

Edition 5, Friday 17th April, Term 2 2020

I hope that our school community is safe and well following our school holiday break. We return to Term 2 with a very different structure of learning from home, but strong in the knowledge that we are all working together to stay safe, supporting each other, and of course our students, as best we can.

Following advice from the Department of Education and Training we are moving to remote and flexible learning from Term 2, to help slow the spread of coronavirus (COVID-19). We are following directions from the Victorian Government based on the advice of the Chief Health Officer, which stated that all students who can learn at home must learn from home. Teachers will be working remotely from home. The Department of Education and Training has directed schools that anyone who can work from home, should work from home. There are provisions made for parents who both work out of the home at the same time, with no one else to supervise their child, to apply for on-site attendance. Information regarding these circumstances and relevant application forms can be found on the home page of our school website and we ask that any applications are returned to the school email address for approval: broadmeadows.sds@edumail.vic.gov.au

We have communicated this updated information to our school community via a Compass email, to all parents for whom we have an email address, via updates to our school website and with teachers calling all families on the Curriculum Day on Tuesday 14th April, to share information about changes to Term 2 and to inform parents about access to our Learn From Home content on the website. If you did not receive an email through Compass, can you please email the school with your email address so that we can add it to our system.

We fully appreciate that these circumstances are difficult and that remote learning will be challenging for families, and we have been working very hard to endeavour to cater for the special needs of our students as best we can. We have set up our school website with a user-friendly Learn From Home link on the top right hand side of the home page. By clicking on that link, you will then be taken to a page to either choose the Parent Lounge or the Dimboola or Sorrento campus, where you will be taken to a page that features a photograph of each classroom teacher. By clicking on your child's classroom teacher, you will be taken to the Learn From Home activities for your child's class.

Our BSDS teachers have been planning for the provision for at home learning activities for their classes and will be providing weekly learning activities for each class via the website. We have provided At Home Learning packs for each child and these were delivered via the school buses on Thursday of Week 1, for those who travel to school via the bus, and via planned pick up arrangements for students who do not access bus services. We will provide additional learning content or resources as appropriate as the term continues.

We will continue to use our school website as our primary means of communicating with our school community, with updates on the home page as well as access to Home Learning resources. Please note that we do not use Compass for parent access, we use our school website and school email for parent communication.

Our school newsletters will be sent out weekly whilst we engage in this learning from home model. Our newsletters will feature ideas and activities for you to engage in at home, Key Word Sign tips as well as some parent information, so you can continue to develop your skills and abilities to support your child. We will email out our newsletter to the newsletter subscription list, and will upload the newsletter to the school website each Friday.

This is a difficult time for all, and we know parents will have many questions as we move forward. Please know that as a school, we are doing our best to be as responsive as we can to the changing circumstances and are incredibly proud of the way our school staff have taken on the challenge of adapting how they provide learning activities to our students. Please know that together, we will work through this and we thank our school parents for their patience and flexibility and indeed our school staff for their positivity and creativity as we move into term.

Susi Wirth
Principal

DATES TO REMEMBER TERM 2 2020

DATE	EVENT TO REMEMBER
Monday 8 th June	Public Holiday - Queen's Birthday
Friday 26 th June	Last Day of Term 2

Learning Beyond Words SCHOOL NEWS AND UPDATES

NEWSLETTER UPDATES FOR TERM 2

To support our home and school connection during Term 2 as we all engage in the learn from home structure, we will be sending out weekly school newsletters. Our aim is to fill the newsletter with lots of positive and practical ideas for at home learning activities, tips and ideas for using Key Word Sign at home as well as lots of parent information about supporting your child's learning, as well as featuring past Parent Topic Tasters content.



Newsletters are sent out weekly for our School Concert on Wednesday 20th November and class newsletters are beginning with content coming in now. Students are able to be involved about the content and performance and we've seen our students come so far with learning their stage acts, including learning the signs for their whole school finale song. Thank you to the families who have returned their expression of interest forms for books. The extra side of the concert is a big job, so we are sure you would appreciate, and we will work substantially and we will do our best to ensure that all families are well and meeting all requests are agreed to that families are using the right together. We will continue to send home information about the concert, in the lead up to the night, so please continue to check Communication Books and keep in contact with your child's teacher.

On Tuesday 12th November, we are holding our Term 4 Parent Group Topic Tasters session at our Seminars Street centre. The focus of the session, based on parent feedback, will be Supporting Writing and Read Times at Home. This should be a really practical session with lots of information about why students may need using different books and ways to support your child to feel comfortable with reading, writing and oral from reading over books. The session will also provide information on ways to use more time for success, including tips for colour use and visual supports. This has been a highly requested topic so we are very happy to bring you a session based on your support needs. Please see the expression of interest form at the back of the newsletter and return it to your child's teacher should you wish to attend.

I would like to give the Principal's Award to Sara Chownorth from Room 14. Sara has been working with her communication. She has been successful with both her writing and reading, and has been able to help with her writing on her own, writing up to the teacher and saying "I want..." and then pointing to the words. She also asked for more practice by using her A2 and saying "I want..." We are so proud of Sara!

