

## VIDEO TRANSCRIPT – SCOSA 5 – COMMUNICATION

(Music)

(TITLE)

### **KINDERGARTEN**

**A time for awe and wonder, imagination and joy**

(TITLE)

### **Mullaloo Community Kindergarten**

*Okay, I'm going to write some letters on the board for my next song. It's about a dog that lived on a farm.*

### **JAYLEEN FRITCHLEY**

#### **Deputy Principal, Attadale Primary School**

So there are points and times in the day where we have a more explicit teaching, when we might be focusing on introducing literacy skills and developing these in our children. And I guess when you're looking at the *Early Years Learning Framework*, we're really looking at that outcome and building effective communicators.

*Can you tell me who is in my book? The dog. Teddy, who else is in my book? The pig. Brilliant, the dog and the pig.*

### **SARAH BOON**

#### **Mullaloo Community Kindergarten**

Today we are focusing on the text, *The Little Red Hen*. We're linking that today with the theme of farms. Sustainability is a big focus for us and we try to embed that in all that we do in the curriculum.

I will plant this grain of wheat, she said. Now get ready because your job is to be the animals. She asked the duck, will you help me plant this grain of wheat? Get your bake ready and your quacking voices go.

*Not I, quacked the duck. I've got better things to do.*

*Not I, barked the dog. I've got better things to do.*

*Not I, meowed the cat. I've got better things to do.*

*The wheat grew. And when it was grown and it was ready, what did she do next? Cut it. She cut it down.*

So we're starting our day with an inquiry question, what do farmers do? And you'll see throughout the day, all of our experiences and opportunities relate back to the text. The theme and the inquiry question.

*How many cows and how many cows were there? Just 100. 100, you like that? No, 150. That's a big number.*

**JAYLEEN FRITCHLEY**

**Deputy Principal, Attadale Primary School**

I think as an early childhood team, we worked collaboratively to develop our early childhood philosophy. And through this process, it actually gave us the chance to celebrate all the different types of practices that we have in our early childhood, and I guess validate the different ways and the different times because we do have an eclectic approach across our early childhood.

*Stretch right up as high as you can go.*

I think it is vital that we as an early childhood team are constantly having those conversations about what is best practice.

*Let's listen for the first sound in this word, you ready?*

*Rain. R, R.*

What is the evidence-based research out there? How are we implementing our *Kindy Curriculum Guidelines*? How are we using that *Early Years Learning Framework*? And we use the *National Quality Standard* to reflect against our practices constantly.

*Lill. Tongue to the roof of your mouth. Lill. Excellent.*

**SARAH BOON**

**Mullalloo Community Kindergarten**

*We might start with some rhyming words just to get organised.*

*Cat mat.*

*Hen ten.*

*Pig cow. No.*

*All right, ready? Putt, putt, hold. Can you guess my character from The Little Red Hen story?*

*D, U, K. Duck. Yes, it was the duck. Come on, let me think of another character.*

*D, O, G, Dog. Very good.*

*Will you help me, Angus? You're going to say 'not I'. Remember, we're pretending. Not I. Then I'll do it myself.*

You can absolutely overplan. I think it's very easy to do and we're very conscious of the things we have to do.

*Our loaf of bread has baked.*

So, I think it's being quite focused in what you're really specifically looking to achieve in that day.

*Come and see everybody. Look what we've baked. Just smell, don't touch it. It's super-duper hot because it's just come out of the bread oven.*

And that's not just the curriculum of the phonological awareness or the literacy writing. It's those other things that are really, really important. Spending time playing and interacting and building those social skills.

*You don't want one? Do you want to take one home? Or do you want to give a piece to mummy?*

Spending time on their gross motor to then feed into their fine motor. Spending time on their mindfulness and their self-awareness just for that little part of the day. Those are all really important factors. And so, yes, it's very easy to overplan. And it's just being extremely aware of what we should be doing for the whole child.

*I know it is, isn't it? It's pretty good. Yum.*

(END)