Message Board

- National Sorry Day ---------------26th
- Photo day on Wednesday---------27th
  It is an Alma Excursion Day for
  Session 2. Please wear Bugdle
  uniform. Session one are invited to
  attend with a family member. Please
  arrive at 10.30am to participate in
  individual, family, class and whole
  school photos.
- Reconciliation celebrations and the
  opening of the Bugdle Community
  Room -----------------------Friday 29th
- Open day at the fire station-----30th
- Out of the Glass Case-------18th June
  It is an Alma Excursion Day. Children
  will experience a showcase of
  Aboriginal story telling.

Master Chefs

What a wonderful week we have had. Our mini Master Chefs have had a lot of fun showing how very proud they are of their cooking skills. From baking strawberry cakes using play dough with Jessica to creating sprinkle cupcakes with Brooke and making sensory goop with Naleeah and Alexis in the kitchen; our mini Master Chefs have been using their imagination, and extending their life skills, to have a lot of fun at Bugdle.

As a group, the children also made pizza with Miss Bassett-White this week. We used meat that the children have been learning is for muscle growth, cheese that they have been learning is good for your teeth and bones along with pineapple that has loads of vitamins. The pizza was so yummy it left Dakota wanting more.
Fire and Rescue Centre Open Day
Fire and Rescue NSW is hosting its annual Fire Station Open Day on Saturday, 30 May 2015 between 10.00am and 2.00pm. Children and parents are invited to come along and watch fire safety demonstrations, hop aboard the truck, hold a fire hose and talk with the firemen about what they do.

LUNCH BOX STARS
Banana and Cinnamon French toast

An extra special treat for someone special

Ingredients
- 3 eggs, lightly beaten
- 1/2-cup milk
- 1/4-cup cream
- 1-teaspoon vanilla essence
- 1 tablespoon icing sugar
- 1/2-teaspoon ground cinnamon
- 4 x 2.5cm-thick slices day-old brioche (see note)
- 2 tablespoons butter
- 3 bananas, sliced lengthways
- Pure maple syrup, to serve

Method

Step 1 Combine eggs, milk, cream, vanilla, icing sugar and cinnamon in a large jug. Whisk with a fork until well combined. Pour mixture into a shallow ceramic dish.

Step 2 Preheat oven to 180°C. Dip 2 brioche slices in milk mixture for 30 seconds to 1 minute each side or until well soaked. Hold over dish to drain. Heat a tablespoon of butter in a large frying pan over medium heat until bubbling. Add soaked brioche. Cook for 1 to 2 minutes each side or until golden. Transfer to a baking tray. Keep warm in oven. Repeat with remaining butter and brioche.

Step 3 Place French toast on plates. Top with banana. Drizzle with maple syrup. Serve.

Sustainability Corner:

How to set up your new compost

First select a spot to set up your bin. It should be out of the way but convenient to reach with plenty of room to work around. Some good places would be near your garden or in a back corner of the yard. It is also a good idea to choose a location close to a source of water. Chicken wire with 4 star picket posts in each corner will do the trick or a plastic garbage bin.

Compost recipe. It’s as simple as AIR, WATER, BROWN STUFF, and GREEN STUFF! Brown stuff is dead, dried plant parts like leaves and pine needles. Brown stuff is high in the element carbon. Green stuff is fresh, living parts like grass clippings, kitchen vegetable scraps, weeds and other plants. Green stuff is high in the element nitrogen.

Don’t use: meat, fat, pet droppings, bones, cheese, milk, oils, and diseased plants

To start off, layer brown stuff, then green stuff, then sprinkle a shovel full of soil or compost to add microorganisms to the bin. It’s important to water each level to wet the ingredients

If you want faster compost, you can mix the ingredients every few weeks but this isn’t necessary.

Now tiny microorganisms (that you cannot see without a microscope) go to work breaking down the organic matter into compost. Later, as the compost cools down, you may see larger organisms such as millipedes, earthworms and others. Compost is teeming with living things!
Language Development

Language develops at different rates in different children, but most children follow this pattern:

Birth

When babies are born, they can already respond to the rhythm of language. They can recognise stress, pace, and the rise and fall of pitch.