Next week we have a Curriculum Day on Monday, with no school for students and the Melbourne Cup Public Holiday on Tuesday. School will return on Wednesday 27th November, leaving just two weeks before our big School Concert event. We cannot wait to get together as a school community to celebrate our students and our school.

Sue Webb
Principal

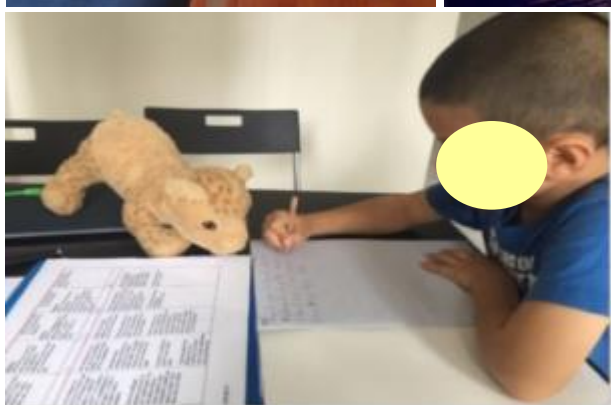
DATES TO REMEMBER TERM 4 2019	
Monday 11 th	Parent Group Topic Tasters Session
Tuesday 12 th	Parent Group Topic Tasters Session
Wednesday 13 th	Parent Group Topic Tasters Session
Thursday 14 th	Parent Group Topic Tasters Session
Friday 15 th	Parent Group Topic Tasters Session
Saturday 16 th	Parent Group Topic Tasters Session
Sunday 17 th	Parent Group Topic Tasters Session
Monday 18 th	Parent Group Topic Tasters Session
Tuesday 19 th	Parent Group Topic Tasters Session
Wednesday 20 th	School Concert
Thursday 21 st	School Concert
Friday 22 nd	School Concert
Saturday 23 rd	School Concert
Sunday 24 th	School Concert
Monday 25 th	School Concert
Tuesday 26 th	School Concert
Wednesday 27 th	School Concert
Thursday 28 th	School Concert
Friday 29 th	School Concert
Saturday 30 th	School Concert

A huge highlight in our newsletters is seeing so many photos of our students, happily engaged in their learning programs and sharing examples of learning activities at school. We would love to keep this up, to keep celebrating learning and engagement and successes – even though we are learning from home. We know that families will be working on the at home learning content that is provided for each classroom, and we'd

love to see what that looks like in your home and to celebrate that! We would ask parents to please email photos of their child engaging in home learning activities to our school website, and we will then include these photos in the following newsletter. Not only is this a great way for students to see each other's photos across the term, it is a very special way to recognise the efforts our parents and students are putting in as they work through the learn from home activities.

Take a look at just some examples of the types of photos you could send in (please note, images here are edited for privacy, our school student photos will be unedited) – it could be your child at the kitchen table working through their class worksheets, or your child on a computer engaging in an online learning activity (be it a literacy task or even watching the Zoo Comes to You footage), a cooking activity, an outdoor movement activity or play!

This is an important time to connect, to focus on the positives and to recognise hard work and effort. We would be honoured if parents chose to share photos of their child's at home learning progress with us, simply by emailing photos to our school's email address: broadmeadows.sds@edumail.vic.gov.au



