



Outdoor area

This is an area designed not just to keep children physically fit but also to give them opportunities to explore how the bridges and climbing frames connect together. You will notice that teachers often move the structures around to make new configurations. This keeps interest high and stimulates imaginative play.

Carpentry area

Girls and boys love to spend time in this area, often inventing things without any planning. Occasionally, they share their ideas with a teacher to get advice on a specific idea. The model pictured on the front cover is by a four-year-old who wanted to make a special car with many wheels that could go under water. The nails are the seats for the passengers.

Books

The mini-library provides useful information, pictures and books that link to the children's learning. At home you can talk to children about things in the newspaper or in magazines that you read. Don't forget to let them help you read the instructions for any new things you buy that need to be assembled!

Your child's portfolio

This is a valuable communication tool between teachers, children and parents. When you are in the centre ask your child to talk about the pictures in her/his portfolio. Although children cannot read the text in the portfolio, the pictures are a useful way for the children to recall what they have learnt.

EXTENDING LEARNING AT HOME

When children are at home parents /caregivers can help extend and consolidate learning about technology in many ways. Try to give your child an opportunity to see what you make or do around the house. Show them, for example, how you make a cake, fix a pot, open a can or sew on a button. Don't be afraid to use accurate vocabulary with them, they tend to be fascinated by technology and the words that they have just learnt.

Watch the notice board or check our weekly updated website to keep informed about what children have come to understand in technology. Here are some more ideas for how you can support your child's exploration of technology at home.

- Make a Pizza and cut it up with a pizza roller
- Make bubble mixture and experiment with different things to blow the bubbles
- Create a play-dough corner
- Provide building blocks, Lego, straws, pipe cleaners, buttons, safety scissors, glue, tape, string, paper cups, egg boxes and paper bags. In fact, you will find that children will play with almost anything that is recyclable or left over like fabric off cuts, squeezezy bottles, sponges or empty boxes
- Wash the car with them
- Take digital photos and edit them on the computer
- Hang up the washing together
- Borrow books about how things work from the children's library science section and read them together

Most important of all, remember that your child is capable and able to understand far more than you think. Spend time with them and let them share in what you do. Remember, safety should always be your priority.

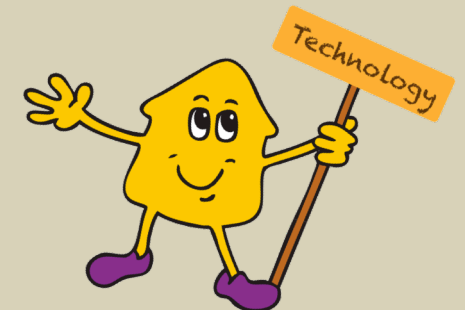


Making and Playing

TECHNOLOGY AND YOUR CHILD

Human beings are born with the potential to develop as technologists. This is, in part, dependent on an amazing capacity of creating in our "mind's eye" new ideas and new configurations in order to make our world in the way we choose it to be.

This leaflet outlines some of the ways technology features in your child's learning in our Centre.



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What is this? What does it do? What can I do with it?

CHILDREN IN EARLY CHILDHOOD SETTINGS ENGAGE IN A WIDE RANGE OF TECHNOLOGICAL ACTIVITIES AND THEY ARE OFTEN CURIOUS ABOUT WHAT THINGS DO AND HOW THEY WORK.

We encourage children to develop their own ideas and explore their learning processes. Young children's capacity to engage in technology activity is huge. They are enthusiastic and curious and their lack of inhibition makes it possible for them to develop at a very fast rate. We believe that the more opportunities children have to engage in technology, the more their confidence will grow.

LEARNING VALUES

Through technology activity, teachers can encourage children to develop values such as understanding the idea of a 'quality' product. This can be done by talking about things like stability or if the 'product' does what they wanted it to do. We can also teach the idea of social responsibility through talking about the environment, safety and sustainability. One good example of this is the Compost heap, where we recycle our vegetable matter and talk about composting systems.



Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.

Te Whāriki (The Early Childhood Curriculum) Exploration: Goal 4

INTRODUCING TECHNOLOGY

As early childhood teachers, we work together to share our ideas and knowledge about technology and to develop progressive and continuous technological experiences for the children. We believe that introducing technology education to children at an early age allows us to develop new dimensions to work already underway. We are always ready to respond to children's questions about things in their daily lives, such as bridges, cranes, cars, sewing machines and the like.

Teachers are always mindful of the potential for extending children's language and creativity skills, too. To do this, children are encouraged to plan their technology projects by saying what they want to do, how they might do it and if they need help. They also reflect on what they have done to help them be aware of what they have learned, what was interesting and how they feel about it.

THE LEARNING ENVIRONMENT

We carefully plan the daily set-up to ensure that the areas of play provide children with opportunities to explore new ideas and develop technological capability. We believe that integrating technology into the daily curriculum and making resources available to provoke spontaneous play is the best approach. Materials and resources are displayed in both attractive and inviting ways and the areas of play have to be clean, tidy and well presented. It is necessary for the children to be able to reach things easily so the height of all the furniture is crucial.

We provide appropriate materials such as wood, fabric, cardboard, buttons as well as the means to join or fix them together (glue, thread, sellotape, etc.). We also make sure that tools are available for the children according to their needs and appropriate to their developmental stage.

SEEING TECHNOLOGY IN THE CENTRE

Home corner



Their play often reflects what children have seen at home and sometimes they role-play as mum or dad. Children love play-dough, which is a wonderful imaginary game for them. Washing clothes, cooking, baking cakes, cooking vegetable in the microwave and putting food in the fridge are some of the things they get up to. They pretend to turn the oven on, they set the oven temperature or they set the timer in the microwave. It is marvelous to see what they can make.

Music area



While children enjoy listening to music they learn how to control the CD player. They learn about how instruments work (drums, sticks, cymbals, bells and the guitar) and sometimes make their own instruments, too.

Craft area



In this area children can express their own ideas and emotional worlds. There are many different kinds of paper (A4, recycled calendar paper, A3 size paper, and recycled magazines for cutting up) and a large range of pens, glues, glitters, painting, brushes and pipe cleaners.

Block area



In this area, you can see a display of pictures and plans of buildings, public transportation and infrastructures, so children can make links with what they do with their blocks. They learn about shapes balance and stability here. This area also includes tracks, cars, rails and trains.

Computer area

Most of us tend to link the word technology with computers and it is true that computers have an important role to play in our world. Children learn about using a mouse and a keyboard by interacting with some educational games. They also learn about taking turns and helping each other.

Sand pit area



This is a construction area where children's imagination has full reign as they make tunnels for their trains or cars. They undertake earthworks moving the sand to make roads and lakes, building castles and houses. They are learning how to make strong foundations and solving construction problems in their quest to make good structures.