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Dear Families,

I have just received an email alerting me to the 'Australian Reading Hour', being sponsored by such organisations as Public Libraries, Australian Literary Agents' Association, Australian Society of Authors and Australian Library and Information Association.

I've not heard of it until I read the alert and now need to share it with you.

A few weeks ago at a Conference I listened to Mem Fox (Australian Author of Possum Magic and many others) speak with vigour to a huge audience of Early Childhood Teachers about the importance of reading aloud to children....and here in this email was Mem Fox again attempting to "recruit" everyone..anyone...to read aloud to children. The Australian Reading Hour campaign (Thursday 14 September) was encouraging everyone to "stop what you're doing for one hour and pick up a book. We want Australians to either rediscover or introduce themselves to the benefits of reading. In children, it has been shown to help with identity formation, setting them up for success in the future. In adults, it has been shown to reduce stress by 68% more than listening to music, going for a walk, or having a cup of tea."

Mem Fox says "Reading isn't merely important, it is the purest heaven, and time to read has to be fought for, against all the other claims on our lives." She says she owes her love of reading to those who read to her, "mostly, my mother". "To all the parents of young children, throughout this land, please read to your children: Love it! Love them!"

While it is not always possible for parents to share a book at bedtime with their children, managing 10 minutes most nights will, librarians say, give children "the best chance of becoming a good reader, with all the social and educational benefits that brings".

Most of a child's brain development happens between birth and three years of age, it's not enough to assume that children will learn to read when they get to school, says the Australian Library and Information Association, it needs to start long before that. Reading is a significant part of language development and developing a child's language starts when they are a baby—talking to them, responding to them, and reading to them.

Yours as we care for and educate children together.
Narelle Dewhurst. CENTRE DIRECTOR

NEWS FROM THE ROOMS

The Pebbles Room:

☺ Visits to the foyer was an exciting "excursion" to see, hold and stroke the little chicks from the Henny Penny programme.



☺ Learning animal sounds stimulated by play with puppets.

☺ Manipulating brushes to hold steadily, dip into paint, and make marks on paper.

☺ Climbing, bouncing, throwing balls, digging — very important in relation to gross motor skills

☺ Visiting the Shells outdoor area to have fun with Marnie's turtles!

The Pippies Room:



☺ Role playing and pretending

☺ Constructing with fence shapes-making farms

☺ Visiting the Henny Penny chicks

☺ Exploring the sensation of rubbing hands through paint over bubble wrap

☺ Manipulating brushes in water paint palette paints

☺ Climbing, sliding, building, hiding!

☺ Going on an "egg" hunt—searching for the "shaker eggs" - hidden everywhere outside!

See over for Shells, Rockpools, and Seabirds Rooms.

FORWARD NOTICE

St Anne's will close on

Friday 22nd December at 6pm and

re-open on Wednesday 3 January 2018.

(Tuesday 2 January is a STAFF ONLY DAY)

ALL children, if transitioning into a new room and if starting new days, will do so from

Monday 15 January 2018.



FORWARD NOTICE

St Anne's End-of-Year Family Christmas Celebration will be held on Wednesday 6 December, 2017

5.30-7pm...here!

The Shells Room:



- ☺ Learning what their name looks like—"name recognition" - a being able to choose their name card from others.
- ☺ Music, music, music—and using musical percussion instruments to learn about rhythm and beat.
- ☺ Exploring the new "water wall" - how does the pump work? What happens when you pump?
- ☺ Role play and dramatic play—doctors, nurses, hospitals, being sick and getting better—dressing up and using stethoscopes.
- ☺ Painting inside AND outside!
- ☺ Visiting the Henny Penny Chicks.
- ☺ Cooking— measuring, weighing, mixing, make shapes with cookie mixture, decorating, baking, EATING!
- ☺ Running, crawling, balancing, kicking and throwing balls in the open outside grass area.
- ☺ Observing and gently touching Marnie's turtles.
- ☺ Strengthening finger and hand muscles using the Hammer and Tap game, the Peg Boards, play dough.