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
SCHOOL NEWS AND UPDATES

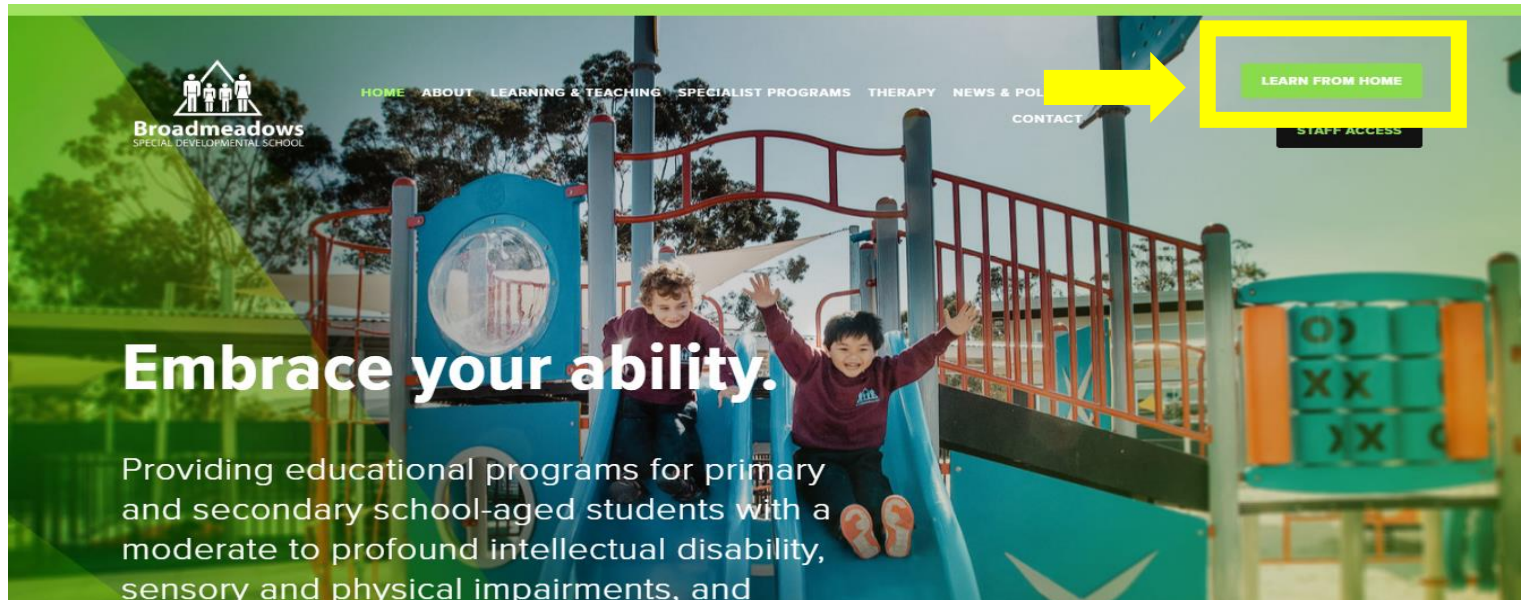
SCHOOL PHOTOS



With the change to remote and flexible learning for Term 2, SchoolPix has made a decision to postpone school photography for all April bookings. A new date for our school photos has been tentatively set for later in the year, on Thursday 20th August. More details will come closer to the date but please be reassured we will endeavour to still be able to commemorate your child's school year with a 2020 School Photo.

SCHOOL WEBSITE UPDATES

Earlier this year we made some changes to our school website, updating the layout, design and presentation of the website as well as updating some of the teaching and learning and therapy support content. With the changes upon us this term, we have ensured that our website was further updated with Learn From Home content. Please make sure you check the website regularly as this will be our primary point of communication.



Select your campus

To get started please select the campus your child studies at



Primary - Dimboola Road



Secondary - Sorrento Street

Select your classroom

To access resources, select your child's classroom / teacher

 ROOM 1 MADIELINE	 ROOM 2 MARGARENA	 ROOM 3 JACQUELINE	 ROOM 4 TIANA	 ROOM 5 JEN	 ROOM 6 BRONTE
 ROOM 7 SIOBHAN	 ROOM 8 GABRIELLE	 ROOM 9 IRINA	 ROOM 10 ANGELIKA	 ROOM 11 PENE	 ROOM 12 COURTNEY
 ROOM 13 SYDNE	 ROOM 14 SHARON	 ROOM 15 NICHELLE	 ROOM 16 ELFANOR	 ROOM 17 ROGALINDA / DANIEL	 ROOM 18 JAYME
 ROOM 19 BENE	 ROOM 20 EYDIE / JOBEYDYN	 ROOM 21 ELAINE	 ROOM 22 BEECI	 ROOM 23 KELLY / KAITIA	 ROOM 24 YVANA
 ROOM 25 JANA	 ROOM 26 EUGAN	 ROOM 27 BEC			

SCHOOL NEWS AND UPDATES

SCHOOL WEBSITE UPDATES

We are very excited to share a new Parent Lounge feature within our Learn From Home content on the school website. You can access this by clicking on the Learn From Home link on the home page and then clicking on the subsequent Parent Lounge tab. Within this parent area you will find a tremendous amount of information and support – from videos to handouts and key tips. We will be adding content regularly for you to access.



Parent Lounge - Looking for more information?

CLICK HERE

Select your campus

To get started please select the campus your child studies at



Primary - Dimboola Road

SELECT



Secondary - Sorrento Street

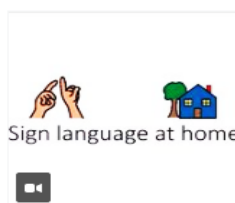
SELECT

Parents

Sorted by name

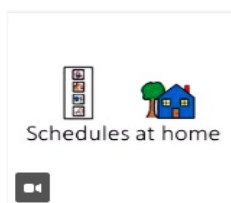


How to use an ALD.docx



Sign language at home

Sign at home.mp4



Schedules at home

using a visual schedule...
e.mp4

HOW TO USE AN AIDED LANGUAGE DISPLAY (ALD)



ALDs are a great tool used for modelling language and helping students understand the world around them. They come in a range of sizes depending on the student's needs. ALDs are generally one page and have broad language that can be used across multiple settings/activities (pictured above) or are really specific to a particular activity e.g. playing with toy cars (pictured below).



LEARNING AT HOME IDEAS

SENSORY STORIES AT HOME



Sensory stories are an incredible way to engage your child in language, communication and play based learning experiences through the inclusion of tactile, auditory, scent, taste and movement elements.

Any story can be developed to include elements that intrigue our senses. The more senses involved in a story, the more of our brain is engaged and the more we learn and remember.

Tips for use!

Who can engage in a sensory story? ANYONE! Sharing in a sensory story is a beautiful experience for siblings to share. Each child will explore the resources a little differently, and this is great! Young and older children love sensory stories – just find a theme or topic that is of interest and away you go! Adults too will find themselves caught up in the joy of exploring the props and resources.

