



Country Bumpkins Important Dates

At Country Bumpkins we conduct twice yearly parent teacher interviews in term 1 and term 3.

This year we are going to hold our parent teacher interviews on the following dates:

- Tuesday 1st of February
- Wednesday 2nd of February
- Thursday 3rd of February
- Friday 4th of February

Parent teacher interviews are a great way for the educators to discuss any goals and aspirations you have for your child's learning and development while also discussing the educational curriculum.

There will be more information posted about the Parent Teacher interviews over the next few days

Country Bumpkins will be closed on Wednesday 26th of January for Australia Day. We will re-open on Thursday 27th

Birthdays

Country Bumpkins would like to wish the following preschoolers a big Happy Birthday. We hope you have an amazing day!

- Dylan
- Darcy
- Clancy
- Kiki
- Tobias



BIRCHER MUESLI



PREP 10 min | COOK 10 min SERVES 4

Summer mornings call for easy breakfasts! Give this Bircher a try. Set and forget. Make a big batch and your breakfast is good to go. Here's how:

INGREDIENTS

4 tbsp hemp seeds
2 tbsp chia seeds
2 tsp cinnamon
1/2 cup Greek or coconut yoghurt
1/4 cup choice of milk
2 scoops vanilla protein powder (optional)

To serve:

1/2 cup fresh fruit: such as berries, banana, passionfruit, mango, grated apple
Drizzle of pure maple syrup or raw honey (if needed to sweeten)

METHOD: The night before, mix the hemp seeds, chia seeds, yoghurt, milk and protein powder into a bowl or jar and allow to set in the fridge overnight. In the morning, serve with the fresh fruit and the sweetener. Store in the fridge for up to 3 days.

Love this recipe and want more? Go to [Jo Kate Nutrition](#)

Jo's course [The Nourished Family](#) provides you with a realistic approach to nutrition, health and cooking and will teach you foundational principles to use for the rest of your life.

Welcome to 2022

Welcome to 2022 at Country Bumpkins Early Learning Centre. The Country Bumpkins Team is excited to be welcoming our new families and children into the Country Bumpkins Family. We would also like to extend a warm welcome back for those returning families and children, we continue to thank you for your ongoing support.

I am sure a lot of us did not anticipate that we would be facing more COVID restrictions for a third year in a row. None the less it has not impacted the spirit of Country Bumpkins as we look forward to a fantastic year ahead!

If you do find yourself isolating due to being in close contact of a covid case or having caught covid. Country Bumpkins as this stage is able to waive the gap fees, we just require documentation to be able to do so.

Regarding covid restrictions we kindly ask that families adhere to the following guidelines, although they may not be ideal it will help keep everyone safe.

- Wear a mask at all times
- Check in and out using the QR code
- Sanitise hands upon arrival and departure
- Remain outside of the gate unless you have been approved by management to enter the service.
- If there is no one at the gate please press the door bell and a educator will greet you

Country Bumpkins will support COVID safe practices by:

- Ensuring all educators wear a mask
- That children are engaging in more outdoor learning where possible
- More ventilation indoors with windows open
- More deep cleaning daily and sanitising
- Country Bumpkins will continue to inform families of any changes to Covid restrictions or outbreaks
- Have discussions with preschoolers on the importance of hand washing and hygiene practice

Early childhood Curriculum

At Country Bumpkins Early Learning Centre we follow the Early Years Learning Framework which is a national curriculum that supports educators to develop and plan for all children's learning and development. All early childhood services such as long day cares and preschoolers follow the same curriculum and gain the same learning outcomes that will prepare them for their transition into primary school.

