



Teachers September Newsletter 2022

During this past month we've been celebrating science week and including additional science experiments and activities within the programs for the children to engage with. These experiences have been based around the children's interests and wonderings as well as some of our favourite books. Children have been experimenting with water and ice and liquids, creating volcanoes, investigating sinking and floating in bush puddles and with the story Who Sank the Boat and going on an outing with Alexander the duck, where children learnt about engineering and problem solving and many, many more activities. Importantly, the children have had a lot of fun, been creative and have been engaged in their learning!

Science is a valuable part of our everyday lives and helps us to understand the world around us. Science is also an important part and a natural focus in all our programs. The teachers embed science throughout the year because we explore the natural world and have a strong nature philosophy. Science is integrated in the programs and our role as teachers is to support children to notice, predict, test and share ideas and then to reflect with them and help them to build on their understanding. For instance, we will ask questions like 'do you think that made a big splash, which one will float or what is hail?' and then support children to investigate.

**"The important thing is not to stop questioning;
curiosity has its own reason for existing" - Albert
Einstein**

For children, early science experiences are vital and offer rich opportunities for their development in many areas. For instance, physically they can practice and develop gross and fine motor skills and cognitively they are engaging with numeracy and literacy skills and developing scientific and other discipline understanding. Science also teaches children life skills such as social skills including effective communication, turn taking and working with others as part of a team and inquiry skills such as being curious and wondering, predicting, answering questions and reflecting, problem solving and thinking, all of which are higher order thinking skills.



The recent bad weather in the 3 y/o groups raised many questions like 'why are some clouds grey and what is hail?'. We decided to explore ice and water and the concepts of solids, liquids and melting. Children shared knowledge, predicted and experimented with salt, water, vinegar and heat, to work out how and what would melt the ice and free the objects inside, all whilst we played.



Acknowledgement: Balnarring Preschool acknowledges that our children and families play and learn on Boon Wurrung Country. We acknowledge the Boon Wurrung of the Kulin Nation as the First Peoples of this land. We thank them for caring for the land and the waterways and value the sharing of their knowledge and stories. We pay our respects to their Elders: past and present.



The three-year-olds really enjoyed testing what would sink and float in the puddles at bush camp and when some things floated and others sunk contrary to what they thought they would do, they weren't put off but rather curious, focused and patient as they tried to understand why and test out others.

Teachers also emphasise with the children the learning that comes from not knowing what will happen. The waiting, watching and self-regulation it can help develop is equally important. With support science can help children develop many positive learning attitudes like these as well as develop an interest and love in learning and exploring. They also begin to understand that when things go wrong or don't work out, that that's OK. Mistakes are OK. Children learn in these investigations that making mistakes, taking risks and trying new things are good because it helps us learn. Children develop persistence and resilience and instead of giving up they learn to take risks and become more adaptable in their thinking as they realise they aren't always 'right' the first time.

Much of the learning science experiences exposes children too is complex. We believe it is important to have high expectations and see the children as capable and able to learn and develop knowledge and skills and a deeper understanding of the world in which they live with support and guidance by teachers and adults. Children build their scientific inquiry skills in everyday activities. They begin to experiment before they can walk; babies love dropping their food and spoons to the floor from the highchair. It's a fun game all about gravity. As children develop language the important part is asking questions that get them to think about what might happen "where will the car stop when it goes down the ramp or what might happen when you shake it?". Young children learn through play and hands on experiences so let them explore when you can, let them look, see, touch, hear and see and enjoy the wonder of science together.

"children are stimulated by natural curiosity... and learning by discovery rather than by being told gives children a particular sense of satisfaction". - Aline D. Wolf

Written by Jill Grafton-White on behalf of the teaching team



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