




SCECS PRESCHOOL Curriculum Planning - Week Commencing 01/04/...

Programme

LEARNING INTENTIONS - Individual & Group Interests / Long & Short Term Goals	PHILOSOPHY AND LEARNING OUTCOMES - Centre Philosophy / My Time Our Place / Being Belonging Becoming / SCECS Values / UN Convention of the Rights of the Child
<p>Long-Term Goals</p> <ul style="list-style-type: none">• Toilet Training: For the children to learn toileting by constant reminders (before nap, after eating ect...) And encouraging them to go to the toilet independently.• Positive Behavior Management: For children to learn about positive social behaviors and in managing their externalizing behaviors through constant reminders and positive reinforcements.• Transitioning: For children to smoothly transitioning between different routines such as cleaning up together, sitting down for group time, personal hygiene & self-help skill by transitioning through songs to cue routines and positive encouragement.• Children's Interest and Learning: To support children's interest by facilitating experiences and extended learnings that provides opportunities for them to explore variety of aspects.• Children's Learning & Development: For the children to strengthen their writing skills regarding their names, the alphabets, and numbers. <p>Short-Term Goals</p> <ol style="list-style-type: none">1. To support children's interest by providing experiences for them to explore and extend on their learning through their interest.2. To support children's agency, autonomy and interest by listening to the children's voice.3. To support children's learning about our community by engaging in experiences about community and building a community.4. To support children's learning about the Indigenous Community by facilitating discussions about the Indigenous culture through play-based experiences. <p>Focus for this Week:</p> <ul style="list-style-type: none">• Community/Our Community• The Indigenous Community• Church• Cars• Cooking Experience <p>Public Holiday - Mon 01/04</p> <p>Rationale: A range of experiences will be provided for children covering the social, emotional, physical, language and cognitive developmental areas.</p> <p>Children's Interest/Development Reflected in the Program:</p> <ul style="list-style-type: none">• Cars, Racecars, Monster truck, Firetruck... - Beau, Ignatius, Michael• Jan & Sophia visited the Church with Sis Rosmary one afternoon after preschool -Fri 23/02.• Arm Painting - Luka & Beau• Group Observation - Hendrix, Isla, Micah, Vera, Sophia, & Jan• "Bailey, I want to make Jelly" - Micah (26/03)	<p>Centre's Philosophy "We believe children are capable, resourceful and important members of the community. They are theory builders and problem solvers, who learn best by making meaning of their world through play, relationships and experiences. Play should be both intentional and spontaneous, stimulating, empowering and challenging whilst building upon children's knowledge and understanding of the world around them." Our Centre values the provision of a safe environment and emphasize on the importance of child safety and protection.</p> <ul style="list-style-type: none">• Children - Capable learners, funds of knowledge, play-based learning.• Families - First educator, traditions, values and collaborative partnership.• Religion - Catholic Values and Traditions• Community - Presence, connections and inclusion of the community. <p>The Early Years Learning Framework (EYLF) LO1: Children have a Strong sense of Identity 1.1 Children feel safe, secure, and supported. 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. 1.3 Children develop knowledgeable and confident self-identities. 1.4 Children learn to interact in relation to others with care, empathy and respect.</p> <p>LO2: Children are Connected with and Contribute to their World 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. 2.2 Children respond to diversity with respect. 2.3 Children become aware of fairness. 2.4 Children become socially responsible and show respect for the environment.</p> <p>LO3: Children have a Strong Sense of Wellbeing. 3.1 Children become strong in their social and emotional wellbeing. 3.2 Children take increasing responsibility for their own health and physical wellbeing.</p> <p>LO4: Children are Confident and Involved Learners 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating. 4.3 Children transfer and adapt what they have learned from one context to another. 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</p> <p>LO5: Children are Effective Communicators. 5.1 Children interact verbally and non-verbally with others for a range of purposes. 5.2 Children engage with a range of texts and gain meaning from these texts. 5.3 Children express ideas and make meaning using a range of media. 5.4 Children begin to understand how symbols and pattern systems work. 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.</p>
LEARNING EXPERIENCES INDOORS	Consider the design and set up of the Learning Environment & Educator display considerations

