

A young girl with dark hair in pigtails, wearing a white t-shirt with a green leaf pattern and khaki shorts, is crouching on a wooden deck. She is holding a white watering can and watering a small plant in a grey pot. In the background, there is a larger orange pot with a plant that has bright orange flowers. The scene is outdoors with green foliage in the background.

**Rain or Shine,
Here We Come!**

Term 4
August 2024

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TERM 4 2024



Dear Alam Atelier Family,

I am incredibly proud of the growth our school has experienced since we began at the end of January. As we conclude this school year, it brings us immense joy to see our children learning according to their interests, having fun, and extending their learning. We are equally delighted to see parents, both within and outside our school community, becoming more eager to understand and embrace the principles of Reggio Emilia and nature pedagogy.

As our school continues to flourish and expand, I am delighted to announce an important organizational update that underscores our commitment to maintaining excellence in education and fostering a collaborative community. Effective in the new academic year, Ms. Fem will assume the role of Coordinator for both our Bandung and Jakarta campuses. With over 11 years of dedicated service within the ISMILE family, Ms. Fem brings a wealth of experience, expertise, and passion to this role. Her focus will be on enhancing the quality and standards of our educational programs, providing invaluable training to our teachers, and sharing her extensive project work experience. Ms. Fem's transition to Coordinator allows her to dedicate her full attention to these crucial areas, ensuring that our students and faculty receive the highest level of support and guidance.

We are confident that her leadership will greatly benefit Alam Atelier Jakarta, as well as our broader community. Additionally, I am pleased to share that I, Ms. Ella, will be taking on the role of Vice Coordinator. In this capacity, I will continue to contribute as a lead teacher, maintaining my classroom responsibilities while supporting Ms. Fem in her coordination efforts. This dual role will enable me to stay closely connected with our students' learning experiences and address any emerging needs promptly.

We believe this strategic shift will strengthen our organizational structure, enabling us to better serve our growing school community. Together, we will continue to uphold the values and standards that make Alam Atelier a unique and nurturing environment for our students.

Thank you for your ongoing support and trust in our team. We look forward to a successful and enriching year ahead.

Warm regards,
Ms. Ella
Centre Coordinator Alam Atelier



Rain or Shine, Here We Come!

by Ms Lira

Reggio Emilia at Alam Atelier is all about children and teachers learning and embarking on a journey together. Guiding and listening to children, hearing their **100 languages of learning and interests** and applying that to our environment. We as teachers provide a number of resources and opportunities through materials and activities, posing open ended questions, and supporting their ideas and explorations, for children to explore and discover their strengths, capabilities, and their world. Not controlling their thoughts, feelings and creativity but letting it flow with guidance and support, creating confident, strong, capable thinkers.

Our curriculum at Alam is flexible and has the freedom to evolve for spontaneous projects and learning all based on children's interests and needs. We as teachers set activities that are relevant to children's interest then design experiences relevant to those interests to build on their curiosities and ideas. To teach through interest is to teach the future.

Here at Alam Atelier and in the Reggio philosophy we value parents' thoughts and feelings. We recognize that parents are a big part of their child's learning journey; we encourage and welcome parents participation, cooperation and decision making during their child's learning and time with us at Alam Atelier.

At Alam Atelier and in *Reggio Emilia* **the environment is the third teacher**. That doesn't just mean a beautiful, homely classroom but also the immersion of the outdoors, fostering appreciation and respect for the natural world, inviting collaboration, exploration and creativity. This means we will get messy, dirty and creative. Encouraging discussion about our world and nature, incorporating children's learning and project work through our environment. For example, we will experience firsthand the rain, learning about the changing seasons, different weather conditions, helping children understand the natural cycles of our world and from there we can extend. When playing in the rain, it is a creative experience for learning across all developments; we as people can collect and drink rainwater, meaning it is not unhealthy and not unhealthy to experience and or play in. If the rain is heavy then we will not be outdoors, instead we will extend our learning to the Pondopo area, Atelier class or the Light and shadow room.

If children are wet from the rain or just from general play, once they have finished their water play children will be changed into dry clothing, to ensure they don't get sick. (*Sickness comes from a drop in body temperature*)



Risk play, it is an important step in development, here at Alam we take all measures that children will be safe during risky play.

When engaging in risk play we at Alam Atelier don't say '*Be careful*' it is a vague statement, be careful of what? Children cannot think ahead or fill in the blank, so instead we say '*watch your step, that's a big step*' or '*The slide is slippery, you may slip over*' Informing children of the risk and letting them fail (if can be done safely), teaching our children to listen to what the risk is and experiencing the risk, learning that in the future if they're told watch your step, they start to listen, observe and navigate the potential hazard.

