a piece of paper. They then demonstrated their cutting abilities to cut around a picture of the Earth and stuck it in the middle of their hands. They also read a book about Earth Day to explain in an age appropriate way of what the day is and how they can look after their Earth. The book gave examples of turning lights off, picking up rubbish, planting trees and flowers and using less water. These were all great ways to teach them to be environmentally responsible and show respect for their environments.

VEYLDF: Community



Alisha supporting Reuben and Harry with their Earth day paintings.



TCC children's collaborative art work.



William doing his Earth day paintings.

Holly filling her watering can up from the rain tank in the Fungroup outdoor learning environment.



Charlie watering the plants from the rain water tanks in the Fungroup yard.



The caterpillars found on the lime tree.

August watching the caterpillars, make cocoons.



Felix holding the Lime he took home.



Ameile and Darcy using the recycled boxes to create an art work.



Example of a bird feeder.

Water saving:

“Utilising the rain water”

We have been getting a bit of rain lately that has benefited our gardens, farms and water storages. The children in the Fungroup room have been talking about the rain we have had and commented on the overflowing tank in our outdoor learning environment. The children used their increasing sense of agency to ask Sarah for watering cans, so they could water the plants around the yard. TCC educators provide a learning program that all children can contribute to through their ideas, interests and observations. Educators build responsive relationships with each of the children and this is seen when they listen to the children and give their voices meaning. Sarah has done this by providing the children with the resources they asked for and assisting them to demonstrate their care and response to their environment.

(NQS: Relationships with children- 5.1.1)

NQS

‘Exploring their natural environment’

Recently the Toddler room children have been exploring their outdoor learning environment, they have made a few discoveries. Their first discovery has been that their lime tree has had fruit growing on it. On Friday the 6th April the children who attended picked the ripe fruit, and some even took a lime home. Emma scaffolded the children’s learning by making lime scented playdough and letting the children taste the fresh lime. While the children were picking the limes they made their second discovery. They found caterpillars eating the leaves. On Monday Sarah collected six caterpillars and placed them in a tank so the children could observe them and their life cycle. These learning opportunities demonstrates to the children how the service cares for and supports them to become environmentally responsible, while they learn about a butterflies life-cycle

(NQS: Physical Environment- 3.2.3)

Intentional Teaching

“Reduce, Reuse, Recycle”

The Preschool children have recently been reusing a lot of packages to make box construction in their craft area. The children have been using the creative arts such as drawing, cutting, pasting and painting to express their ideas and give them meaning through box construction. Some of the educators and families have contributed to the supply of packages the children have been using. When the children have finished they are able to place it in the recycling bin, where it can be made into something else, or they can take it home to show their families. This activity begins to create an awareness of sustainable practices within the children. This also teaches the children to problem-solve and be creative in ways that develop their respect for the environment and thoughtful use of resources.

(NQS: Collaborative partnerships)

QIP Working Towards:

“TCC challenge”

Soon TCC will be engaging in a centre wide challenge. Each room will be given the task to plan and create a bird feeder that can be hung in their yard to attract the native birds. This will support the children in learning simple ways in how they can look after and care for their environment and nature around them, when using recycled materials. The challenge will have different guidelines that will need to be followed, to engage in the community and create their feeder (NQS: Physical Environment- 3.2.1).