	considerations
WRITING AND DRAWING	ART / CRAFT / COLLAGE / 3D
Drawing Table Available Throughout the Week. Alternate different drawing tools for children. <ul style="list-style-type: none">• Crayons• Colored Pencils• Texta• A5/A4/A3 white papers	
COGNITIVE / PUZZLE / GAMES	LITERACY & BOOKS
Wooden Puzzles <ul style="list-style-type: none">• Transport and Vehicles• Numbers• Animals• Shapes• Alphabets	Letter of the Week Table - I i <ul style="list-style-type: none">• Add things that start with that specific letter on the table.• Alternating letters across the week from Aa to Zz.• Invite children to bring things from home that starts with the letter of the week. <p>(Refer to the photo below)</p>  <div>Story Preschool Tues 02/04  by Bailey He 02 Apr 24 Good afternoon Families, Hope you all had a wonderful Easter break! Today th e preschoolers had...</div>
Fine Motor Activity <ul style="list-style-type: none">• Beading <div>Story Preschool Thurs 04/04  by Bailey He 04 Apr 24 Good afternoon families, We started our day early outdoor before it started p ouring...</div>	Alphabet Magnetic Letters and Board <div>Story Preschool Thurs 04/04  by Bailey He 04 Apr 24 Good afternoon families, We started our day early outdoor before it started p ouring...</div>
IMAGINATIVE PLAY	BLOCKS & CONSTRUCTION
Home Kitchen Corner Available to children throughout the week. <ul style="list-style-type: none">• Cabinets• Kitchen equipment, utensils, crockeries, cutleries and foods.• Pictures of foods displayed on the wall. Baby Care & Dress-ups Available to Children throughout the week. <ul style="list-style-type: none">• Different colored babies	<p>Prepare the following materials and take turns alternating them between different days when laying out on the mat or table.</p> Natural Loose Parts Materials <ul style="list-style-type: none">• Sticks• Pebbles• Rocks• Pinecones• Wood Cookies

<ul style="list-style-type: none">• Different colored babies• Children's dresses, costumes ect...• Nappies• Baby Bed• Baby clothing• Basket	<div><div>More Books</div><ul style="list-style-type: none">• Seashells• Dried Leaves</div> <div><div>Large Foam Blocks - Open Ended Material</div><ul style="list-style-type: none">• Different shape foam blocks• Foam Mat or Floor Mat• Note: Make sure children play with blocks on a mat for protection surface.</div> <div><div>Wooden Blocks</div><ul style="list-style-type: none">• Jenga Blocks• Open-ended to allow children to build according to their creativity. Promotes children's development of spatial awareness, hand-eye coordination, fine and gross motor skills, social skills (e.g. sharing, taking turns...) et-cetera.• Lay the wooden blocks on the mat to invite children to engage.</div> <div><div>Lego Blocks</div><ul style="list-style-type: none">• Lay out the lego blocks on the mat in a way that invites children to engage.• Lego blocks is an open-ended material that provides opportunity for children to exercise eye-hand coordination, spatial skills, persistence and patient, problem-solving skills, fine-motor skills et-cetera.</div> <div><div>Other Construction Materials</div><ul style="list-style-type: none">• Mobilo• Poly M</div> <div><div>Story Preschoolers Friday snapshots 5/4</div><div>by tammy stevens 05 Apr 24</div><div>We continued to look at indigenous art, craft, stories and music. How the...</div></div> <div><div>Story Preschool snapshot 3/4/24</div><div>by tammy stevens 03 Apr 24</div><div>Hello families, please enjoy the pictures from all the fun that was had today a t st Joseph’s...</div></div> <div><div>Story Preschool Thurs 04/04</div><div>by Bailey He 04 Apr 24</div><div>Good afternoon families, We started our day early outdoor before it started pouring...</div></div> <div><div>Story Preschool Tues 02/04</div><div>by Bailey He 02 Apr 24</div><div>Good afternoon Families, Hope you all had a wonderful Easter break! Today th e preschoolers had...</div></div>
<div>INTENTIONAL / SPONTANEOUS EXPERIENCES</div>	<div>INTERESTS / INVESTIGATIONS</div>
<div><div>The Indigenous Community - Play & Concept Table</div><div>Tues 02/04</div><ul style="list-style-type: none">• Wooden blocks• Red and Yellow Tissue Paper</div>	<div><div>Jelly Making - Micah</div><ul style="list-style-type: none">• Jelly powder• Paper cups</div>

- Aboriginal Flags



Story [Preschool snapshot 3/4/24](#) by tammy stevens 03 Apr 24
Hello families, please enjoy the pictures from all the fun that was had today at St Joseph's...