Six Months

As early as four months, infants can distinguish between language sounds and other noise, like the difference between a spoken word and a clap. By six months, babies have begun to babble and coo and that is the first sign that the baby is learning language. Babies are now capable of making all the sounds in all the languages of the world, but by the time they are a year old, they will have dropped the sounds that aren’t part of the language they are learning.

Eight Months

Babies can now recognise groups of sounds and can distinguish one group of sounds from another. They can tell where one group ends and another begins. That is word boundary recognition. Although they recognise these sound groups as words, they may not know what the words mean.

Twelve Months

At this point, children are able to attach meanings to words, and once they can do that, they can begin to build a vocabulary. They begin to mimic new words they hear and by the time they are twelve months old will have a vocabulary of around fifty words.

Eighteen Months

In order to communicate, children must know how to use the words they are learning. In this stage of language development, children are able to recognise the difference between nouns and verbs. Generally, the first words in a child’s vocabulary are nouns.

Twenty-Four Months (continued)

>>> can create simple sentences like “Me cookie?” (Which means, “May I have a cookie?”)

By this age, about 90% of what children say is grammatically correct. The mistakes they make are usually mistakes like adding ‘ed’ to irregular verbs to form the past tense. For example, they might say, “I falled down” instead of “I fell down.” They have learned the grammatical rule to form the past tense by adding ‘ed’ to a verb, but have not yet learned the exceptions to the rule.

Further Language Development and Gifted Children

Children continue to expand their vocabulary and develop more complex language. Their language use really doesn’t completely resemble adult language until they reach around age eleven. That’s when children are able to use what are called although-type sentences. Those are sentences that show a concession: Even though the man was tired, he kept working. Young children would be likely to say, “The man was tired, but he kept working.”

Verbally gifted children often go through these stages more quickly than other children. Some go through the stages so quickly that they seem to skip right over some of them. It is not unusual for a gifted child to babble and coo and then be relatively silent. By age one they are not mimicking words and by age two they are not using even simple sentences. They may be saying “ma-ma” and “da-da,” and a few other words, but not much more. Then suddenly, at 26 months, the child begins speaking in complete, grammatically correct sentences like a three-year-old.

Other verbally gifted kids may be using sentences like ‘me cookie’ at age one. And some six-year-old gifted kids are using sentences like ‘I still love my Grammy even though she doesn’t know how to use the computer’.

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Health & Safety

Six simple steps to keep children safe from poisons...

1. **Store medicines in a lockable cabinet.** Ideally the cabinet should be wall-mounted and out of reach. Once you’ve taken the medication, lock it back in the cabinet.

2. **Make a safe storage place for chemicals.** Keep chemicals out of sight and out of reach in the garage or shed. Never underestimate the capabilities of young children to reach things you’ve put ‘out of bounds’.

3. **Don’t take medicine in front of kids.** They may copy you. Never call tablets ‘lollies’ and teach kids that only adults can give them medicine. Don’t put toxic products into other containers like drink bottles.

4. **Read the label.** Make sure you know what’s poisonous. A lot of household chemicals, like dishwasher powder and toilet cleaners, are very toxic. Even vitamin tablets and eco-friendly ‘green’ products can be dangerous.

5. **Check your garden for poisonous plants.** Some are dangerous if eaten. Get rid of oleander, deadly nightshade, foxgloves and daphne.

6. **Keep the Poisons hotline number 13 11 26 by your phone.** If you think your child has been accidentally poisoned, call the 24-hour Poisons Information Centre straight away.

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E.Y.L.F

**Learning Outcome One**

Following on from our previous newsletter, we will now investigate the Learning Outcomes that guide our Educators in making decisions regarding programming, planning and evaluating. The five Outcomes are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

**Outcome one focuses on:**

**Identity – who I am, how I belong and what is my influence?**

Educators look at particular statements and how they are occurring within each child and how they can be nurtured in our environment. Statements such as ‘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’ are used as a guide for Educators to adjust their approach and goals for your child.

“**When children feel safe, secure and supported they grow in confidence to explore and learn.”**

Ref: Belonging, Being & Becoming The Early Years Learning Framework for Australia

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**WE WELCOME YOUR FEEDBACK**

How can we make your child’s experience at Bugdlie even better? What information would you like to have about what we do at Bugdlie?

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**Bugdlie Phone: 80881244**

**Fax: 80873691**

**Mobile: 0474150779**