



# ON this MONTH

AT

Star Kids Long Day Care & Preschool

National Families Week  
World Bee Day  
National Sorry Day  
Simultaneous Story Time

## NATIONAL SORRY DAY- MAY26

National Sorry Day is a time to recognise and reflect on the experiences of the Stolen Generations and to honour the strength and resilience of survivors. It provides an opportunity for all Australians to learn about this important part of our history, listen to the stories of Aboriginal and Torres Strait Islander peoples, and support ongoing healing, truth-telling, and reconciliation. Follow the link for more information.

## NATIONAL SIMULTANEOUS STORYTIME - MAY 27

Every year, people across Australia participate in National Simultaneous Story time to promote the importance of reading and literacy. This year's featured book is *Luna Roo: The Kangaroo Ballerina*. Children, families, schools, libraries, and early learning services are invited to join the shared reading celebration and enjoy the story together.

# NATIONAL FAMILY WEEK



During National Families Week, the children at our preschool celebrated the importance of family, belonging, and relationships through a variety of engaging experiences. Children shared stories about their families, created family-themed artwork, participated in group discussions, and explored books that celebrated different family structures. These experiences helped children develop a sense of identity, appreciate diversity, and recognise the special people who care for and support them. The week provided meaningful opportunities for children to strengthen their understanding of family, community, and inclusion.



On **World Bee Day**, our children celebrated by exploring bees through pictures, stories, and simple discussions. They made bee crafts using paper and paint and enjoyed a fun outdoor role-play activity where they pretended to be bees collecting nectar from flowers. This helped them learn that bees are important for helping plants grow and making honey.

For young children, disappointment can feel very big. Whether they lose a game, miss out on being first, do not get invited to a birthday party, cannot have the snack they wanted or find something harder than expected, these moments can lead to tears, anger, frustration or shutting down.

While it can be difficult to watch children struggle, learning how to cope with disappointment is an important life skill. Children who can manage disappointment are more likely to build resilience, confidence and problem-solving skills over time.

One of the most helpful things adults can do is acknowledge the child's feelings before trying to fix the situation. Children need to feel understood. Phrases such as "You're feeling really disappointed because you wanted a turn" or "I can see you are upset that you did not win" help children feel heard and supported. It can also help to remind children that disappointment is a normal part of life. Everyone misses out sometimes, loses games, makes mistakes or finds things difficult. Children need to know that these experiences are not a sign they are "bad" or "not good enough".

Games are a great way to practise coping with losing in a safe environment. Board games, simple card games and races give children opportunities to experience both winning and losing. Adults can model calm responses by saying things like "I didn't win this time, but I still had fun" or "I'll keep practising and try again next time".

Teaching children simple calming strategies can also make a big difference. Taking deep breaths, having a drink of water, squeezing a pillow, taking a break or talking about feelings can help children calm down when emotions are high.

It is also important not to rush in and rescue children from every disappointment. While it can be tempting to let them win, replace every broken item or solve every problem immediately, children build resilience by learning that they can cope with hard feelings and recover from setbacks.

Praise effort rather than outcomes wherever possible. Instead of focusing only on winning, try comments such as:

- "You kept trying even when it was hard."
- "You were disappointed, but you calmed your body down."
- "You worked really hard on that."
- "You didn't give up."
- "You showed kindness even when you were upset."

Books can also help children understand that disappointment is something everyone experiences. Stories where characters make mistakes, lose, feel left out or have to keep trying can open up valuable conversations about emotions and resilience.

Over time, children learn that disappointment does not last forever. They begin to understand that they can feel upset, work through it and try again. This helps build confidence, emotional strength and the ability to manage challenges in healthy ways.

Resilience is not about children never getting upset. It is about helping them learn that they can cope when things do not go their way.



For more information on managing disappointment follow the QR code.

See link via QR code  
Retrieved from [maggiedent.com](http://maggiedent.com)

## NUMERACY SONGS

Numeracy songs support children to learn counting, sequencing and early mathematical concepts through repetition, rhythm and predictable patterns. Popular examples include counting forwards songs such as *The Ants Go Marching* and *One, Two, Buckle My Shoe*, counting backwards songs such as *Ten in the Bed* and *Five Little Monkeys*, and number recognition songs like "How Many Fingers?".

These songs also help children build memory, listening and language skills while strengthening their understanding of number patterns and one-to-one correspondence. When paired with actions, props or visual supports, numeracy songs can make abstract mathematical concepts more concrete and engaging. Repeating songs regularly throughout the day can also help children build confidence and develop positive attitudes towards early mathematics.



It can be hard to know whether your child is well enough to attend care, especially when symptoms seem mild or they say they feel fine. However, keeping children home when they are unwell is one of the best ways to help them recover and prevent illness spreading to other children, educators and families.