Risk play is also excellent for helping children realize their limits and test those limits, extending their own physical development, mental and emotional resilience of perseverance through challenges. Helping them become stronger mentally, emotionally and physically under supervision.



Opening Doors to the World

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As a growing community, we proudly hosted our open house of Term 4, drawing a large turnout of parents eager to discover what Alam Atelier Jakarta has to offer. The event was a vibrant success, showcasing our school's pedagogy, academic standards, philosophy, and believes.

The purpose of the open house was to demonstrate how our *Reggio Emilia* approach, nature pedagogy, holistic approach and commitment to lifelong learning positively impact our students and the broader community. By providing a comprehensive overview of our educational philosophy and teaching methods, we aimed to give parents a deeper understanding of the benefits of our unique approach. This is also done at our school to maximize our *Reggio Emilia* curriculum to let children experience first hand and enjoy playing in our environment that we believe is a *third teacher*, through our provocations, learning zones, and inviting set ups at every corner.

Additionally, we also do playdates outside of our school environment to reach out to children and parents within our school community.

Playdate at Pakubuwono

by Ms Ananya

The theme for our exciting playdate at Pakubowono was all about our dear Mother Earth! As a *Reggio Emilia-inspired* school, we believe that children have **100 languages** that they use to express themselves, learn, and understand the world around them.



We set up many provocations for the children to explore and learn from. One of them was a sensory tub where a very hungry caterpillar eagerly awaited to be fed by our little friends who came to visit. As they fed the caterpillar, they weren't just having fun – they were honing their fine motor skills, focus, and attention, all while diving into the magical world of insects.

Another provocation had the captivating life cycle of a caterpillar was laid out, inviting curious minds to explore and discover the wonders of nature. It was a hands-on journey that sparked scientific inquiry and fueled adventurous exploration.

Of course, our playdate wouldn't have been complete without story time! We delved into the classic tale of '*The Very Hungry Caterpillar*' by *Eric Carle*, igniting imaginations and weaving dreams with every turn of the page.



Let's not forget our provocation of aquatic animals trapped in plastic – a powerful reminder of the importance of environmental awareness and critical thinking. It emphasized learning through engagement with the natural world, linking it to our **nature-based pedagogy**. It was a call to action for our young adventurers to become guardians of our planet.



Building on our book reading, we unleashed our creativity by making vibrant fruit art with dragon fruits and spinach! The children also transformed recycled bubble wrap and tissue rolls into exciting crafts.



As the day drew to a close, we kicked off our shoes and danced to the beat of our favorite songs, filling the air with laughter and joy. Throughout the playdate, our little friends were active participants in their own learning, and their interests and inquiries guided our conversations with them into worlds of inquiry. It was a celebration of friendship, learning, and the boundless magic of children's early learning journey for a lifelong learning through holistic approach.



Our open houses and playdates serve as a vital link, connecting new families with the Alam Atelier community. We extend our heartfelt thanks to everyone who attended and contributed to making this event a wonderful success!



Dental Day

by Ms Mudah

We are thrilled to share the vibrant and enlightening experience of our recent **Dental Day** event, held in collaboration with **Satu Dental**. Dedicated to instilling awareness about dental health among our students, the day unfolded as a dynamic blend of learning, engagement, and enjoyment.

The day kicked off with a lively Circle Time session in the pendopo hall, setting the tone for an enriching experience ahead. **Satu Dental** delivered an informative presentation, introducing their team of dentists and captivating the audience with an entertaining dance performance. Through interactive education sessions, attendees gained valuable insights and techniques for maintaining optimal dental hygiene, with a highlight being an engaging Q&A session that addressed pressing inquiries.



Following the presentation, children participated in a variety of indoor and outdoor activities designed to deepen their understanding of dental care. In the Atelier, they crafted playdough teeth, providing a hands-on representation of dental anatomy and reinforcing oral care practices. Outdoors, activities included exploring models of animal teeth, stimulating discussions about oral diversity and tailored dental care routines.

Indoors, children engaged with various shapes of wooden blocks and animal and human teeth cards, promoting critical thinking and problem-solving skills alongside dental awareness. The dentist-themed setup encouraged imaginative role-play, allowing children to step into the shoes of oral health professionals and apply their knowledge in practical scenarios.



