

Journal Articles indexed in July 2009

Lady Gowrie Child Centre Library

Every Child: Volume 15, Number 2, 2009

J195/09/015/002/004

1. Supporting children's thinking about play

Richardson, Carmel

pp.4-5

Problems of play - complexities of play - we need to know when to step into support children as they play and when to stand back and let play unfold - a positive and valuable experience.

J195/09/015/002/006

2. Optimising leaning for Aboriginal and Torres Strait Islander children: A Queensland case study

Moore, Lynne and Creamer, Penny

pp.6-7

From birth, all children begin the process of acquiring the language/s, knowledge and skills of their culture through the relationship they share with the significant people in their lives - this knowledge empowers them with "who they are" and "where they belong"

J195/09/015/002/008

3. Respecting difference: An ethical duty

Kennedy, Anne

p.8

"Who is the boss of normal" is a good question to keep in mind when working with diverse groups of children and families with different ways of being - differences bring richness and strength to families, services, communities and countries - finding ways to embrace and celebrate differences is ethically complex but essential work.

J195/09/015/002/010

4. Understanding Asperger Syndrome in early childhood

Kilham, Chris

pp.10-11

Whilst it is not the role of early childhood staff or parents to diagnose the condition, there are some indicators that are helpful when teaching and programming - how to recognise children with Asperger Syndrome - how to help the children - government initiatives that are available in Australia.

J195/09/015/002/012

5. The importance of spirituality

Giesenberg, Anna

pp. 12-13

Author argues that spirituality in young children is of concern to all who work with children on a daily basis, regardless of religious or cultural background - the research referred to in the article explored concepts of spirituality in 60 children aged three to six years - the author made fortnightly visits over 12 months to four different early childhood settings which catered for children from a variety of cultures and religions including mainstream Australian, Hindu, Jewish and Christian denominations - what spirituality is in young children.

J195/09/015/002/014

6. Strong foundations

Elliott, Alison

p.14

The recent Strong Foundations partnership between Charles Darwin University's School of Education, Catholic Education NT and twelve Northern Territory early learning centres and

preschools aims to boost children's early literacy and numeracy skills and support the transition to school - the Australian Government-funded two year project responds to the urgent need to improve early literacy and numeracy outcomes for Territory children, especially Aboriginal children in remote communities, and to better prepare children for school-based learning and teaching.

J195/09/015/002/016

**7. Creating positive peer relationships:
Teaching for socio-emotional competencies**

Slee, June

pp.16-17

To assume that children enter early education knowing how to interact positively is equivalent to expecting them to be literate or numerate - we must teach for socio-emotional competencies, acknowledging that children learn from observation, curriculum-integrated social skills programs, guided performance and constructive feedback.

J195/09/015/002/020

8. Can empathy save the world?

Aird, Alice

pp.20-21

By fostering the growth of empathy capacity in the brain we are nurturing the most precious structure on the planet and producing a profound social change - through empathic parenting and caregiving, we nurture children to become emotionally healthy and empathic adults who are capable of creative and collaborative action - vital capacities needed to overcome the environmental and social challenges of the 21st century.

J195/09/015/002/022

9. Enhancing anticipation, coordination and conflict resolution skills in children through 'ampe'

Agbenyega, Joseph

pp.22-23

This article draws on one popular Ghanaian folk play for children and adolescents, and demonstrates its potential for enhancing anticipation, coordination and conflict resolution skills, which are essential for physical and cognitive development and learning in inclusive settings.

J195/09/015/002/024

10. Why is bullying an issue in the early childhood workforce?

Hard, Louise

pp.24-25

Explores the concept of workplace bullying and what this might mean in and for the field of early child education - what does bullying look like - voices from the field - positive aspects of discussing bullying.

J195/09/015/002/026

11. Get up and grow

Young, Margaret

pp.26-27

All very young children need help go establish patterns of good eating and exercise for their present well being and for a healthy life - meeting different needs - "Get up and Grow", a Commonwealth Government initiative to provide guidelines for healthy eating and physical activity - the project strategies.

J195/09/015/002/028

12. The lunch box dilemma: The centre policy versus what my child will eat

Radich, Judy

p.28

Parents should be aware of centre policy - what should go in the lunch box - how much to send.