There are five outcomes within the Early Years Framework and over the course of the year each child will achieve these outcomes from planned learning experiences, observations, intentional teaching and spontaneous play. Here are the five learning outcomes:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

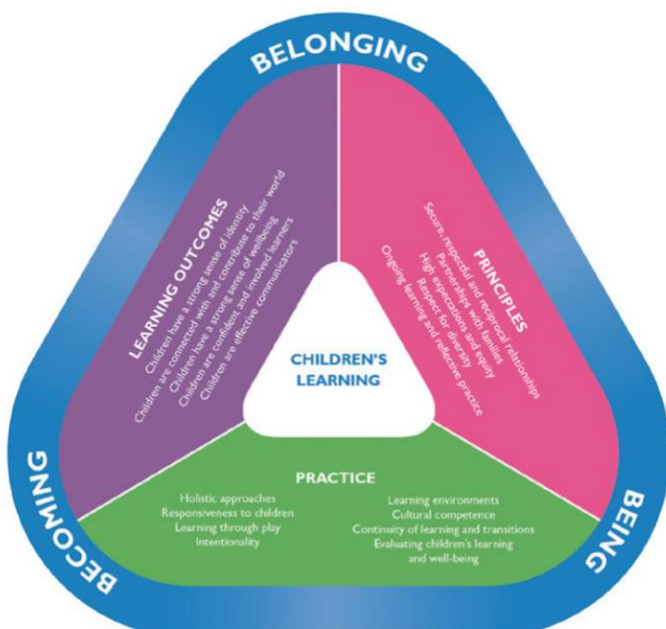


Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking



Country Bumpkins acknowledges the importance of integrating Indigenous Education and perspectives into the centre's weekly curriculums and programs. Country Bumpkins acknowledges that Aboriginal and Torres Strait Islander people are the traditional owners of the land and understand the importance of using their teaching methods and outcomes to enhance preschoolers connection to Country, cultural practices /traditions and reconciliation. At Country Bumpkins we also follow the 8-way Aboriginal Pedagogical approach, listed below are the outcomes:

Story Sharing: Approaching learning through narrative.

Learning Maps: Explicitly mapping/visualising processes.

Non-verbal: Applying intra-personal and kinaesthetic skills to thinking and learning.

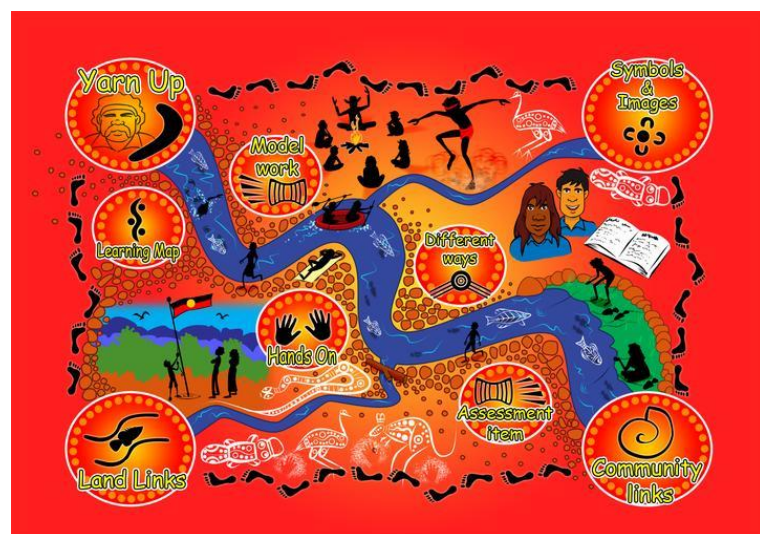
Symbols and Images: Using images and metaphors to understand concepts and content.

Land Links: Place-based learning, linking content to local land and place.

Non-linear: Producing innovations and understanding by thinking laterally or combining systems.

Deconstruct/Reconstruct: Modelling and scaffolding, working from wholes to parts (watch then do).

Community Links: Centring local viewpoints, applying learning for community benefit.



Acknowledgement to Country

Acknowledgement to Country

At Country Bumpkins as part of our Indigenous Education and perspectives, we engage all preschoolers in a special acknowledgement to Country to pay respect and recognise the traditional custodians and owners of the land. According to Yass Valley Council, Country Bumpkins is on the land of Ngunnawal and Ngambri Country. Throughout the year the preschoolers will also have opportunities to learn about their local history, building further knowledge and connection to Country.