As we reflect on the success of **Dental Day**, we celebrate the invaluable learning outcomes achieved. Participants not only deepened their understanding of dental hygiene but also honed essential skills such as fine motor control, problem-solving, and creativity. We extend our heartfelt gratitude to **Satu Dental** for their partnership and to our entire school community for their enthusiastic participation. Together, let us continue to prioritize the health and well-being of our children, ensuring that their smiles remain radiant and their teeth healthy for years to come.





Character Formation Friday: Character Building For a Bright Future

by Ms Gelah

The beginning of Term 4 was marked by celebrating a weekly event that we aptly called Character Formation Friday. Shortened to CFF, this event celebrates and integrates Character Focus into the everyday learning of the child which we change on a monthly basis. Focusing on **character development** is crucial in a child's holistic and foundational growth, as it shapes their values, attitudes, and behaviors, influencing every aspect of their life. Character education helps children develop essential traits such as empathy, resilience, responsibility, and integrity, forming a strong moral compass that guides their actions and decisions. By fostering a strong sense of self-awareness and emotional intelligence, children learn to navigate social complexities, build meaningful relationships, and contribute positively to their communities. These attributes not only support academic success but also promote mental well-being and social harmony.

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The development of fine motor skills and hand-eye coordination in early childhood is essential for a child's overall growth. These skills support everyday tasks, academic success, physical health, and cognitive development. To culminate our first CFF for the month of May, we invited our parents to then accompany and support their children in hanging their leaves in our school's Gratitude Tree, along with small and simple written notes of appreciation and gratefulness. Aside from our regular Friday events, other simple life skills such as food scrapping, independently changing of clothes, and snacking on their own are integrated into the daily classes and teachings to foster self-sufficiency and autonomy among the children.



The holistic development of life skills in a child's growth is paramount as it encompasses **cognitive, emotional, social, and physical dimensions, ensuring well-rounded maturation**. Life skills such as critical thinking, communication, empathy, problem-solving, and self-regulation equip children with the tools necessary to navigate complex life situations effectively.

This approach nurtures life skills by creating an environment rich in opportunities for exploration, creativity, and collaboration. Children are encouraged to pursue their interests, ask questions, and solve problems, which fosters critical thinking and independence while teachers act as facilitators, guiding children through reflective processes that build self-awareness and emotional intelligence. This holistic approach not only supports academic achievement but also nurtures the personal growth and well-being of each child, laying a strong foundation for a fulfilling and balanced life.



Earth Day - Green Horizons: Inspiring Sustainability Through Art and Action

by Ms Jen



We commenced Term 4 with an Earth Day event on April 23, 2024. Earth Day is a global initiative celebrated annually on April 22nd, dedicated to raising awareness and fostering appreciation for the environment. During this special occasion, we gathered our cherished students, parents, and honored Mother Earth herself. Our aim was to enlighten parents about our efforts to preserve the Earth and emphasize its significance for all living beings. Through engaging activities and discussions, we sought to deepen everyone's understanding of the importance of environmental conservation and inspire collective action towards a sustainable future.

Our day began with a cozy circle time in the Pendopo, where everyone gathered. We started off with our morning song, **"The Good Morning Train"** a catchy tune that never fails to get everyone excited and ready for the day ahead. After singing a few more familiar songs to set the mood, we had dived into our story session with **"The Very Hungry Caterpillar"**.





This was not just a storytelling session—it was an immersive experience. We wanted to make it extra special and engaging for the kids. So, we encouraged them to join in and help feed our **big caterpillar** while we read the story. It was heartwarming to see their faces light up with excitement as they watched the caterpillar grow while being part of the story. The joy and laughter filled the air, making it a memorable start to our **Earth Day** event. Transitioning outdoors, our students reveled in the freedom of play, inspired by the provocations we had meticulously prepared.

Meanwhile, in the Pendopo, we invited parents to join us for an enlightening presentation on Earth Day. Prior to the event, we encouraged them to gather their plastic waste for recycling—a simple yet impactful act in our quest to protect our planet.



During the presentation, parents received invaluable insights into Indonesia plastic waste crisis, presented by Ms. Ananya, one of Alam Atelier educator. They learned about practical solutions, including the essential principles of the three **Reduce, Reuse, and Recycle**. This enlightening session empowered parents with actionable steps to address environmental challenges, fostering a deeper understanding of their role in creating a sustainable future.