J195/09/015/002

13. Identifying gifts and nurturing talents: Programs for gifted preschoolers

Devlin, Nancy

pp. 32-33

Many gifted children have heightened levels of awareness, and not catering for their needs can lead to social, emotional and physical problems - looks briefly at two different programs that aimed to nurture the gifts of preschool-aged children - one was in Arnhem Land, on an island in the tropical north of Australia, the other was in Sydney at a University of New South Wales holiday program for gifted students - includes a note about the differences between gifted and talented.

J195/09/015/002/034

14. Child injuries in the home: Let's take action

Cassell, Erin

p.34

One-third of child injury deaths and half of the hospital-treated child injuries happen in the home - making the home safe - backyard safety.

J195/09/015/002/035

15. PIPS Baseline assessment

Wildy, Helen

p.35

Performance Indicators in Primary Schools Baseline Assessment (PIPS-BLA) is an efficient, inexpensive, performance-based assessment of the literacy and numeracy skills, knowledge and understanding of students starting school - teachers are using the data generated by the assessment to prepare programs that are targeted at each student's learning needs.

J195/09/015/002/036

16. The Australian sustainable schools initiative

Dibley, Jenny

p. 36

The Australian Sustainable Schools Initiative is a partnership between the Australian Government and the states and territories to support schools' work towards a sustainable future - the initiative encourages a whole-of-school approach to improve schools' management of facilities and resources, including energy, waste, water and biodiversity.

Child Education: February 2009, Volume 86, Number 2

J095/09/FEB/086/012

17. Is a minibeast just a minibeast

pp. 12-20

Lots of activities and information about insects - recipes to cook, art and craft activities, language activities, thought provoking questions and answers such as: Why do bees dance? Why doesn't a slug have a shell?

J095/09/FEB/086/022

18. We are honest... We tell the truth

Mosley, Jenny

pp. 22-23

Some simple games which are designed to help children understand the concept of truthfulness and to develop their experience of the consequences and outcomes in non-threatening ways.

J095/09/FEB/086/031

19. Using the talkabout...cards

Powell, Celia

pp. 31-35

Talk about cards are an excellent resource for school-age children to help them think imaginatively and to express their ideas - open-ended questions, discussion points, debates, crazy thoughts - anything to divert them from the path of predictability - in groups sharing a "talk about" card - children who struggle to express their views.

J095/09/FEB/086/042

20. Learning outdoors

Kenworthy, Christine

pp. 42-43

Outdoor learning can have a positive impact on the development of independence and problem solving, as well as improving long-term memory ability - body and brain development are linked, so mastering skills such as running, balancing and climbing can enhance the development of literacy skills.

J095/09/FEB/086/044

21. Adventure sports!

Williams, Emma

pp.44-45

Imagine the way an activity is performed - adventure exists when there is engagement and engagement comes from providing children with experiences that are unique and exciting - suggests 4 activities.

J095/09/FEB/086/052

22. Book reviews and ten of the best minibeasts resources

Walkington, Jill and Lewis, Allison

pp. 52-55

Reviews books for children about minibeasts, both fiction and non-fiction - also reviews non-book resources which will support children's learning about bugs.

**Journal of Research in Childhood
Education: Spring 2009, Volume
23, Number 3**

J295/09/SPR/023/278

23. Predictors of Immigrant children's school achievement: A comparative study

Moon, Sung Seek; Kang, Suk-Young; An, Soonok
pp.278-289

This paper examines the predictors and indicators of immigrant children's school achievement, using two of the predominant groups of American immigrants (103 Koreans and 100 Mexicans) - regression analyses were conducted to determine which independent variables (acculturation, parenting school involvement, parenting style, parent education, parent English, family income, length of stay in the United States) were the predictors of children's school achievement.

J295/09/SPR/023/290

24. Bilingual and bilingual development in a second-generation Korean child: A case study

Ro, Yeonsun Ellie and Cheatham, Gregory A.
pp. 290-308

Through case study methodology, this study examined how a second-generation bilingual child developed his two languages and associated literacies, the role of the parents' and child's goals as well as the family's daily effort to attain those goals, and the influences of environmental, social and cultural factors - findings suggest that the focal child's oral home language and literacy were supported through tutoring and heritage language school attendance, the family's value on bilingualism and biliteracy, and the parent's significant financial resources.