Simple set up ideas:

- Use an old tub for tactile sensory play – shallow tubs are best.
- Sensory play doesn't have to be messy! If your child doesn't like to touch wet or sticky or dry ingredients, place them in a large ziplock bag. Your child can pat, shake, tip the bag or lift it up to their eye level to investigate, all without getting a thing on their hands.
- If you are using wet or different tactile ingredients, you may like to put an older t-shirt or shirt on your child, or to set up in a spot with tiles/lino or wooden flooring for easier clean ups.
- When engaging in the story, make it an enticing place to be. Sit in a bean bag or on the floor with cushions, go outside if the weather is nice, read it on your enclosed trampoline sitting down for some extra input.

Activity ideas for each page:

- Resources could be sensory play based resources (messy play items in a tub or ziplock bag) or small themed toys. For example, if a character is baking bread you could explore flour, or oats (in a tub or ziplock bag) or you could feel a warm wheat bag as the warm bread.
- The theme on the page could be explored through whole body/gross motor based activities, for example, if an animal in the story is climbing up a mountain, you could recreate this at home with a mound of pillows!
- Get crafty! If your child likes to draw and create, you can explore a page in story with craft based activities. For example, if a character in a story is making pancakes you could draw your own pancakes! Or use two pieces of cardboard (e.g. - manila folder) cut into circles. Draw syrup or butter on top of one circle, place one circle on top of other and stuff a tissue inside and then staple around the sides.
- Work on language development with Key Word Sign! Choose key words from the page and use this as a chance to model Key Word Sign to your child as they explore resources.

There are no limits to the joy and learning that can be experienced in a sensory story.



LEARNING AT HOME IDEAS

SENSORY STORIES AT HOME

Does your child love movement and intense sensory input? You can create an outdoor, movement based sensory story at home! Take a look at this gorgeous Bear Hunt example - after reading the story together in the room, the whole class went outside to go on their very own bear hunt. With just a little set up work, the students were able to experience squelching in the mud, crawling through the cave and walking through long, wavy grass. Stories come alive when we add in movement and sensory elements - and you'll love sharing the joy of a sensory story at home with your child with just a little set up in advance.



We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



MULTI-SENSORY INVITATIONS TO PLAY

We have created a very special resource for parents to use at home, filled to the brim with sensory play recipes and ideas for ways to engage your child in sensory based play activities. During the term, we will feature recipes from this resource in our weekly newsletter to inspire your play at home. We also would happily provide families with a hard copy of the resource, to keep at home and use time and time again as your child discovers favourite activities!

Multi-sensory Invitations to Play

- A collection of recipes to spark some wonderful moments of sensory play



Multi-sensory play engages more than one sense at a time. Using sight, hearing, movement, touch, scent and even taste gives children more than one way to connect with what they are learning.

Within multi-sensory play experiences, children actively and purposefully explore; learning about the world around them and learning language, literacy, maths and science concepts at the same time! A lot of learning can occur while children are doing what they do best - playing and exploring!

This resource provides simple ideas that can be shaped, modified and extended for a wide range of learners, to ensure that all children experience a meaningful and motivating learning experience...full of sensory fun!

Each multi-sensory play recipe will feature guidance on 'What you will need / How to create / Time to play' so that you can gather equipment, make resources and then start the fun simply and successfully. All recipes feature simple household ingredients and toys – so raid the pantry and your child's toy box and get started!

Jelly Crystal Oobleck



What you will need...

2 cups of cornflour
Up to one cup of water
85g jelly crystals

How to create....

Add the cornflour to a large bowl with the coloured jelly crystals. Slowly begin adding splashes of water and mix until you reach your desired consistency. The mixture will be very difficult to mix but will seemingly 'melt' as it relaxes.

Time to play!

- **This type of activity is wonderful for children of all ages to engage in and is great for their sensory development. The oozy goo feels interesting between the fingers and the addition of the jelly adds a delicious scent!**
- **Add into a big tub – explore with fingers, spoons, paint brushes.**
- **Add in favourite toys to bury and then release.**
- **Create a swamp, ocean, sand or jungle theme depending on your jelly crystal colour choice and add in themed toys.**



SCIENCE AND TECHNOLOGY AND CREATIVITY AT HOME!

What is a cloud? Why do boats float? How does a car work? Little learners have such a wide-open curiosity about the world, you may have caught yourself wishing you could explore with wonder just like your child does.

A STEM activity is similar to science experiments for kids, but instead of just involving science, the activity includes other elements that foster a love of exploration and discovery. STEM is science, technology, engineering, and math. STEM encourages creators, thinkers, problem solvers, doers, innovators, and inventors.

Simple STEM projects for children will help reinforce important skills and will no doubt spark curiosity and imagination!

All you need to do is gather your supplies, gather your scientists, and let the innovation unfold.

EASY BACKYARD WATER WALL

A homemade water wall is a wonderful addition to any outdoor play space. You won't believe how easy it will be to set up. Children love water play and a water wall takes water play to a whole new level!

To make a backyard water wall, you'll need:

- A vertical surface to serve as your wall - a sheet of plywood, a piece of lattice or even the wall of a playhouse or play-structure. Any flat surface that you can attach a few plastic containers to with either a staple gun or zip ties or twist ties will do.
- A variety of plastic bottles, and containers.
- Staple gun.
- Scissors or Stanley knife.
- Hole punch and zip ties or twist ties may be necessary depending on the type of surface you're using.