Turning Earth Day into Everyday Practice

by Ms An

In April, following our Earth Day event, we embarked on an exciting recycling project at Alam Atelier that has brought our community closer and made our school more sustainable. Guided by the Remida method of sorting, taught to us by the ever-inspiring Trudi, we established a dedicated recycling corner within our school. This initiative has turned into a wonderful collaboration, encouraging parents to bring in recyclable materials from home. Our classrooms have become creative hubs, using many of these recycled items as loose parts and materials for construction play.



This hands-on approach not only reduces waste but also fosters creativity and problem-solving skills among the children. The enthusiasm and participation from both students and parents have been remarkable, demonstrating the collective power of a community committed to environmental stewardship.

Inspired by our sister school, ISMILE Bandung, we extended our green initiatives to include composting. We constructed a compost bin from wood, lined with recycled plastic to enhance its durability. This compost bin has become a practical and educational addition to our school, where we deposit fruit and vegetable peels. To maintain a pleasant environment and ensure ease of replication at home, we avoid adding non-vegetarian items, oils, milk, or any chemicals. This simple yet effective compost solution serves as a model that families can adopt in their own homes, promoting sustainable practices beyond the school grounds.



Our recycling and composting projects are more than just environmental efforts; they are integral parts of our pedagogy. They teach our students the importance of caring for the planet and offer practical lessons in sustainability. As we continue to nurture these projects, we look forward to seeing the lasting impact they will have on our community and the environment.



Thank you to all the parents, students, and staff who have contributed to making our recycling corner and composting project such a success. Together, we are planting seeds of wonder and nurturing a greener future.



Pengantar Karya Instalasi **Kenangan dalam Botol**

by Timotius Suwarsito (Toto)
Artist

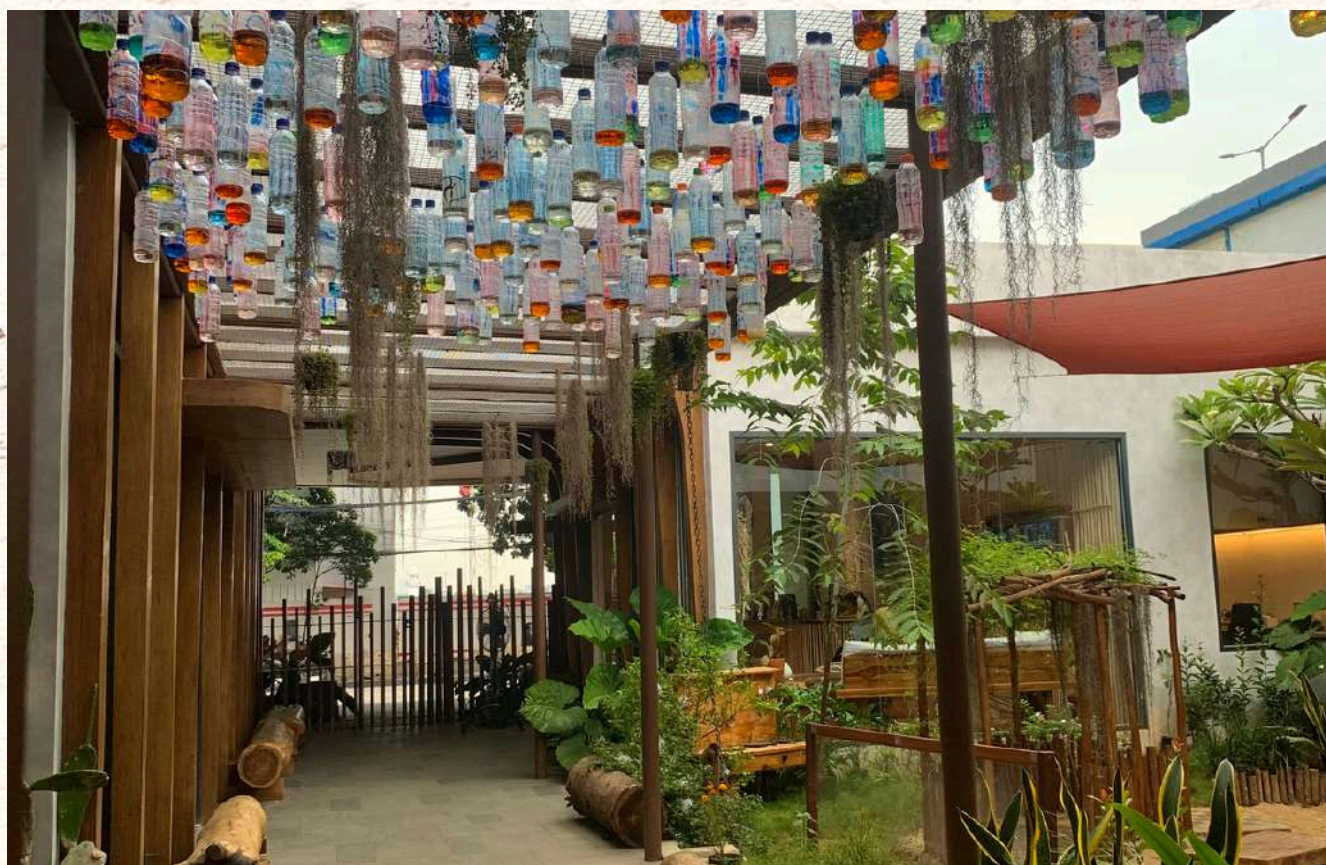
In celebration of Earth Day, we recently completed a special art installation project involving both our parents and children. This collaborative effort showcased the spirit of community building and highlighted our collective commitment to nurturing the environment. Together, we created a beautiful display that symbolizes the positive impact we can make when we unite for a common cause. Each family's contribution represents the lasting footprint we are making in our school and beyond. Below is a word from the artist who supported us in making this happen.