- Aboriginal Alphabet Cards**
- Exploring Alphabets through Aboriginal elements

Story [Preschoolers Friday snapshots 5/4](#) by tammy stevens 05 Apr 24
We continued to look at indigenous art, craft, stories and music. How the...



Micah Nakamura

- Dot Painting**
- Cotton Tips
 - Indigenous flag's color

Story [Preschoolers Friday snapshots 5/4](#) by tammy stevens 05 Apr 24
We continued to look at indigenous art, craft, stories and music. How the...

- Aboriginal Art Symbol Experience**
- Use the rock children painted to play a game with them.
 - Dramatic role plays about the symbols.
 - Using natural materials to create aboriginal symbol



Story [Preschool Tues 02/04](#) by Bailey He 02 Apr 24
Good afternoon Families, Hope you all had a wonderful Easter break! Today the preschoolers had...

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Hello families, please enjoy the pictures from all the fun that was had today at St Joseph's...









- Making Clapsticks**
- Sandpaper
 - Sticks
 - Collect natural sticks and using sandpaper to make it smoother.



















Story [Preschool snapshot 3/4/24](#) by tammy stevens 03 Apr 24
Hello families, please enjoy the pictures from all the fun that was had today at St Joseph's...


- Train Tracks & Cars - Community Mat**
- Train track
 - Road Mat
 - Small Cars

Story [Preschool Thurs 04/04](#) by Bailey He 04 Apr 24
Good afternoon families, We started our day early outdoor before it started pouring...

<div><div> Olivia Chanin Montes</div><div> Michael McMurray</div><div> Storypark Demo</div><div> Isla Lee</div><div> Luka Milic</div><div>And 29 more</div></div>	<div><div> Ignatius Duff</div><div> Beau Kaywah</div><div> Michael Dergham</div></div>
LEARNING EXPERIENCES OUTDOORS	Consider the design and set up of the Learning Environment & Educator display considerations
GROSS MOTOR / PHYSICAL PLAY	SENSORY PLAY - Sand / Mud / Water
<div>Available in the outdoor environment throughout the week.<ul style="list-style-type: none">Climbing Obstacle CourseSandpit Play - shovels, rake, bucket ect...Trucks and VehiclesLarge Legos - On MatHola HoopsBalls - Different types of ballsBalance Stilt</div> <div>Outdoor Risky Play<ul style="list-style-type: none">Natural EnvironmentLadderTreesLogs</div> <div>Muddy Kitchen<ul style="list-style-type: none">Crockeries and cutleries.</div> <div><div>Story Preschool snapshot 3/4/24 by tammy stevens 03 Apr 24</div><div>Hello families, please enjoy the pictures from all the fun that was had today at st Joseph's...</div></div> <div><div>Story Preschool Thurs 04/04 🌄 by Bailey He 04 Apr 24</div><div>Good afternoon families, We started our day early outdoor before it started pouring...</div></div>	<div>Sandpit & Water Trough<ul style="list-style-type: none">Sandpit Equipment - Buckets, Plates, Shovels ect...Water Tub</div>

GARDEN	SPORTS / GROUP GAMES
<div>Water our Plants</div> <div><ul style="list-style-type: none">Watering Cans</div> <div></div>	<div>Munch & Move Movements (Weather Dependent)</div> <div><ul style="list-style-type: none">Exercising Gross-Motor SkillsFundamental Movement Skills in Action</div> <div><div>Fundamental Movement Skills in Action.pdf</div><div>2070 KB</div></div>
	<div><div> Olivia Chanin Montes</div><div> Michael McMurray</div><div> Storypark Demo</div><div> Isla Lee</div><div> Luka Milic</div><div>And 29 more</div></div>
	<div>Group Games</div> <div><ul style="list-style-type: none">Duck Duck Goose.What's the Time Mr/Miss Wolf?Follow the LeaderHide & Seek</div>
	<div>The Bean Bag Dance</div> <div><ul style="list-style-type: none">Bean bagsBean bag song</div>
	<div><div> Olivia Chanin Montes</div><div> Michael McMurray</div><div> Storypark Demo</div><div> Isla Lee</div><div> Luka Milic</div><div>And 29 more</div></div>
INTENTIONAL / SPONTANEOUS EXPERIENCES	INTERESTS / INVESTIGATIONS