Using scissors or a Stanley knife, simply cut your plastic bottles or containers a couple of inches from the lid to form a funnel-like container. If your bottle has a lid with a large hole in it (i.e. a shampoo bottle or salad dressing bottle), perfect! Leave that lid on! The water will flow slowly through the hole in the bottle lid. If the lid does not have a hole in it (i.e. a water bottle), remove the lid. This will be a bottle that the water flows quickly through.

Attaching your containers to your water wall:

If you're using a piece of wood as your water wall, you can attach your containers easily with a staple gun. Simply line your containers up vertically so water will flow from the top container into the one underneath it, and secure in place with a couple of staples.

If your wall is a piece of lattice or a chain link fence, you can attach your containers by punching holes in them, and securing them to the wall with a zip tie or twist tie.

Once all of your containers are secured in place, you're good to go!



Learning Beyond Words
LEARNING AT HOME IDEAS

FINE MOTOR FUN WITH ZIPLOCK BAGS

With just a few ideas, you will be able to set up some fun fine motor activities for your child that are no mess and can be engaged with anywhere at all! Using medium and large ziplock bags, some thick tape to seal the bags and sprinkles, gel, shaving cream or cardboard templates as the filling, you can set up a lovely fine motor task that can develop your child's finger isolation skills, finger strength and muscle stamina whilst also working on concepts such as letter formation, colours, noun identification and even counting!

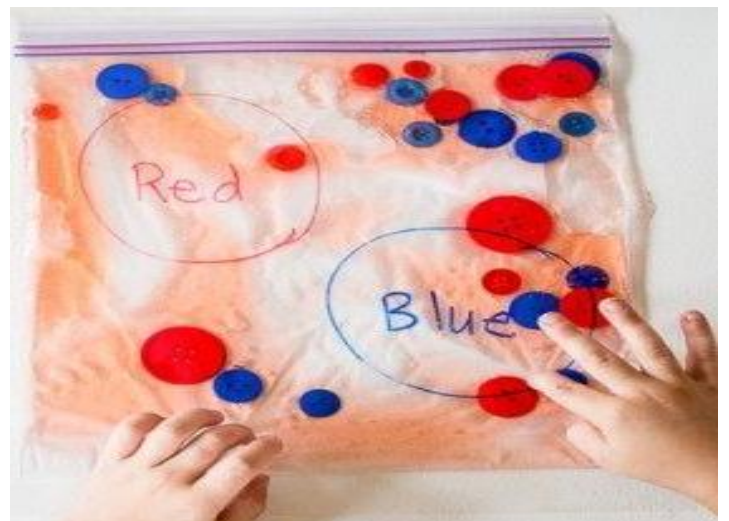


Letter practise – fill a bag with gel or even sprinkles. Secure it down to the table with tape and let your child write letters on the bag with their finger or a pop-stick.

Finger isolation work – fill a bag with clear gel or clear soap and add in small toys or craft items. Your child can use their fingers to push and move the items around the bag.

Finger isolation and control – draw a picture with a path on cardboard. Ensure it fits within a large ziplock bag. Add in some large pebbles or even buttons. Your child can use their index finger to move the items one at a time along the length of the path.

Finger isolation and finger strength work – fill a bag with some gel or coloured soap. Add in some buttons or beads in 2 different colours. Seal the bag and on the outside of the bag draw two big circles with colour names written inside. Your child can manipulate the buttons/beads into the matching circle.



Respect

Opportunity

Engagement

Communication

Support

LEARNING AT HOME IDEAS

KEY WORD SIGN ACTIVITIES AT HOME

There have recently been some wonderful online resources created, and a very special one is Zoos Online! <https://www.zoo.org.au/animals-at-home/>

Zoos Victoria are bringing the zoo to you with 24/7 live feeds of your favourite animals. They have set up a few live stream cameras from Melbourne Zoo, Werribee Open Range Zoo and Healesville Sanctuary, so you can enjoy the zoo from anywhere.












Can't see them? That's because the animals live in areas that are much bigger than what a camera can capture and they have the choice to wander wherever they please. Check back in later to spot them or see what you missed over the last few hours by clicking on the red line underneath each video.

Make this into a really language rich activity for your child by modelling Key Word Sign for each animal name! You'll enjoy this experience as much as your child, not only because you are watching the gorgeous zoo content but also because you are learning new signs as you go!

We have also included a Boardmaker visual, with some commenting sentence starters such as "Look! There is a" and "I see....." as well as matching symbols for all of the KWS vocabulary below. Place this on the table as you watch the footage together and point to the symbols as you see the different animals on screen.