Selamat datang di instalasi seni "Kenangan dalam Botol," sebuah karya komulatif yang menggugah kenangan dan menyentuh hati. Karya ini terdiri dari botol-botol bekas air mineral yang telah dihidupkan kembali dengan gambar-gambar penuh warna, digantung di atas ceiling, menciptakan hamparan simbol dan cerita yang indah. Setiap botol menggambarkan peristiwa membahagiakan di masa kecil para pembuatnya, mewakili memori yang tak terlupakan dan penuh makna. Dalam dunia yang sering kali dipenuhi oleh kesibukan dan tantangan, kita diajak untuk sejenak merenung dan kembali ke masa kecil, ketika kebahagiaan ditemukan dalam hal-hal sederhana.

Botol-botol ini, yang sebelumnya dianggap limbah, kini menjadi kanvas yang penuh cerita. Melalui sentuhan tangan kreatif dan spidol warna-warni, setiap gambar di botol menceritakan kebahagiaan yang pernah dirasakan oleh para seniman kecil ini.

Sebuah pelangi dari kenangan terwujud di hadapan kita. Filosofi dari instalasi ini terletak pada keindahan dalam kesederhanaan dan pentingnya menjaga kenangan bahagia di hati kita. Botol-botol yang digantung melambangkan perjalanan hidup yang penuh liku, tetapi tetap dipenuhi oleh momen-momen yang membahagiakan. Mereka menggambarkan bahwa meskipun kita terus melangkah maju, kenangan indah dari masa lalu selalu bisa menjadi sumber kekuatan dan inspirasi. Instalasi ini juga mengingatkan kita akan pentingnya daur ulang dan pemanfaatan kembali barang-barang yang dianggap tak berharga.

Dalam tangan yang tepat, sesuatu yang sederhana seperti botol bekas bisa diubah menjadi karya seni yang luar biasa. Ini adalah panggilan untuk melihat keindahan dalam segala sesuatu dan menghargai kenangan yang membuat kita menjadi diri kita saat ini. Mari kita menikmati karya ini dengan hati yang terbuka dan pikiran yang jernih. Biarkan gambar-gambar pada botol membawa kita kembali ke masa kecil kita sendiri, mengingatkan kita akan kebahagiaan yang murni dan sederhana. Semoga instalasi "Kenangan dalam Botol" menginspirasi Anda untuk selalu menghargai setiap momen bahagia dalam hidup dan melihat potensi keindahan dalam setiap benda di sekitar kita. Selamat menikmati karya seni ini!



Inquiry-Based Project

Academic Year 2024



Bunny Tales

by Ms Lira

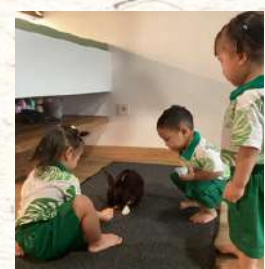
Inspired by our love for the "***Sleepy Bunnies***" song, we embarked on a special art project for our end-of-year display. This project, affectionately named **Bunny Art**, involved painting with colored glue using paintbrushes, fingers, hands, and cotton balls. Our Bunny Art project extended the joy of the "***Sleepy Bunnies***" song into a creative and collaborative activity. As we painted together, we often broke into song, which led to spontaneous bunny hops from our students. This delightful blend of creativity, music, and movement created a vibrant and joyful atmosphere, beautifully connecting our artistic expressions to our favorite song and dance.