The Rockpools Room:



- ☺ Cooking—reading a recipe, gathering ingredients, measuring ingredients, mixing, shaping, baking, waiting! Developing mathematical knowledge and literacy skills.
- ☺ Starting work on a "community project" - a Recycled Flower—learning about sustainability—sorting lids of all shapes, sizes and colours, washing them, drying them, preparing them for recycling!
- ☺ Further developing confidence in sharing information with peers in a grouptime situation.
- ☺ Developing knowledge about how things are made and where things come from—constructing the wooden flower, making play dough, making "wombat stew"!
- ☺ Learning to listen to others and to appreciate and respect others' opinions, ideas and others' belongings.
- ☺ Sensory experiences of all kinds—making goop, listening to "the book with no pictures", yoga,, thinking about smells and tastes (pizza toppings!)
- ☺ Using the farm play board and then connecting with the land themselves outside—investigating the worm farm, the grass for ants, and the plants for bees.
- ☺ Making bread—thanks for helping us Jodie!

The Seabirds Room:



- ☺ Investigating the overhead projector and what can be done with it—creating shadows with equipment and bodies, patterns with shapes/beads/shells, and displaying drawings done on transparency sheets
- ☺ Reading together – sharing a Where's Wally book, or using the listening post, or listening while being read to by Teachers.
- ☺ Creating tracks and runs with the new timber equipment set.
- ☺ Learning to playing board games without needing a teacher's help.
- ☺ Using big muscles and doing real work in the digging mud patch.
- ☺ Enjoying the new "outdoor kitchen" equipment around the sandpit and extending role play and pretend play.
- ☺ Exploring the new "water wall" and pump and becoming more aware of some science concepts in the process.
- ☺ Talking about and supporting each other through school transition visits. Documenting the children's responses to questions—how was your morning at Holy Family School? How was your morning at St Francis Xavier School? How does it feel when lots of children are away and only a few here in the Seabirds Room? ..and talking about all schools children will transition to, as well as St Anne's where some children will enjoy another year together.

The Offices:

- ☺ Finalising Enrolments for children for 2018!

The Kitchen:

Making sure:

- ☺ Menus are healthy and nutritious.
- ☺ Fruit and vegetables are fresh, tasty and colourful.
- ☺ cupboards are stocked with the weekly menu ingredients.
- ☺ Connections with the educators, the children and the families are strengthened daily to ensure good communication and information sharing—providing food for our children goes beyond the kitchen door.

We, the Staff of St Anne's, continue to thank YOU the families, for entrusting your children into our care, and believing the education we provide is supported by professional practice.



Let's Look at Lunches

The stats are in.... NSW children are eating their fruit!

Fantastic news!!! The latest figures show that 4 out of 5 (78%) Australian children are eating the recommended 2 serves of fruit a day. Terrific! This is likely to mean children are choosing fruit for snacks, hopefully over other unhealthy options.

Eat the rainbow!

Did you know each colour carries its own unique vitamins & minerals to keep our bodies healthy in different ways. That's why its important to eat the rainbow! See if you can find fruit in season across all the colours: Red, Purple

Blue, Orange Yellow, Green or Brown White.



Fun fruit facts

- Apples float in water because they are 25% air!
- The average Strawberry has around 200 seeds (on the outside!)
- Pineapples are berries, just like strawberries & blueberries

HEALTH & SAFETY: Bedwetting in Children

Things to remember: Bedwetting is very common in young children and there are many possible causes. It is not the child's fault and is not a behavioural problem. Most children outgrow it.

How common is it? It is very common. Most children need to wear a nappy or protective pants at night to avoid wetting their bed up until at least age five. At four years of age nearly one in three children wet, and this falls to about one in 10 by age six. Some teenagers wet the bed too. This is especially common if a parent or other close family member wet their bed at this age as well.

What causes it?

There are a number of causes of bedwetting (or enuresis). We don't know all of them.

Some children wet the bed due to being in deep sleep. They do not wake up to go to the toilet in time.

Other children have smaller bladders that cannot hold onto a lot of urine overnight.

Some children don't make enough of a hormone called - Anti-Diuretic Hormone, known as ADH. This hormone helps to concentrate urine overnight.

Children who don't make enough ADH have a lot of dilute urine and so wet the bed.

Children with constipation may have problems with bedwetting. They may have problems with daytime wetting too.

Bedwetting can run in families, but we have not yet found the gene that 'causes' bedwetting.

In rare cases, there is an underlying medical cause. So always have your child checked by a medical doctor before you start any treatment.

Bedwetting is NOT due to underlying behavioural problems. Never scold or punish a child for bedwetting. They are asleep when it happens and cannot help it.