Australian animals

 <p>Australia</p> <p>Hold both hands open and palms down. Close middle fingers onto thumbs while raising hands. Move forward in a small arc while opening hands.</p>	 <p>Animal</p> <p>Extend middle and ring fingers to touch extended thumb of dominant hand, palm facing away from body at shoulder height. Extend index and little fingers upwards. Move formation forward and down slightly.</p>	 <p>Cockatoo</p> <p>Place open dominant hand on head, index finger edge touching head and thumb tucked in. Simultaneously twist wrist to move hand upright and spread fingers.</p>
 <p>Crocodile</p> <p>Spread and slightly crook fingers of both hands. With palms facing, hold dominant formation above non-dominant formation. Move hands towards each other and touch together, twice.</p>	 <p>Echidna</p> <p>Place open dominant hand, fingers spread and slightly crooked, behind non-dominant fist. Twist dominant hand up and finish with fingers pointing up and slightly spread. Wrists remain in contact.</p>	 <p>Emu</p> <p>Place tips of dominant index, middle fingers and thumb together. Hold this formation in front of dominant side of body and move formation forward and backward in a pecking motion, twice.</p>
 <p>Fly</p> <p>Form an "O" with dominant index finger and thumb, palm away from body. Simultaneously move formation upwards and rock from side to side.</p>	 <p>Frog</p> <p>Tap open dominant hand, palm down, bent at third knuckles under chin, twice.</p>	 <p>Goanna</p> <p>Form an "O" with dominant index finger and thumb and rest back of fist on chin, palm down. Flick index finger away from thumb and hold straight out.</p>

Learning Beyond Words
LEARNING AT HOME IDEAS

KEY WORD SIGN ACTIVITIES AT HOME



Grasshopper

Extend and crook dominant index and middle fingers, palm down. Place non-dominant fist palm down in front of body. Bounce dominant formation along non-dominant forearm, several times.
 *Variation – may sign "green" first.



Jellyfish

Hold dominant hand with fingers spread at opposite side of body. Move hand across body repeatedly spreading and bringing fingers and thumb together.



Kangaroo

Hold cupped hands, bent down at wrists, in front of body. Bounce arms forwards several times.



Koala

Place open spread and crooked dominant hand over nose. Then make fists with both hands, cross arms and hold to upper chest.



Koala

Place both spread and crooked hands on upper arms of opposite sides. (S)



Kookaburra

Extend and spread dominant index, middle fingers and thumb. Fingers straight up. Place thumb tip under chin, then move formation down and away from face in two small arcs.



Octopus

Hold both extended index fingers in front of body, palms down, at waist height. Alternately move each hand forward, bending and straightening index fingers as they move, several times. N.B. Fingers do not move in small circle.



Penguin

Place both open hands, palms down, arms straight, at sides of body. Move hands alternately in waddling motion.



Platypus

Place back of open dominant hand, palm down, bent at third knuckles, under chin. Close tips of fingers on to thumb, twice.



Possum

Extend index fingers of both hands. Crook dominant finger slightly and rest it on tip of non-dominant finger. Swing dominant hand backwards and forwards, twice without losing contact with non-dominant finger.



Rabbit

Extend dominant index, middle fingers and thumb. Place tip of thumb onto temple – bend index and middle fingers forward and back, twice.



Shark

Hold open dominant hand, fingers pointing up, palm facing body, at shoulder height. Sweep formation in an arc to finish with palm facing away from body.



Snake

Crook dominant index and middle fingers behind thumb, with back of hand held against chin. Flick fingers off thumb.



Spider

Crook and slightly spread dominant fingers, palm down. Place on wrist of open non-dominant hand, palm down. Run dominant fingers up non-dominant forearm.



Turtle

Open both hands, palms down. Place dominant hand on top of non-dominant hand, thumbs extended. Simultaneously rotate both thumbs.



Whale

Place wrist of dominant hand, with fingers resting on thumb, on wrist of open non-dominant hand, palm down. Move dominant formation up non-dominant forearm to finish with fingers opening.



Wombat

Extend and slightly crook index, middle and ring fingers, palms down. Move hands in alternate small arcs away from body.




Key Word Sign™
 Australia

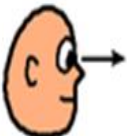
Learning Beyond Words
LEARNING AT HOME IDEAS

KEY WORD SIGN ACTIVITIES AT HOME


I see




Look! There
is a




rabbit



shark



snake



grasshopper



jellyfish




kookaburra




octopus



platypus




emu



crocodile



fly




cockatoo



lizard



koala



kangaroo




green tree
frog



wombat




echidna



spider



turtle



whale



ring-tailed
possum



penguin



THE MOST POWERFUL WAY OF CONNECTING WITH YOUR CHILD – JOINT ATTENTION

Article content courtesy of: <https://babysparks.com/2019/05/20/joint-attention-why-tuning-in-to-your-child-is-so-important/>

Think about this....You're at the park with your child and an airplane flies overhead. He runs to you, tugs your sleeve, points up and says, "Plane!" He looks at you as you follow his finger. You look back at him with wide eyes and say, "I see it too! It's an airplane! It's flying in the sky." Or you're playing with your child, both of you continuously going back and forth between focusing on the activity and engaging with each other. These are examples of joint attention (sometimes referred to as shared attention or joint engagement).

What is Joint Attention? Joint attention is when someone uses eye gaze, gestures, sounds or words to get another person's attention, followed by both people focusing on the same thing while also engaging with each other. For children, both initiating joint attention and responding to others' bids for it are central to development.