Another memorable experience was our excursion to the school's big garden to meet "Bli," our school bunny. The children were excited to find and interact with "Bli," and they eagerly fed the bunny carrots while learning the importance of gentle treatment and respect towards animals. This hands-on experience not only fostered a sense of responsibility but also nurtured empathy as the children engaged with the bunny in its natural habitat.

We also introduced Bli into our class, creating an exciting change in our routine and encouraging students to interact respectfully. Students are learning to use gentle hands with Bli, avoid chasing him, and patiently wait for him to approach. This calm and inviting behavior fosters their nurturing nature.



Over the past two weeks, our Crawler and Walker class has been immersed in a series of enriching activities centered around our thematic focus on "Bunnies." One of the highlights during our circle time sessions was the introduction of the "Sleeping Bunnies" song and movement activity. Our children enthusiastically participated, singing along and mimicking the actions described in the song. This interactive session not only encouraged physical movement and coordination but also helped develop their listening skills as they followed the lyrics and rhythm of the song.

Through these diverse activities, our students achieved significant learning outcomes across various domains. They developed improved coordination and motor skills through movement activities, while their social and emotional growth was supported through interactions with "Bli" the bunny and collaborative play in the "Bunnies Garden." Cognitive development was evident as they engaged with language and rhythm during the song activity, and their aesthetic sensibilities were enriched through the art project.





Walking in The Jungle: Tiger

by Ms Julie

The Tiger Project in Pre-Nursery Awan is an engaging educational initiative sparked by the children's enthusiasm for the "***Walking in the Jungle***" song. This project integrates various activities such as art and craft, sensory exploration, singing, dancing, phonics, to foster creativity, enhance learning. The project aims to create a rich, multi-sensory learning environment that captivates the children's interest and supports their overall development.

Children's Interest

The project commenced with the introduction of the tiger song. The primary objective was to engage the children through music and gauge their interests. The song quickly became a favorite among the children, who eagerly **requested it to be played repeatedly**. This strong preference for the song provided a natural and enjoyable entry point for the project's diverse activities.



The children's enthusiasm for the "***Walking in the Jungle***" song is evident, as they grabbed their own binoculars during class.



Learning Extension

Art and Craft

- **Objective:** To stimulate creativity and fine motor skills through themed art activities.
- **Learning Outcome:** Children explored their artistic abilities by creating tiger masks, drawings, and other crafts, improving their hand-eye coordination and creative expression.

As part of the Tiger Project's, we extended it to the art and craft. The children engaged in a variety of creative projects using **recycled materials**. They made tiger masks using paper plates, cardboard, loose parts, and CDs, allowing them to explore different textures and shapes while crafting. Additionally, the children created tiger faces from salt dough. This process involved making the dough from scratch by pouring and mixing ingredients, then rolling and shaping the dough into tiger faces.





Art and Craft session



Sensory Exploration

- **Objective:** To provide children with a multi-sensory learning experience that enhances their understanding of a tiger's habitat through tactile exploration and letter recognition activities.
- **Learning Outcome:** Children will enhance their sensory awareness by handling noodles that simulate a tiger's habitat. They will recognize and pronounce the letter 'N' with "n...n...noodles," strengthening early literacy skills. This activity fosters an appreciation for nature, improves fine motor skills, and creates cognitive connections between sensory input and language development.

The children participated in an **outdoor sensory exploration activity**. They explored a tub filled with noodles and toy tigers, simulating a tiger's habitat. The children felt the texture of the noodles, imagining them as jungle vines, and examined the toy tigers, discussing their features and reinforcing their vocabulary.



STEM (Science) Station

- **Objective:** To introduce children to basic STEM concepts by creating a tiger-themed craft using paper cups and string to demonstrate sound transmission, enhancing their understanding of communication and physics.
- **Learning Outcome:** Children will learn basic principles of sound transmission by creating a tiger-themed craft using paper cups and string to simulate phone calls. This activity will enhance their understanding of communication, develop fine motor skills through crafting, and introduce them to basic physics concepts in a fun and engaging way.



STEM (Math) Extension

- **Objective:** To introduce children to basic counting and number recognition skills through a hands-on activity involving the creation of a tiger craft, where they count and attach whiskers to the tiger's face.
- **Learning Outcome:** Children will develop their counting and number recognition skills by creating a tiger craft and counting whiskers as they stick them onto the tiger's face. This activity will enhance their understanding of numbers, improve fine motor skills, and provide a fun, interactive way to practice basic math concepts.



