



Term 2 Newsletter 2020

Hello everyone,

Can you believe it- we are nearly half way through the year, and what a year it has been so far.

Again, we want to say a massive thank you to all of the Sunrise team, who are doing a fabulous job during the COVID-19 isolation period. The expectations put on our staff has been immense and they have handled it with great professionalism. The children who attended kinder had a blast and the children who did 'remote kinder' were able to have a touch of Sunrise at home with some packs, which was expressed by some families as 'lots of fun.'

Now that all children are back to kinder, Sunrise is full of curious, energetic and creative children that are busting at the seams with ideas, creations and projects that need to be explored. We understand that it has been hard for you to see the kindergarten program with the 'kiss, cuddle and quick goodbye' routine that was put in place due to the pandemic so we would like to remind you that Fleur has been adding a beautiful slide show at the end of each 'weekly' email Cathy has been sending out. The slide shows consist of a Sunrise song alongside some photos of the crazy week we have had. Please take the time to have a look at the attachment.

Children are drawn instinctively to play with water, air, fire and earth and given the chance will play imaginatively for hours with these elements. Fire was the element our curious pre-schoolers have been very interested in during term 2. The staff have noticed a huge interest emerging from all parts of our Sunrise day and together with some brainstorming and a quick group risk assessment we were able to enjoy the beautiful element called FIRE.



Owen was able to meditate while the fire was roaring not far away.



Olympia used a tree on one of our daily adventures to search for the **best sticks** down low to add to our campfire.



Shiva played the guitar and we all enjoyed 'Morning Circle' outside among the campfire and then munched on some campfire pancake.



We learnt first hand how to build a campfire and now consider ourselves EXPERTS.



Mark and Daisy joined forces to collect as many sticks as they could find. They sorted them into size and then decided together which ones would come back to Sunrise for our next camp fire experience. Isabel and Elizabeth put together a campfire to warm us up at the park.

Playing with elements is very much encouraged and is available throughout your child's kinder day. The best activities are those in which the child comes into direct contact with earth, water, and air and with supervision fire. Here are some examples how we instil this into the kinder program:



Autumn leaves racking



Birds nest with owl finger puppets



Show and tell- Luka brings in his discovery to share



Spin twirlers- all about air



Tree swinging



Mud play at its finest

The children enjoy the morning circle song 'I am earth' which goes like this

I am Earth
I am air
I am water
I am fire
I am everything and all is good
So I sing

It is a beautiful song to sing and has hand actions to go with it. Ask your child to share this with you....

A big focus for Term 2 has been supporting children to develop their friendships with others, and kindness. Using kind words in particular has been a focus for Fleur and Roseanne throughout Group Time and the rest of our program. There have been puppet shows and even the children have been actors role playing familiar scenes seen around Sunrise. The Kindness Jar was created after we read about it in a story, and the children are invited to put a jewel after demonstrating kind words and actions.



Earlier in the Term Group times with Roseanne had the topic “I am” where children shared what they are good at and what qualities they have. As well as demonstrating kindness to themselves, this assists children to build their sense of identity. Roseanne is extending this topic with our ABC Love book.

Sensory play this Term, there has been a big interest in slime, clay and play dough this Term. This interest has been used to develop children’s fine motor skills as they knead, pinch & use tools to manipulate what they are exploring. These sensory activities also provide children with a time to connect with others, build social skills and be part of a small group.



With Roseanne and Sigrid the children explored the children’s interest in science. Roseanne looked at the weather and made rainclouds and tornadoes in a jar. Physics was researched through the Newtons cradle where children discussed force and mass. This activity also assisted with learning social skills such as turn taking and sharing. The children also examined the effect of different mediums on different words through mirror image, the distorted image through pyramids and reversed text through water in a jar.

Roseanne has been encouraging independence, which started with our PJ rest time, where children put on their own PJs for rest time. Many children were keen to extend this to a PJ day.

PJ Day Monday July 13th & Friday July 17th

Animal dress-up Day Friday July 20th & Monday July 27th

The children have also been developing their independence through cutting their fruit for afternoon tea and buttering their own crackers with Roseanne.



This term children had a passion for inquiry-based projects which has gone in many directions with Sigrid.

It all started with Ned who created a propeller from construction. He rolled it in his palms faster and faster, until the propeller flew off. There was immediately a crowd of children around him, everybody wanted to have a go! There was a fascination about moving an object.

We created:

helicopters





catapult planes



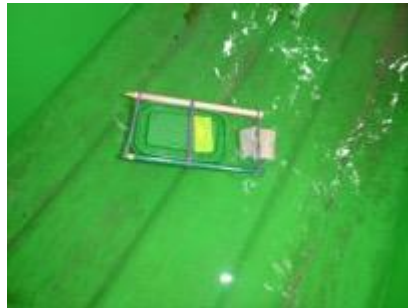
twirling rainbows



Flowing balls



Eden was kind to bring in his homemade pedal steamer!