Why is Joint Attention Important? Joint attention supports development in several ways, including:

- **Social skills** – The social skills involved in joint attention (initiating, responding to others' initiating, sustaining back-and-forth interactions, etc.) are integral to communication, relationships, learning and collaborating.
- **Language skills** – Research shows that joint attention is linked to language acquisition. During joint attention, children have ample opportunities to not only observe language, but also practise using it.
- **Attention skills** – Joint attention helps children to learn to sustain focus, as well as shift focus back and forth between two things.

What this Means for You - As a parent or caregiver, joint attention (whether responding to your child's initiating or initiating it yourself) is a powerful teaching tool. Here are some tips for maximising it:

- Respond in meaningful ways to your child's cues to interact. It can be tempting to say "mm-hm" when your child tugs your sleeve during dinner prep to show you a toy, but stopping even for a few seconds to crouch down and engage is important.
- Connect by getting on your child's level and using eye-contact, words, and nonverbal language (including gestures like pointing).
- Have fun! A little enthusiasm can go a long way in encouraging and sustaining joint attention.

Most often, simple is best! Imagine you are at home and you are sitting with your child on the bean bag, and all you have within reach is their favourite ball. PERFECT! This is a wonderful set up for developing joint attention, such a crucial early language skill.

Sit across from your child. Roll the ball towards your child with your face animated and bright and your gaze fixed on the ball – even using gestures to point to the ball as it rolls. You could even say "Look! Ball rolling!"

Shift your gaze up to your child's face to make eye contact, hold it for a few seconds and then shift your gaze back to the ball, keeping your expression animated. As your child catches the ball, you could show lots of anticipation on your face and hold your hands outstretched as you look at your child. When they roll it back, move your gaze from your child to the ball, and as you catch the ball yourself, shift your gaze up to look at your child to 'share' the moment.

Continue in this way, using your facial expressions, gestures and even words to develop this shared focus on the moving ball, which in turn develops a very strong connection of shared play.



Learning Beyond Words
LEARNING AT HOME IDEAS

HOURS OF LITERACY FUN WITH AN OLD BOX, SOME CARS AND SOME LETTER STICKERS

Article content courtesy of: <https://frugalfun4boys.com/learn-your-name-with-hot-wheels-cars/>

Here's a simple way for children to play and learn with the letters in their name, or to learn any other key words that are relevant to and appropriate for your child. Your child will have fun driving the cars to the correct parking space that matches the letter on the car. All you need is an old box, some toy cars and some white stickers that you can write on. Add some wooden blocks or a cardboard tunnel and you have a great scene for imaginative play!



PARENT TOPIC TASTERS TIPS - WAYS TO ENGAGE CHILDREN IN THE HOME ENVIRONMENT

Strategies to try at home

Follow your child's lead:

- Look at what your child is showing interest in, join them and follow their ideas. Observe how your child is using items (they may not be playing with the item in the way it is intended to be used), and comment on what they are doing using simple language.
- Slow down during interactions with your child. Moving at a slower pace will give your child some time to attend and respond to the interaction.
- Try building anticipation during engagement by waiting. Try giving your child an extra 10 seconds after you say something to give them the opportunity to react, and hold your facial expression and body language expectantly.

Use your child's interests:

- Use things that you know your child is interested in to engage them in other activities. For example, if your child likes watching streamers move, hide behind some streamers and wave them like your child would, or if your child really likes a certain character (e.g. - pirates) use blocks to make a 'house' for pirates. Incorporating things you already know your child is interested in can help increase their engagement with other activities.

Copy your child's actions:

- Copy what your child is doing with an item while alongside them. Wait to see what your child does when you copy them, and then copy them again. This can be a nice way to encourage a shared interaction if your child is very focused in an activity and maybe not aware that you are trying to engage with them. Make sure to get down to your child's level so you're face to face with them.

People games:

- You don't always need toys to engage with your child, you can play people games such as tickles, peek-a-boo or a simple hide and seek game.

Have Fun!

- If you look like you are having fun and enjoying the activity, it's more likely your child will want to continue to engage in what you are doing. Use facial expressions (smile, laugh), an excited voice and body language. Remember, YOU are your child's best toy!

Activity ideas

- Sensory play - filtering coloured rice, water play, cooked noodles, slime, jelly, making playdough (with glitter, peppermint essence). Add in different tools and toys such as cups (scooping/ pouring), tongs, spoons, miniature figurines based on your child's interest.
- Constructional play- using boxes to build houses/cars/cubbies and join your child in their play idea.
- Lego, blocks.
- Dress ups and following your child's lead.
- Themed play stations (picnic, party, shops, cooking).
- Visual based - bubbles, streamers.
- Outdoor/ gross motor- ball games (kicking, throwing, tunnel ball), bike riding, colourful parachute, obstacle courses with house hold items.
- Social games (hide and seek, tag, duck duck goose).
- When cooking, set up your child with a big tub filled with ingredients so they can explore while you cook.
- Treasure hunts for items around the house (looking for 'blue' things, things that they can 'play' with.)