J295/09/SPR/023/309

25. Parental involvement, parenting behaviours and children's cognitive development in low-income and minority families

Chang, Mido; Park, Boyoung; Singh, Kusum; Sung, Youngji Y.
pp.309-324

The study examined the longitudinal association of parental involvement in Head Start parent-focused programs, parenting behaviours and the cognitive development of children by specifying two longitudinal growth models - the results revealed that mothers who participated in

parenting classes or socialisation meetings provided more linguistic and cognitive stimulation at home.

J295/09/SPR/023/340

26. Preadolescents' self-concept and popular magazine preferences

Bosacki, Sandra; Elliott, Anne; Bajovic, Mira; Akseer, Spogmai
pp.340-350

This article draws on a larger study of Canadian children's sense of self and media habits - children were 10 to 13 year olds - results showed that girls preferred mainly fashion and entertainment magazines, whereas boys preferred mainly magazines concerning sports and video games - results suggest that preadolescents' popular magazine reading habits may reflect self-perceptions -educational implications for critical media literacy are discussed.

J295/09/SPR/023/351

27. Making sense of competing constructs of teacher as professional

Sisson, Jamie Huff
pp.351-366

This paper presents a comparative case study involving eight teachers from two Reggio-inspired schools that focuses on how teachers negotiate a Reggio-inspired approach in the American context - identifies the struggles these eight teachers faced in applying the philosophical beliefs borrowed from this Italian-born approach.

J295/09/SPR/023/367

28. Kindergarten teachers' perspectives on developmentally appropriate practices: A study conducted in Mumbai (India)

Hegde, Archana V. and Cassidy, Deborah J.
pp.367-381

A qualitative study examining teachers' beliefs regarding developmentally appropriate practices was conducted in the city of Mumbai -twelve kindergarten teachers were interviewed -themes were identified in the study -these included: focus on academics vs play; the importance of worksheets; the importance of groups for socialisation and the difficulties of implementing a play-based curriculum -highlighted distinct

differences between American and Indian cultures as well as striking similarities.

J295/09/SPR/023/382

29. Academic enrichment in high-functioning homework afterschool programs

Huang, Denise and Cho, Jamie

pp.382-392

(USA) - As part of after school programs with homework assistance, students are provided with a location and time to complete their homework, as well as instructional assistance

**Focus on Inclusive Education:
Spring 2009, Volume 6, Number 3.**

J215/09/SPR/006/001

30. Meeting the social communication needs of students with Autism Spectrum Disorders across home and school settings

Leach, Debra; Witzel, Bradley S.; Flood, Bairbre

pp. 1-5

Scenarios that may be common for students with Autism Spectrum Disorder -the specific ways that stakeholders addressed the situations were unique to these situations and people -what isn't unique is the utilisation of typically developing peers for intervention purposes and implementing behavioural strategies to increase communication and social skills -promoting social engagement with typically developing peers can provide an effective and instructional means for helping all students learn to function in a diverse society.

J215/09/SPR/006/006

31. Diagnosing versus labeling: Is there a difference for students?

Holt, Catherine

pp. 6-8

Students diagnosed with the same disability are still individuals with different learning styles and needs -nevertheless, diagnoses can become labels used by teachers to categorise their students -this can cause long-term consequences for student's learning - in addition, a diagnosis may give teachers a sense that a student's behaviour is not manageable.

**Bedrock: Volume 14, Issue 1,
April 2009**

J059/09/APR/014/006

32. Art education: Drawing out children's creativity

Huggett, Cathy and Fletcher, Kia

pp. 6-7

Fiona Richardson reports on a presentation at a Northern Territory Conference that has inspired early childhood education professionals to look at different ways of teaching Key Learning Areas by using art concepts that young children can naturally respond to.

J059/09/APR/014/010

33. A journey of discovery

Leggett, Nicole

pp. 10-11

The outdoors in the name of safety, has become anything but the outdoors - trees have been replaced by metal structures for climbing, bubbling brooks and fountains have been replaced by safe water play - the texture, smell and colour of grass has been replaced by artificial turf and many sounds of nature have been drowned out by recorded music - opportunity not risk.

J059/09/APR/014/016

34. Disposition to learn: Making the transition to school

Green, Jenny

pp. 16-17

How teachers who are committed to emergent curriculum respond to parent queries about school readiness - author describes how describing what it means to be in a disposition to learn has started a broader dialogue.