INTENTIONAL / SPONTANEOUS EXPERIENCES	INTERESTS / INVESTIGATIONS
GROUP TIMES / CIRCLE SHARING TIMES	ROUTINES / TRANSITIONS
<p>Acknowledgement of the Country</p> <ul style="list-style-type: none">• Statement• Action Sitting in a Circle <p>Music</p> <ul style="list-style-type: none">• Innay Gupa Wana• Clapsticks• Clappers• Singing songs and movements <p>Letter of the Week - I i</p> <ul style="list-style-type: none">• The Big Letter and the Little Letter - E.g. A & a• Alternating letters across the week from Aa to Zz.• What things starts with the letter... <p>(Refer to the photo below)</p>  <div><p>Story Preschool snapshot 3/4/24 by tammy stevens 03 Apr 24</p><p>Hello families, please enjoy the pictures from all the fun that was had today a t st Joseph’s...</p></div> <div><p>Story Preschool Thurs 04/04  by Bailey He 04 Apr 24</p><p>Good afternoon families, We started our day early outdoor before it started pouring...</p></div> <div><p>Story Preschoolers Friday snapshots 5/4 by tammy stevens 05 Apr 24</p><p>We continued to look at indigenous art, craft, stories and music. How the...</p></div>	<p>Transitioning to Group time Date: Transitioning on a daily basis - Routine Song: 'Sit on the Mat and Clap' - Play this song during transitioning to mat.</p> <ul style="list-style-type: none">• YouTube start from Time 0:20: https://youtu.be/dUt7gL6L9oI <p>Objective: For children to engage in sitting down together with the teacher through singing the routine. For example, "sit down on the mat and clap..."</p> <p>Routine - Cleaning Up Date: Cleaning up on a Daily Basis Song: 'Clean Up Song' - Play song whenever pack away is needed.</p> <ul style="list-style-type: none">• 5 Mins Clean Up Song with Countdown - https://youtu.be/bXFjuymX4HI?si=sEpxkCbHOY-T3GZS• 10 mins Clean Up Song with Countdown - https://youtu.be/4KIhWZl4k9U?si=nV9ZngWMYac8zSx9• 2 Mins Timer Bomb (Mission Impossible) - https://youtu.be/zKTNXUA7IWI?si=7QN0uizvmw8xDFBg <p>Provide children 5 minutes and 2 minutes before cleaning up with verbal and visual cues. E.g. you have 5 more minutes of play. Rationale: This routine experience is based upon observation of children developing transitioning awareness of cleaning up after their play. This experience will provide an opportunity to support children's predictable of cleaning up time and initiate packing up cued by the song.</p> <p>Toilet Learning</p> <ul style="list-style-type: none">• Remind and guide young preschoolers to go toilet on regular intervals.• Sticker Charts <p>Self-Care & Self-Help Skills</p> <ul style="list-style-type: none">• Strengthening children's awareness of personal hygiene (hand washing, toileting ect...)• Implementing strategies to support children with anxious attachment during separation (drop off time).• Forming bond with the educators and helping new preschoolers settle in and adapt to preschool routines with ease.• Encourage them to make good choices and use gentle hands when playing with others.• Establish water breaks throughout the day to remind children to drink water. <div></div>
<p>Exploring with Numbers</p> <ul style="list-style-type: none">• Number Singing• Puppet Counting - Subsidising, one-to-one correspondence, subtraction... <div><p>Story Preschool snapshot 3/4/24 by tammy stevens 03 Apr 24</p></div>	<p>A Spiritual Time Together Thursdays & Fridays at 10:30am</p> <ul style="list-style-type: none">• 10 Preschool children will spend their time with the toddlers in the dining hall.• Children will talk and engage in learning experinces about God, Jesus and the Bible. 