**have lots
of fun.**



COOKING AT HOME

Cooking at home is an excellent way to teach your child. It's fun, simple and full of valuable experiences. Here are some ways that cooking can help nurture your child's development:







- **Numeracy** - Three cups of milk... Two eggs... One and a half tablespoons of coconut... Cooking incorporates maths concepts from numbers to fractions right through to conversions.
- **Science** - Cooking involves more science than you may realise. Encourage children to notice the changing textures when you're combining ingredients. They can watch as heat makes solids turn into liquids and see how cold can make liquids turn into solids. What about seeing cakes rise as they bake?
- **Fine motor skills** - Chopping, beating, stirring, mixing, shaking, rolling, pouring – the list of physical skills children can work on while cooking is endless! Develop children's fine motor skills through whipping up something tasty. Make it a sensory experience by encouraging children to touch the ingredients, smell them and even have a taste.
- **Language and literacy** - Cooking offers the chance to share lots of new words with children. Melt, whisk, roll, stir – look out for any opportunity to work on saying these words while learning the concepts. Children can also practise identifying the words in recipes and on ingredients like eggs, sugar, flour and milk.



PIZZA








Ingredients:



1. 1 pita bread 
2. Tomato paste 
3. Grated cheese 
4. Pineapple 
5. Capsicum 
6. Onion 

COOKING AT HOME

Steps:

1.   &   **A**  bowl.

Chop vegetables and put in a bowl.

2.    .







Spread tomato paste onto pita.

3.    .







Put vegetables on pita.

4.      .

Put some pineapple on the pita.

5.      .

Sprinkle cheese on top of the pita.

6.     &  **10**  minutes.

Put in the oven and cook for 10 minutes.

Follow up activity

Pizza

List 3 ingredients:

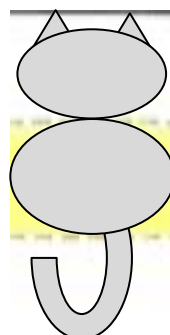
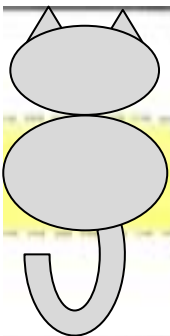
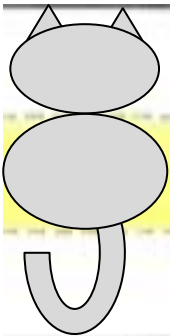


Pita

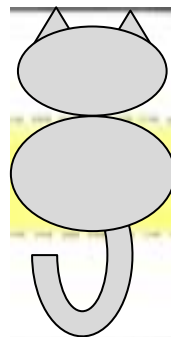
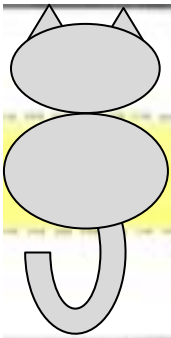
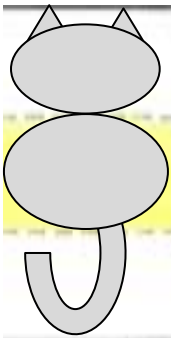
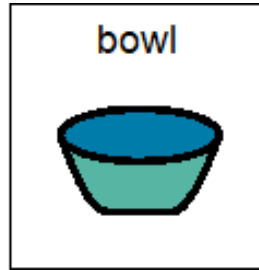
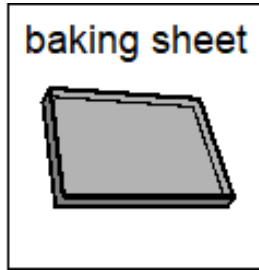
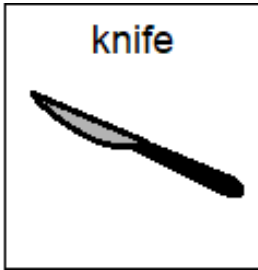
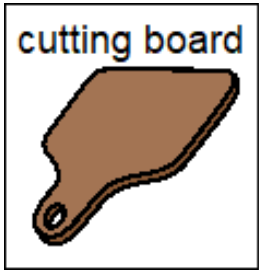
Pineapple

Onion

Capsicum



List 3 utensils:



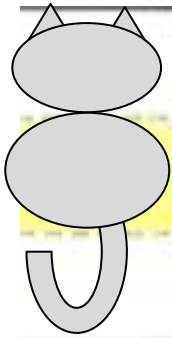
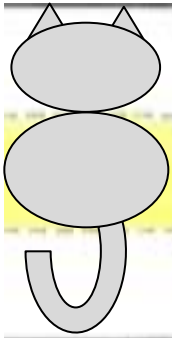
What job did you like the most?



Washing the dishes

Chopping vegetables

Spreading paste




Draw a picture of the pizza you made.


A large, empty rectangular box with a black border, intended for the student to draw a picture of the pizza they made.

Learning Beyond Words
BSDSTAKE HOME TIPS

WORKING AT HOME IDEAS – COOKING ALD



finish




more



you/your



I/me/my




help



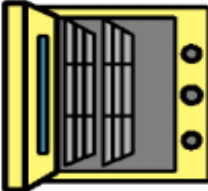
put




no/don't



like




oven



taste



pour




stir/mix



dirty/messy!




yummy




bowl



spoon



yes



yucky



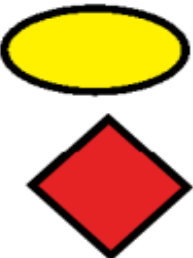
hot



cold



no



something different



uh oh!



yay!