J059/09/APR/014/019

35. Get (kid) smart

Osborne, Sue

p. 19

Kidsmart is an IBM training program that shows how computers can be used with children to extend their social, emotional and physical development - there's a lot more to the computer than just traditional games and we can use the programs for maths, science and creativity.

Child Health Alert: January 2009, Volume 27

J100/09/JAN/027/001

36. Food allergies on the rise

pp. 1-2

There's little question that allergies are becoming more common, particularly among children, but scientists can not say why - overall foods accounted for one-third of cases which was by far the largest cause (next largest was insect stings).

J100/09/JAN/027/002

37. Does head injury cause ADHD-Or vice versa?

pp. 2-3

Head injury, which is more common among children with Attention Deficit Hyperactivity Disorder than other children, is not a likely cause of this frustrating behavioural condition.

J100/09/JAN/027/003

38. Is giving Acetaminophen rectally as good as giving it orally?

p.3

Acetaminophen (Tylenol and other brands) is the pain and fever reducing medication that parents use most often for their children (USA) - it comes in pill and liquid forms to be given by mouth, but rectal suppositories are also available, and can be a good alternative when a child is vomiting or having difficulty swallowing - we don't know whether multiple doses could increase the risk of toxic reactions -until we know what repeated doses might do it is still wise to avoid giving more than one dose rectally unless a doctor recommends it.

J100/09/JAN/027/004

39. New resource for clinical trials in children

p. 4

(USA) Parents who have children with serious diseases often try to find new and innovative therapies that might improve or even cure the disease - US National Institute of Health has set up a web site to make the process easier by providing information about the risks and benefits of various pediatric medication studies, the procedures that are involved and how to evaluate these kinds of studies.

J100/09/JAN/027/005

40. Unpasteurized milk - Still a health threat

p.5

As more of us look to buy local and organic foods, we should not abandon the kinds of safe and

effective public health interventions that have greatly improved our population's health - we insist that our drinking water be treated to remove harmful bacteria and pasteurization provides the same security against our becoming ill from harmful bacteria that can contaminate nutritious food such as milk, cheese and apple cider.

Playground News: Spring 2008, Issue 28

J467/08/SPR/028/001

41. Trampolines facts and myths

Eager, David

pp. 1-2

In Australia all trampolines that are sold into the domestic market should comply with the Australian Standard - safety aspects - if a trampoline complies with the Australian Standard all the known hazards have been engineered out of the product - it does not mean that accidents won't happen, it will however reduce the likelihood and severity of accidents - compliance - installation -supervision - types of trampolines.

Child Health Alert: May 2009, Volume 27

J100/09/MAY/027/001

42. Preventing Rheumatic Fever - New guidelines

p.1

(USA) - Rheumatic fever is one of those conditions that has become quite rare in recent decades - it may develop a few weeks after infection with certain Streptococcal bacteria, and can involve the heart, joints, skin and brain -the most common source of these "strep" bacteria is the well known "strep throat" - a major reason for treating strep throat with antibiotics is to prevent rheumatic fever and other strep-related conditions from developing.

J100/09/MAY/027/002

43. Getting the bugs out: FDA approves new treatment for head lice

pp. 2-3

(USA) - Approval of a new treatment for head lice by the US Food and Drug Administration - compares two different ways of detection.

J100/09/MAY/027/003

44. And bed bugs on the rise

p. 3

Bed bugs have been human parasites for thousands of years - how to treat the bites, how to avoid them and how to get rid of them.

J100/09/MAY/027/004

45. More on hazards from unpasteurised foods

p. 4

Pasteurisation is the best way to protect ourselves and our children from bacterial contamination in milk, apple cider & other foods including orange juice.

J100/09/MAY/027/005

46. Obesity on the rise

pp. 5-6

Impact of sugared drinks - researchers found that when children substituted sugar drinks with water, their total energy intake for the day was reduced - if children continued to use water instead of sugared beverages, their weight gain would likely diminish

Rattler: Issue 89, Autumn 2009

J480/09/AUT/089/006

47. Bowled over

Sutherland, Katie

pp. 6-9

Originally a bowling club, the site of Jack High Child Care Centre in Sydney's Beverly Hills has been developed with the community in mind.