<p>Story preschool snapshot 3/4/24 by tammy stevens 03 Apr 24</p> <p>Hello families, please enjoy the pictures from all the fun that was had today at st Joseph’s...</p>	
<p>ASSESS AND ANALYSE THE LEARNING - What learning occurred / How is the child learning / Interpret the learning / Theories and Perspectives about how children learn</p>	<p>FOLLOW UP - Future possibilities / Intentions for furthering the learning and development</p>
<p>Exploring Indigenous Community & Learning about Aboriginal Cultures:</p> <ul style="list-style-type: none"> • Exploring Aboriginal Art Symbol through play dough and natural materials. • Indigenous music - we are learning about our First Nations people this week, exploring the music, dance and paintings. • Reading Aboriginal inspired books together and learning about the dream time story and cultural elements. • Dot Painting with Cotton Tips: Manipulating our fingers to hold the cotton tip carefully. Practicing our fine-motor skills and pincher grip with our thumb and index finger. Also learning about the Aboriginal Arts and the important of Dot painting art. • Aboriginal Elements - Alphabets: Exploring the letters through the indigenous elements. <p>Legos, Construction Blocks</p> <ul style="list-style-type: none"> • Children are building towers, aeroplane and vehicles through their own creativity and problem-solving skills. <p>Vehicles Play & Mat Community</p> <ul style="list-style-type: none"> • Different community member blocks are set up on the mat. The mat is also a map of a community. This is to provide opportunities for children to talk about our community and to build on their knowledge about the word community. Mini construction vehicles were also provided as a group of children loved to play with cars and trucks. We only had 12 vehicles so it was facilitated to ensure children learn about turn-taking, sharing and taking care of our resources. As each constructed vehicle was different, some children were upset if not getting the one they wanted. Ms Bailey guided them to ask another child to swap. To continue to try if that child said no. To wait until that child had finished playing and is willing to exchange. Through this children learned to use their words to solve the problem, to ask for permission and to wait for their turn. Taking every opportunity to uplift social skills. <p>Letter I i</p> <ul style="list-style-type: none"> • Children talked about the letter I i and things that started with I with Ms Tammy. • Children explored what I i looks like through drawing and colouring. <p>Fri 4/4</p> <ul style="list-style-type: none"> • We continued to look at indigenous art, craft, stories and music. How the people make instruments using natural materials. First Nations people use symbols and markings to tell stories. • The children enjoyed lots of free play indoors today as it was raining very heavy all day long. They were busy building, cooking and driving on the car mat. • The children are enjoying learning the sounds the letters make, this helps the children discover new words. 	<p>Long Term:</p> <ul style="list-style-type: none"> • Create loose parts play for the preschool room. • Create a sense of ownership with the children. <p>Short-Term:</p> <ul style="list-style-type: none"> • Transport Project • Conduct interest-Based learnings and projects. • Deliver individualized story about social and externalizing behaviors. <p>Children's Noted Interests:</p> <ul style="list-style-type: none"> • Lego Constructions - Jan • Lizards - Jack, Nate • Coloring - Ann • Cars/Trucks - Beau, Ignatius & Michael.D • Pet/Dog - Sophia, Michah & Hendrix • Spiderman/Batman/Superhero - Ignatius, Hunter, Beau, Luka, Olivia <p>Mon 19/02 Discussion with children what they'll like to make and cook:</p> <ul style="list-style-type: none"> • Jan - "crackers", • Eva, Jan & Ann - "cupcakes" • Olivia - "ice-cream" • Ignatius & Jan - "pizza" • Jan - "pancake" • Ignatius - "I want pancake" <p>Tues 26/03 Discussion with children what they'll like to make and cook:</p> <ul style="list-style-type: none"> • Sushi - Vera • Donuts - Beau, Jan, Olivia, Anne, Brady • "I want to make pasta" - Hunter • "I want to make pizza" - Henry • "I want to make cookies" - Micah • Cupcakes - Olivia, Micah, Vera, Violet • Hamburger - Micah • "Bailey, I want to make Jelly" - Micah • Ice-cream - Violet
<p>CHILDREN'S FEEDBACK - Children's voices incorporated</p>	<p>FAMILY & COMMUNITY FEEDBACK - Families / Parish / Primary School / Parent Advisory Group / Community feedback incorporated</p>

