



Building relationships

O's father read a social story for *O* before saying him good bye. He then played outdoors at the sandpit alongside *Ms K*.

Ja, Nc, Ns, Ni, Jj and La played together at the sandpit, pretended to make sand cookies and serve it to their peers and educators.

Learning area: exploring the properties of sand and volume, interacting with peers, establishing positive relationships with educators and peers.



Physical play

The pre -schoolers challenged themselves and showed persistence in rotating the hula hoop rings around their bodies. They proudly showed their attempts of rotating the hula hoop ring around themselves to their peers.

O participated in peer play. He sat at the back of the tricycle as *En* rode the it. *Nc* also joined in the play pretending to be a traffic policeman and controlled the tricycle traffic by saying red light, green light or "see speed breaker".

Learning areas: cooperative play, confidence, persistence, gross motor coordination, imaginative play



Socio – dramatic play

Ni, Ja, Ns, Nc, Oj and Jj pretended to give showers to soft toys in the empty bath tub with a recycled empty shampoo bottle.

Learning areas: using verbal language to communicate, peer interaction, negotiating, taking turns to shower the teddies

Group- time

The children danced to the music and moved their colourful ribbons along with the rhythm of the music.

The pre-schoolers also learnt rhyming words through reading stories and listening the audio story of the hungry monster. Later, the children played the rhyming words game in which they pretended to feed the hungry monster puppet a food item that rhymed with the silly word spoken by the educator. For example, when the teacher said that the hungry monster wants to eat a wapple, the children will tell the name of the food item like apple that rhymes with it and feed a pretend food (pom – poms).

Learning areas: recognising rhyming words in the story, generating rhyming words, receptive and expressive language skills, problem solving