When to see your doctor about bedwetting If you're worried about your child's bedwetting, or if it's causing issues for your child and your family, you might like to see your GP for advice about treatment and management. There are lots of ways to treat bedwetting. Your GP can talk you through the options and help you find the treatment that best meets the needs of your child and your family. Your GP might also refer your child to a bedwetting clinic or specialist.

Lifting and waking as a treatment for bedwetting Lifting is when you lift your child out of bed while he's still asleep and take him to the toilet to do a wee. Waking is when you wake your child and take him to the toilet to do a wee. You can do this before you go to bed yourself, or at a set time during the night. Lifting and waking can help to stop bedwetting in the short term, but it **usually doesn't stop bedwetting altogether**. It isn't a long-term solution.

Limiting drinks before bedtime as a treatment for bedwetting Limiting drinks before bed can help your child manage her need to wee during the night, and can help to reduce bedwetting. For example, you might agree with your child that she won't have any drinks after dinner.

Make sure you still encourage your child to drink lots of water during the day so that he doesn't get dehydrated.

It's best for your child to avoid drinks with caffeine in the evening – for example, cola, tea, coffee or hot chocolate. These drinks increase the amount of wee your child makes.

It's a good idea to buy a waterproof mattress protector or underlay for your child's bed to stop her mattress getting wet and smelly. Bedwetting sheets are another option – these are a combination of fabric and waterproof material that go over the bottom bed sheet. They can make it faster and easier to change your child's bedding in the night.

To read this article in full and for links to more information go to: <http://raisingchildren.net.au/articles/bedwetting.html>

FOCUS ARTICLE: WHY READING TO CHILDREN IS A BIG DEAL



Here's what the experts say about the benefits of reading to your kids.

Albert Einstein was once asked what we could do to make our children smarter. He answered, "If you want your children to be intelligent, read them fairytales. If you want them to be more intelligent, read them more fairytales."

Research & Statistics

Increasingly, the research backs him up. The more we read to our children, the greater their vocabulary. The greater their vocabulary, the better they do at school. The better they do at school, the more successful they will be in life. As parents, isn't this what we want?

A 2013 study by the University of Melbourne followed more than 4,000 Australian kids from pre-school to mid-primary, and found the single most important predictor of overall success at school was the amount they were read to as toddlers.

Reading to Young Children: A Head-Start in Life found children who were read to 3-5 times a week were almost six months ahead of their peers in reading and cognitive skills (activities of thinking, understanding, learning and remembering) by the time they started school. Children who enjoyed daily story time were almost 12 months ahead

By age 8-9, these kids recorded higher scores in National Assessment Program – Literacy and Numeracy (NAPLAN) tests than kids who went without. In addition to the purely academic benefits, children who were read to regularly as toddlers showed greater school readiness, a better approach to learning and better physical, social and emotional development.

This is one of the most recent studies in a significant body of research that links regular reading to young children with greater success in later life.

A 2013 British study, *Social inequalities in cognitive scores at age 16: The role of reading*, found kids who read for pleasure were likely to do significantly better than their non-reading peers throughout primary and into secondary school. These children tended to be those whose parents had read to them regularly at the age of five.

"It's likely that strong reading ability will enable children to absorb and understand new information, which affects their achievement in all subjects," says study co-author Dr Alice Sullivan. Dads also have an important role to play especially when it comes to their sons.

Jim cites a study where boys whose fathers read to them regularly were better readers than their peers whose fathers didn't.

"As you read to a child, you're pouring into their ears (and brain) all the sounds, syllables, endings and blendings that will make up the words they will someday be asked to speak, read and understand," writes Jim. Equally important, the stories themselves fill in gaps of knowledge they need to understand things outside their immediate surroundings.

Ten Minutes A Day

Literacy advocate Love2Read recommends reading to children for 10 minutes every day. "I'm the daughter of a time-and-motion expert who would never admit 'there is no time'," says author Jackie French. "There are a million ways to share a story with your child once you tell yourself this is something you must do."

Read:

While you cuddle them to sleep.

When they need comforting.

While you're having a coffee break.

On Skype from your hotel room on your next business trip.

Over the phone from your office.

The cereal-box in the supermarket queue and entertain the shoppers.

"When you are really bushed, put your feet up, shut your eyes and let your child read you a story," says Jackie. "It doesn't matter if they can't really read the words; if you have read to them often enough, they will make up a story just for you as they turn the pages."

Article source: Why Reading to Kids is A Big Deal
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To read this article in its entirety, follow the link below:

<http://www.childmags.com.au/why-reading-to-kids-is-a-big-deal/>