<p>Tues 2/4</p> <ul style="list-style-type: none">Outdoor play - Today we were inspired by the strength of hulk in Henry’s picture, we lifted weights and moved over the obstacle course.	<p>Parent's Feedback for 2024:</p> <ul style="list-style-type: none">M.A - How we plan to support spiritual development in the preschool room.L.N - 24/01/2024- is really happy with the educators/ teachers in the preschool room this year.Y.A - "Incursions - organized sport, language or dance once morning a week. Excursions - local outings to the park (i.e.. for Cleanup Australia Day), a local vet or to Woolies (e.g. healthy eating week) ..." <p>Fri 05/04</p> <ul style="list-style-type: none">J.M - "Thank you for accommodating Jovani temporarily in preschool class alongside his sister Jianna until he adjusts to the new environment. We truly appreciate your efforts in achieving this milestone. Thank you again!" <div><p>Story Preschoolers Friday snapshots 5/4 by tammy stevens 05 Apr 24</p><p>We continued to look at indigenous art, craft, stories and music. How the...</p></div> <div><p>Story Preschool snapshot 3/4/24 by tammy stevens 03 Apr 24</p><p>Hello families, please enjoy the pictures from all the fun that was had today at st Joseph’s...</p></div> <div><p>Story Preschool Thurs 04/04 🌄 by Bailey He 04 Apr 24</p><p>Good afternoon families, We started our day early outdoor before it started pouring...</p></div> <div><p>Story Preschool Tues 02/04 by Bailey He 02 Apr 24</p><p>Good afternoon Families, Hope you all had a wonderful Easter break! Today the preschoolers had...</p></div>
<p>EVALUATE / CRITICALLY REFLECT - Assess and evaluate what occurred (Learning experiences, interactions, routines and resources) What can be implemented to bring about improvements?</p>	<p>Consider Learning Outcomes, Principles and Practices. How can we build on this? What would have made it a better learning experience?</p>
<p>PRINCIPLES - Secure, respectful and reciprocal relationships / Partnerships / Respect for diversity / Aboriginal and Torres Strait Islander Perspectives / Equity, inclusion and high expectations, Sustainability, Critical reflection and ongoing professional learning, Collaborative leadership and teamwork</p>	<p>PRACTICES - Holistic, integrated and interconnected approached, Responsiveness to children, Play-based learning and intentionality, Learning environments, Cultural responsiveness, Continuity of learning and transitions, Assessment and evaluation for learning, development and wellbeing</p>
<p>Aboriginal and Torres Strait Islander Perspectives: I think as a starter point for this year. We tried well to introduce children knowledge and understanding of Aboriginal and Torres Strait Islander Perspectives. However, I think there are areas of opportunity for use to intentionally weave into our daily program and routine - working on embedding the ABSTI perspectives into our practices on a daily basis. We are working in progress to promote greater understanding of ABSTI perspectives to the children. Furthermore, reflecting the indigenous community into our learning environment.</p> <p>Equity, Inclusion and High Expectations: I think we have progressed well in being responsive to all children and ensuring that our environment is inclusive and provide different ways of learning. We understand that some of our children requires more support and guidance compared to others. Our educators are</p>	<p>Play-Based Learning & Intentionality: I think this week we did well balancing a play-based learning and intentionality. Social skills has always been a focused area of learning for our younger preschoolers. Through their interest they were keen to take-turns and negotiate plays.</p> <p>We also planned times to set our environment aesthetically to invite children's to play before their arrival. Different play stations were set out in responding to the interests and intentional learning in our group.</p> <p>Responsiveness to Childrren: On day-to-day we are trying to be as responsive to children's interest as possible. And trying to incorporate the children's interest into the intentional learning. For example, this week</p>

working to practice different strategies alleging with different children's needs. However, there are areas of improvements such as carrying it across as a team and making transitions smoother for different needs of children.

we embedded children's in cars and vehicles to our community learning. Children really enjoyed this experince and through this they also learnt different social skills such as sharing, turn-taking, using words to ask for exchange, waiting patiently for you turn ect...

SHARE WITH FAMILIES

THANK YOU

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Olivia Chanin Montes
- 

Michael McMurray
- 

Storypark Demo
- 

Isla Lee
- 

Luka Milic
- And 29 more