STEM (Math and Science)

- **Objective:** To enhance children's understanding of shapes, light, and shadow through an interactive exploration in the light and shadow room, using tiger shapes to observe how light reflects and creates shadows.
- **Learning Outcome:** Children will develop their understanding of shapes and colors by exploring how light reflects and creates shadows in a light and shadow room. Using tiger shapes, they will learn to identify different shapes and observe the effects of light on these shapes, improving their spatial awareness and reinforcing basic scientific and mathematical concepts.





Let's Go Swimming: Goldfish

by Ms Angela

It has been an amazing term for our Pre-Nursery Bulan friends. Their improvements and adjustments have been very evident in the 10 weeks that we have acquired together. It was also noticeable that there was a particular song that stuck with them since we have celebrated our Dental Week and our Dental Day. That particular song being ***The Goldfish*** by Laurie Berkner Baker Band. This song was introduced prior to our Dental Week as it had an action of brushing your teeth, a very important life skill that was highlighted during our Dental Day. The catchy tune remained unfrogettable to the children so Ms. Angela added it to her list of Morning Circle songs so that the children can dance to it as often as they want!

In the weeks that followed, The Goldfish song stuck with the children and we eventually extended the song into reading stories not only about fishes, but also about different types of animals that lived in different environments, such as the land and air as well as the water.

In the weeks that followed, The Goldfish song stuck with the children and we eventually extended the song into reading stories not only about fishes, but also about different types of animals that lived in different environments, such as the land and air as well as the water. In the library, we have read books on **jungle animals, sea and ocean animals** as well as animals that are also considered as pets! The children discovered that there are certain **exotic animals** that can be considered as pets such as some **reptiles like the iguana, snake, and even some insects and arachnids like bugs and spiders!** The children also extended their theme for CFF which was **gentleness** into the way we treat our live pets in school such as our pet rabbit, Bli and we then eventually circled back to our fish topic as they were fascinated with the different types of live fish that they saw in the school's big aquarium! They **counted** each swimming fish, and **identified them by their colors as well as patterns on their scales.** Well done, friends!



Aside from reading about fishes and witnessing them live from our aquarium, we also extended their learning into **Arts and Crafts** to help the children expand their imagination on their idea of what a fish is supposed to look like. Our first craft was **paper plate goldfish** where the children painted a paper plate orange before sticking natural lose parts in them to form a goldfish. Following the paper plate craft, we then made gold fish crafts again out of **used CD's** where this time, the children decorated CD's with markers before eventually sticking lose parts on it to form an iridescent goldfish craft. Other forms of crafts were made aside from paper plates and recycled materials: on one particular day, the Pre-Nursery children crafted goldfish out of saltdough that they made from scratch! With a mix of flour, salt, warm water, they exercised their **fine motor skills and hand eye coordination** as they tried their hardest to concentrate while making the perfect mixture of saltdough. Asidee from saltdough, they also crafted their goldfish out of real clay! Such creative minds and hands you have friends!



Leaning into **STEM and Science** this time, the children made another goldfish craft, focusing on the fish's scales and its texture. By correlating how the fish scales look and feel like, the concepts of science and STEM were applied into the activity as they saw and felt for themselves how scales feel like on a fish. Some children commented that it felt "hard" and "bumpy" while most children became busy with either painting and putting glue and lose parts inside. Others also identified the body parts of the fish such as the tail, the fins, and the eyes and mouth. Apart from these concepts, **Math** was also slowly incorporated into the craft as some children started counting how many scales their particular goldfish had! Integrating science, math, and STEM education in a child's early years is crucial for their cognitive, social, and emotional development. It builds a strong foundation for future learning, fosters creativity and problem-solving skills, and prepares children for the technological and scientific demands of the modern world. Early STEM education not only enhances academic achievement but also opens up a world of opportunities for children's future careers and personal growth. Great job, friends!





Butterfly Fly Away

by Ms An

Spark of Interest

Our journey began when Ms. An brought a caterpillar to our classroom, igniting a spark of curiosity and wonder among the children. Sakala, initially apprehensive about touching the caterpillar, soon developed a deep fascination with butterflies. Her transformation mirrored the caterpillar's own metamorphosis. Sakala's daily drawings of butterflies and her eager exploration of the garden to spot them became the driving force of our project.