We gather today on Ngunnawal and Ngambri Country to continue our learning journey together. We acknowledge Ngunnawal and Ngambri people as the traditional custodians on the land upon which we meet. We touch the sky with our hands, feel the land and rivers with our feet and use our hearts to care for the animals to develop our connection to Country.

We pay our respects to the Elders of the past, present and future to acknowledge their spiritual connection to Country.

It should be noted that the preschoolers have also contributed their ideas on what they would like to acknowledge in their daily acknowledgment to Country.



2003, Jim 'Boza' Williams, Ngambri people, Canberra, 120 x 100 cm. National Museum of Australia



Mulanggang (platypus) by Wally Bell, painted by a Ngunnawal Elder, 2015

Getting Prepared for Preschool

Here's an easy list of what to pack in your child's school bag each day. Please remember to label each item with your child's name:

- Jumper/t-shirt/shorts/ trousers/socks).
- School hat – Broad brimmed, Bucket or legionnaires
- Undies
- Lunch box packed with lunch (we are a nut free centre so please be mindful of ingredients)
- Water bottle
- Rain Jacket- optional
- Jumper, coat or Jacket
- Gumboots – optional

By having all these items it can ensure your child will have a fun filled day at preschool while also being able to participate within the daily curriculum and programs



Comfortable Clothing

We ask that you dress your child in comfortable, practical clothes that are safe and easy for them to manage on their own, including sensible shoes for playing and climbing.

While educators try to avoid children staining their clothes, paint and dirt are all part of having fun and learning, so please make sure that children are not sent in expensive or good clothes.

Children will be expected to wear a hat to play outdoors. Please encourage your child to get used to wearing a hat when they are outside.



Here are some photos of the preschoolers exploring their learning environments. It should be noted that each day the preschoolers will have their photos displayed on story park in our daily snapshot





School Readiness at Country Bumpkins

The enrolment cut-off in NSW is July 31st and children must start school before turning 6. This implies that parents of children born between January and July must determine whether to send their child to school between four and a half and five years of age or wait twelve months before they are five and a half to six years of age.

We work closely with the local primary schools at Country Bumpkins and what many teachers believe are older students, those who are five and a half to six years are more likely to have the developmental skills in place in the first year of school to hit the ground running.

‘School readiness’ is a measure of the knowledge, skills and behaviours that enable children to participate and succeed in school.

‘School readiness’ in children includes many different skills and behaviours, such as:

Social skill. Being able to get along with other children, demonstrate basic manners, assert themselves, and being able to play independently as well as with other children.

Emotional maturity. Being able to manage their emotions, cope with minimal adult contact in large groups, focus on tasks, follow directions and instructions from teachers, cope with the stress of the new school environment, and understand the rules.

‘School readiness’ is a measure of the knowledge, skills and behaviours that enable children to participate and succeed in school. Parents can sometimes think that school readiness means being able to read, write and do basic maths before starting school. But this isn’t the case!

School readiness is about the growth of the entire child, their social and emotional capacity, physical abilities, abilities to communicate and cognitive abilities. If they have not acquired the skills to handle things like getting along with other children, following instructions and expressing their needs, Children cannot succeed at school.

If you are not sure whether your child is ready to start big school in 2023, talk to the educational leader or kindergarten teachers– they will be able to help you with assessing your child’s development and readiness for school.

Your child’s preschool teacher/ kindergarten teacher will look for the following development and readiness.

- Can they make an independent decision and follow through on this?
- Do they have ideas of their own?
- Can they follow two or three instructions at the same time?
- Can they move on to new activities easily?
- Do they separate well from their carer?
- Do they show interest in other kids?
- Do they interact with other children?
- Can they recognise and express their feelings and needs?
- Can they concentrate on a task?
- How do they deal with frustration?

Note, each child grows at their own pace and has their own strength, desires, disposition and learning approach, so do not worry if your child does not show any of the above described ‘school readiness’ skills and behaviours. Speak to their early childhood teacher if you feel at all concerned with the growth of your child.

What we believe at Country Bumpkins is that there’s no need to rush – children are going to be at school for a long time, so let’s ensure they are great years.

If you have any question regarding your child school readiness and capabilities, please feel free to come and speak with Toby