Each activity implemented fine and gross motor skills, hand-eye coordination, concentration, persistence and the capability to follow instructions. Children showed lots of persistence while they practiced to manipulate the different objects. They gained lots of fun, satisfaction and self-esteem.

The children enjoyed the wonder of autumn with its colours through collecting leaves. We investigated into this special season through poems, songs, artwork and science.

Why do the leaves change colours?

Why do they fall off?

“Because it’s autumn!” children exclaimed.

Through the experiment of putting white flowers into different coloured water, children could experience, how far the veins reach in each peddle. With excitement children observed for days the colour change of each white flower. Children noticed that in autumn, the trees keep the water in their stems and roots. The leaves get the beautiful colours before they dry and fall off.



After reading the book “Potato People” written by Pamela Allen we decided to grow our own potatoes. This is an ongoing project, because first our three potatoes need to sprout. Once a week we check on them and the other day was very exciting when we discovered the first two tiny little sprouts! We hardly can wait to plant and nurture the potatoes and finally cook a yummy potato soup! If our project succeeds, children would have experienced the whole cycle of making your own meal.



Yoga this term with Sigrid is all about the children having ownership from beginning to the end. Examples: Their preparation of putting down their mat in a circle, I even get mine sometimes put down, creating the central focus point beautifully with a nice fabric, shell or candle. At the end children put everything away again without me requesting any of this. They continue as well very often to choose the poses we will do. I just love it!





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Thank you to all the parents that were part of our zoom and phone catch up discussions for term 2. It was lovely to have the time to share everything amazing about your child.

If you have not had a time to discuss your child's kinder year so far, Fleur and Enza will be conducting term 3 catch up later in the term. If you are concerned your child needs another year of kinder, now is the time to act and you need to make a time to discuss a.s.a.p. There is a procedure that needs to be followed and forms that need to be filled out before the end of Term 3.

This is a glimpse into our program of Term 2. Your children's individual progress we endeavor to share with you at pick up time.

Enza, Sigrid, Roseanne & Fleur



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From Didi

Our Management Committee has 2 new members (but not new to Ananda Marga) Sunrise Kindergarten for both Fitzroy and Thornbury:

Devan Pillay we know as Dada P, Dada Paramatmananda is a monk for over 30 years. He practices and teaches meditation and yoga within the Ananda Marga esoteric spiritual lineage going back 7000 years.

Born in then apartheid South Africa, he had very personal experience of the inequities and injustice prevalent within our human society. He thus began his fight for social justice becoming an anti-apartheid and human rights activist.

While also working as a computer engineer, he wanted to correlate metaphysics with his engineering background and after a lengthy search, he learnt the practice of meditation and yoga. Shortly afterwards he was forced to leave South Africa because of his human rights activism and his anti-apartheid stand.

He quit his career as a computer engineer, travelled to India and undertook his monastic training. He has worked in India, South East Asia, Holland, Italy, England, Ireland. He has been spending the past 20 years teaching in Australia and the South Pacific.

He can be contacted at:

paramatmananda@anandamarga.org.au or Mobile +61 466 485 411

Pradeep Pillai, OHS Director and Vice President at Australian Workers' Union, is President and Executive Director of Ananda Marga for more 25 years, Homeopathic Practitioner. He is an active AMURT member for relief team, Pradeep was on the Sunrise Kindergarten Committee of management throughout the late 80's for over 20 years and is now back with us.

We welcome both members and have been appointed to assist us in running our services with their expertise.

To my Sunrise Staff, in this difficult and trying time I extend my sincere gratitude especially to all the staff for going above and beyond to keep us running and delivering an enriched program here and at home to the children and families. Your professionalism and commitment to supporting children and families is making an invaluable difference. THANK YOU for your outstanding work

A big thank you to children and families who support us and adhering to constant changes. Your support & co-operation has been appreciated.

Didi
Baba Nam Kevalam



Learning Through Play

Sensory Play

- Sensory play allows children to gain confidence and involvement in learning using all five of their senses.
 - Sensory play strengthens children's muscles.
 - Sensory play allows children to broaden their concentration, creativity and social skills by interacting in a group experience.
- Children are able to use their imagination to create their own objects and experiences.
- Sensory play enables children to learn concepts such as volume, capacity, heavy, light, wet, dry.
- Sensory play enhances vocabulary by encouraging the children to express what they feel, smell, see, taste, hear and touch.

Theorist Link: This learning experience can be linked to Piaget's theories. He believes that children need to be able to see, touch, taste, smell, move and hear the things they are learning about. This is called 'concrete learning'.