J480/09/AUT/089/010

48. On the spectrum

Sutherland, Katie

pp. 10-15

Author shares her experiences as a mother of a child with Asperger's Syndrome and reveals why early educators have an important role to play - what early childhood educators can do -approaching the family - early indicators -support for early childhood services - strategies for working with children with Autism Spectrum Disorders -critical timing - useful resources.

J480/09/AUT/089/016

49. Time of hope

Sidoti, Chris

pp. 16-20

The Convention on the Rights of the Child celebrates its 20th anniversary - sadly, there is still

much work to be done - however it is a time of great hope and opportunity - discusses the important role of early childhood educators as advocates for children - basing early childhood services on children's rights -children's rights in early childhood services - early childhood educators as leaders.

J480/09/AUT/089/024

50. Community message and practice

Warrilow, Prue

pp.24-25

Late last year, the National Association of Community Based Children's Services changed its name to Australian Community Children's Services -still the peak body that advocates nationally for the right of Australia's children to access quality not-for-profit community children's services - reasons for the name change - what the organisation is committed to - relevance of community ownership in 2009.

J480/09/AUT/089/026

51. Train and retain

Sutherland, Katie

pp. 26-28

The Commonwealth Government is on track to making early childhood qualifications more accessible - it has committed to additional university places, removal of TAFE fees and HECS debt relief for some students - but will universities attract the numbers - and how will the sector stop losing qualified educators to primary schools.

J480/09/AUT/089/029

52. Close up: Q & A

Timlin, Robyn

pp. 29-30

Robyn Timlin has worked in early childhood education for 12 years - she is currently facilitator of ChildSouth Brighter Futures Early Childhood in the Illawarra region - supporting children's services and families on the program -a key component of her role is advocating for quality care - advantages of having tertiary qualifications for her personally, for the sector and for the children - incentives for gaining tertiary qualifications.

**AJEC Volume 34, Number 2, June
2009 - Australasian Journal of
Early Childhood**

J045/09/JUN/034/001

**53. Early childhood teachers in contexts of
power: Empowerment and voice**

Overton, Jenny

pp. 1-10

This article reports on findings from a qualitative project that highlighted a lack of empowerment experienced by, with and for eight early childhood teachers working in Tasmanian schools - the study investigated how change affects teachers.

J045/09/JUN/034/011

**54. Learning with technology for pre-service
early childhood teachers**

Campbell, Anne and Grazia Scotellaro

pp. 11-18

This paper describes a pilot project at the University of Canberra aimed at providing pre-service early childhood teachers with the skills, confidence and ideological change required to include technology-enhanced learning as part of the early childhood curriculum.

J045/09/JUN/034/019

**55. Video interactions for teaching and learning:
Analysing videos online to learn to teach
early childhood mathematics**

**Lee, Joon Sun; Ginsburg, Herbert P.; Preston,
Michael D.**

pp. 19-23

The most pressing need in early childhood mathematics education in the United States is to improve early childhood teacher preparation. A web-based video system, "Video interactions for teaching and learning(VITAL)" is a novel and effective approach for teacher preparation integrated into early childhood mathematics education courses -with extensive analysis of videos involving children's mathematical thinking, VITAL provides prospective teachers with engaging and intellectually stimulating hands-on and minds-on learning experiences that supplement the traditional textbook and readings.

J045/09/JUN/034/024

**56. Bottling the good stuff: Stories of hospitality
and yarnin' in a multi-racial kindergarten**

**Imtoul, Alia; Kameniar, Barbara; Bradley,
Debra**

pp. 24-30

This paper examines the work done in a pre-schooling context in a medium-sized regional town where racial and ethnic tensions are high and where many families struggle with social/emotional/economic challenges -this pre-school setting has been identified in the community and within bureaucratic structures as being successful with regard to a high level of parental engagement and a positive management of racial tensions - in order to describe this success we identify a range of practices which distinguish this educational setting from others in the town -primarily the focus is on the notion of hospitality and the practice of yarnin.

J045/09/JUN/034/031

**57. Australian Early Development Index, who
does it measure: Piaget or Vygotsky's child?**

Agbenyega, Joseph

pp. 31-38

Explores three different theoretical traditions of development - Piaget, Gesell and Vygotsky -this paper argues that the Australian Early Development Index image of the child has its roots in Piagetian and Gesellian stage theories of universality. This position is juxtaposed with more encompassing views held in the Vygotskian tradition - the paper advances arguments for an alternative consideration of child development that does not prescribe vulnerability to certain groups of children.