As a general guide, children should stay home if they have a fever, vomiting, diarrhoea, an unexplained rash, red or sticky eyes, ongoing coughing, trouble breathing or symptoms of a contagious illness such as gastro, influenza, COVID-19 or hand, foot and mouth disease.

Even if symptoms seem mild, children may still need to stay home if they are very tired, unsettled, not eating or drinking well, or need more one-on-one care and comfort than educators can reasonably provide in a busy environment.

A helpful question for families to ask is: *“Can my child comfortably take part in the normal day?”* If the answer is no, it is usually best to keep them home.

### Common illnesses recommended exclusion periods:

Children should stay home for at least 24 hours after the last episode of **vomiting or diarrhoea**. If norovirus is suspected or confirmed, many services require a 48-hour exclusion period after symptoms stop because it is highly contagious.

Children with **conjunctivitis** should remain home until discharge from the eyes has stopped unless a doctor confirms it is a non-infectious cause.

Children with **hand, foot and mouth disease** should stay home until all blisters have dried, any rash has settled and they are feeling well enough to participate in normal activities. This is usually around 5-7 days.

Children with **chickenpox** should remain home until all blisters have dried and crusted over, which is usually at least 5 days after the rash first appears in unimmunised children. Any remaining blisters should be completely dry before returning to care.

If your child becomes unwell during the day, you may be contacted to collect them. Having a back-up emergency contact available can make this much easier.

Keeping unwell children home is not only about protecting others. It also gives children the chance to rest, recover and return to care feeling happier, healthier and ready to participate in the day.

We understand that bouts of illness can be difficult to manage, and we really appreciate your support and understanding. By working together, we can help reduce the spread of illness and support a healthier winter season for everyone.



More information available via the QR code.

See link via QR code  
Retrieved from <https://www.nhmrc.gov.au>

## HOW TO ATTRACT AND SUPPORT NATIVE BEES IN YOUR GARDEN

Encourage native bees to visit your garden by taking these simple steps. Your plants will thank you for it.

If you're wondering whether it's sensible to entice native bees to your garden, there's one thing we need to get straight: **native bees generally don't sting. (Though we don't recommend you test the theory).**

There are 1650 Australian native bee species. Native bees play an important role in the environment. You probably know that honey bees help pollinate our plants but did you know that there are some native plants that they can't pollinate? This is where native bees come in. Many of our native bees are able to buzz pollinate, which honey bees can't do, and it's this type of pollination that's required by some of our native plants. Buzz pollination basically involves creating a vibration in the flower of the plant so that it will release its pollen. The blue-banded bee is one of these buzz pollinators.

Attract native bees by:

- Choose flowers that native bees would choose. Native bees prefer native plants.
- Don't use insecticides
- Give native bees somewhere to live. Some native bees like to make their homes in the ground, that's right, some bees burrow! and others live in wood or crevices between rocks. To appeal to those that live in soil, leave some bare ground. That means leaving some areas with no mulch.
- You could even build a bee hotel. Find out how [here](#)

Source: How to attract native bees in your garden.



## NATURE BRACELETS

*Nature bracelets are a simple and engaging outdoor activity that encourages children to explore the natural world while being creative. To make a nature bracelet, place a strip of masking tape or duct tape around each child's wrist with the sticky side facing out. Children can then head outside to collect small natural items such as leaves, flowers, feathers, grass, bark, seedpods or twigs and stick them onto their bracelet as they go.*

*This activity supports children to slow down and notice the details around them. As they search for items, educators can encourage children to talk about colours, shapes, textures and smells, helping to build language, observation and early science skills. Children may compare leaves, count flowers, sort items by size or discuss seasonal changes they notice in the environment.*

*Nature bracelets are also a wonderful sensory activity that supports fine motor development as children pick up and place small items onto the sticky surface. Because the activity is child-led, it encourages creativity, curiosity and independent decision-making.*

*Nature bracelets can be enjoyed in all seasons and adapted to suit any outdoor environment, from a playground or backyard to a bushwalk or local park. They are an inexpensive and easy way to make outdoor play more meaningful and memorable.*

*SOURCE: Image and words from [sproutingwildones.com/nature-bracelets/](http://sproutingwildones.com/nature-bracelets/)*



## 5 Minute MOVES

### Morning Walk

As the weather cools, get little bodies moving by taking a short walk in the fresh air. Morning winter walks with children are a great way to support physical activity, boost wellbeing and help prepare them for the day ahead.

Dress children in layers so they can stay warm while adjusting to changing temperatures. Encourage them to use their senses by listening for birds, looking for frost on leaves, feeling the cool air and smelling the damp earth. It is a simple and enjoyable way to start the day together.

**Feedback**   
is always welcome

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