We started by observing the caterpillar in our classroom, giving it a space to thrive where we could watch it closely. This initial step was crucial as it set the foundation for inquiry-based learning. Weeks passed, and the caterpillar entered its cocoon, a period filled with anticipation and daily checks. When the moth emerged, it was a moment of collective awe and joy. This transformation was a tangible experience of change and growth, reinforcing our understanding of life cycles.



Learning Extension

To deepen our understanding, we introduced Eric Carle's beloved book, *The Very Hungry Caterpillar*. This story beautifully illustrated the life cycle of a caterpillar, helping the children draw connections between the caterpillar and the butterfly. Daily readings of the book sparked discussions and led to further questions and hypotheses.

Fine Motor Skills Development:

We practiced using the pincer grip to "feed our caterpillar," enhancing our fine motor skills.

Art and Creativity:

Sakala drew and crafted the entire life cycle of a butterfly, exploring colors, shapes, and patterns. These artworks were displayed around the classroom, celebrating her creativity and understanding. She also used blocks, loose parts, and fabric to create her interpretation of a butterfly's life cycle.



Sakala's Interpretation of a butterfly's egg



Sakala's Interpretation of a caterpillar



Sakala's Interpretation of a cocoon



Sakala's Interpretation of a butterfly



Jolly Phonics

We explored the letter "B," focusing on the starting sound of the word "butterfly." The children learned to write, spell, and identify it, integrating literacy into our thematic study.



Mathematics

We counted the number of wings on a butterfly and the number of legs on a caterpillar. Additionally, we sorted and identified colors, and explored concepts of big and small, long and short, rough and soft, and light and heavy.



Music & Movement

We embodied our learning by acting out the life cycle of a butterfly through body movement and songs. This kinesthetic approach helped solidify the children's understanding and provided a joyful, immersive learning experience. Our exploration will culminate in a performance for our year-end program, showcasing our journey and discoveries.



This project also led to another exciting exploration.

A New Journey Begins: From Butterflies to Plants

As part of our daily routine, we began watering the plants around our classroom, creating time for a deep connection with nature. One day, Sakala asked her mum at home a fascinating question, "Where does our food come from?" This curiosity ignited our next project: Plants!



We discussed where food comes from and decided to plant some seeds in recycled boxes. Over the weeks, we diligently watered our pots every day and observed their growth. We were thrilled to see the leaves emerge and learned to identify the various parts of the plant.

Our exploration of the plant life cycle further deepened our appreciation for nature and expanded our understanding of the world around us, setting the stage for many more discoveries to come.





Year End Celebration

by Ms An

Our end of year celebration was a joyous culmination of an eventful academic year as our children took center stage to perform for a large audience of enthusiastic parents. Each performance was a vibrant display of the inquiry-based projects that each class undertook this term, showcasing the depth of exploration and learning. The youngest among us, the Crawlers and Walkers, delighted the audience with their charming exploration of the world of hopping bunnies. Their performance was filled with adorable hops and joyful expressions, capturing the essence of their project.



Pre-Nursery Awan transported us to the wild with their captivating presentation on tigers. The children, embodying the spirit of these majestic creatures of the forest, brought their learning to life leaving the audience in awe. Pre-Nursery Bulan took us under the sea with their exploration of goldfishes. Their performance was a beautiful blend of fluid movements and colour, reflecting the grace and beauty of these aquatic creatures. The children's enthusiasm and creativity shone through, making it a memorable act.

Our Nursery class presented an enchanting performance based on their study of butterflies, which they also extended to incorporate yoga. The children fluttered gracefully across the stage, embodying the transformation and tranquility of butterflies. Their integration of yoga added a unique touch, showcasing their understanding of mindfulness and movement.



After the performances, we gathered for a grand feast, a collaborative effort by all the parents who brought a delightful spread of food. It was a heartwarming sight to see everyone sharing and enjoying the diverse array of dishes, further strengthening our sense of community. Adding a personal touch to the day, we had earlier made handprints of the children on salt dough, which they painted with their parents. This activity not only created beautiful keepsakes but also provided a lovely bonding experience for families. The celebrations continued as the children explored the sandpit, pond area, and sensory kitchen. Their laughter and excitement echoed as they engaged in these sensory-rich activities. Some of our brave students even took to climbing the tree, showcasing their adventurous spirits and growing confidence. The day was a sweet ending to an eventful academic year, filled with learning, growth, and joy. As we reflect on the year's journey, we are filled with gratitude and pride for our children and the incredible progress they have made. We look forward to another year of exploration and discovery, eager to see what new adventures await.



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Editor

Ms Julie

Design and Layout

Ms Julie