J045/09/JUN/034/039

**58. Marry the prince or stay with the family -
that is the question: A perspective of Young
Korean immigrant girls on Disney marriages
in the United States**

Lee, Lena

pp. 39-46

This paper focuses on young immigrant Korean girls in the United States - examines their interpretations of marriage in American popular culture - in this case as marriage presented in Disney animated films -it explores the Korean cultural value of family, which significantly influenced the informants points of view toward

marriage - finally the paper provides some suggestions and implications for research on popular culture and young children.

J045/09/JUN/034/047

59. Changing schools: How policy implementation can impact on the literacy learning of mobile students

Lynch, Andrea

pp. 47-53

Using a case study approach within a critical theory framework, the current research project found that policy is interpreted and enacted differently in different contexts, creating different ways of doing school and doing literacy - this can cause mobile students having to renegotiate what doing school and doing literacy means.

**Child Education: May 2009,
Volume 86, Number 5**

J095/09/MAY/086/014

60. Pick a number

Walker, Gerry

pp. 14-15

Teaching children magic tricks boosts their confidence and sociability - mathematical magic tricks are an ideal way to incorporate such personal and social education, while also combining mathematical strategies with problem-solving techniques - describes some magic tricks to develop your class' investigative skills (school-age children).

J095/09/MAY/086/016

61. Spellbinding science

pp. 16-17

Describes some science/magic illusions - the activities are taken from "Do try this at home!" by Punk Science (school-age).

J095/09/MAY/086/018

62. Enchanting

Bower, Jane

pp. 18-19

Author shows you how to make some inexpensive magicians' costumes - old skirts, tissue boxes and rolled paper tubes - top hat, wand, bow tie, cloak, cummerbund, eye mask, wand, cloak, sash, tiara.

J095/09/MAY/086/020

63. We work hard... We don't waste time

Mosley, Jenny

pp. 20-21

Shows you how to build confidence through hard work -young children tend to interpret too much assistance as an indication that they lack ability - offer guidance, praise effort and persistence, but let them try hard on their own - suggests activities that will give your children experience of the joy of hard work - they can either used as games or as part of your circle time sessions.

J095/09/MAY/086/024

64. Recounts

Miller, Karen

pp. 24-25

Learn about life cycles using simple stop-frame animation – filmmaking enables children to develop a range of creative skills, such as teamwork, concentration, communication, ICT (Information and Communication technology) skills and technical skills - it has been discovered that children who struggle with traditional literacy learning often have a strong aesthetic sense, which enables them to communicate effectively through film.

J095/09/MAY/086/029

65. Maths starters

Williams, Brenda

p. 29

Four maths problems to get children thinking about shape (school-age children).

J095/09/MAY/086/030

66. Science through stories: Under the silvery moon

Stevens, Sarah

pp. 30-31

Explore the noises of the night with story-based science activities - "Under the Silvery Moon" by Colleen McKeown - synopsis of the book and activities to do with the children.

J095/09/MAY/086/044

67. Cuckoo, where are you?

pp. 44-45

Reinforce music structures using simple songs - looks at a short question and answer song - this question and answer format provides an opportunity for learning some important musical principles, as well as forming the basis of a popular game which will help to sharpen the children's listening skills.

J095/09/MAY/086/046

68. Ready-made vegetarian week

Whittle, Brenda

pp. 46-47

Different breads and fillings - cheese scones with egg mayonnaise, bagels with cream cheese, flour tortillas with roasted vegetables, French stick pizzas, pita bread with red bean filling.

J095/09/MAY/086/050

69. Under the sea

Herbert, Kara

pp. 50-51

Contemporary dance routine for four to seven-year-olds, based on the theme, "Under the Sea" - teach the routine bit by bit, adding on a little section at a time, and practice with the music as you go - you will need: large clean space with appropriate flooring; CD player; Under the sea music from the film, The Little Mermaid; Large pen and paper.

J095/09/MAY/086/052

70. Learning outdoors: ICT (Information and Communication Technology)

Kenworthy, Christine

pp. 52-53

Suggested activities: Treasure hunt to support positional/directional language learning; Sound walk to support phonics learning; Shape hunt to support 2D and 3D shape work in maths.