

Kindy Handbook 2020



Orelia
PRIMARY SCHOOL

nurture | discover | engage



ORELIA EARLY CHILDHOOD – 4 Year Olds

Welcome to our 4 Yr Old Program. Please take some time to read these notes carefully and keep them handy for reference throughout the year.

The Kindergarten Program

The program focuses on the social development of your child in a stimulated environment. All developmental areas such as physical, cognitive, social/emotional and language development are catered for with all children seen as individuals. Each child is viewed as having their own unique learning styles and levels of development.

Play is a major component of the program with each child being actively involved in their learning. Through play children are able to make sense of their surrounding world and learn many important and vital skills and concepts.

Voluntary Contributions

\$30.00 per child. Please pay contributions as soon as possible to the front office as it provides the school with most of its funding throughout the year.

Session Times

Kindy days are:

“A” Group – Monday, Thursday & Alternate Wednesday (odd weeks)

“B” Group – Tuesday, Friday & Alternate Wednesday (even weeks)

Please refer to your enrolment letter for days and times your child attends.

Do not bring sick children into Kindy. It does not help your child.

Please make sure that children are accompanied by an adult prior to the doors being opened at 8.35 am and ensure you pick up your child promptly at 2.45pm. Children are to be collected by their parent/guardian (18 or over). If there are any changes to these circumstances, please let the staff know in advance, preferably in writing. An early pick-up will involve filling out a form available from the office.

If an emergency or unexpected circumstance arises where you are going to be late, we can be contacted by phone on 6174 1200

What To Bring Each Day

Fruit Time

Each child will be required to bring a piece of fruit or vegetable to Kindy for shared fruit time. Other food ideas to bring along are crackers, cheese, sultanas, and dried fruit. This will be cut up and shared with all the children at “fruit time”.

Lunch

Children are always encouraged to eat their sandwich/rolls first, then their treats such as snack bars etc. Remember not to overfill your child’s lunch box as they have only little tummies that do not need lots of extra sweet surprises. We are always encouraging healthy eating and a sandwich and something extra is plenty. All children will need to bring their own lunch every day.

Drinks

Please supply a drinking cup with your child’s name clearly marked on it. This cup will stay at Kindy for children to use throughout the day when they feel thirsty.

School Bags

Children need to bring a bag to each session along with a hat and a spare change of clothes. Children's bags will need to be large enough to hold these belongings – remember they have lunchboxes to pack inside as well.

Hats

“No Hat, No Play”.

Hats must be worn for outside play. Please provide a hat with their name clearly labelled which will stay at Kindergarten in their drawer for the year.

Illness/exclusion guidelines

Please leave sick children at home until they are fully recovered from their illness.

In the case of an accident or illness occurring at Kindy parents/guardians will be contacted. Parents should make sure that school contact numbers are kept up to date at all times.

Head Lice

Please make regular checks of your child's hair and inform us of an outbreak when it occurs.

Religion

If you have any beliefs that may affect your child's involvement in certain activities, please advise staff. ie: Easter, Christmas, Birthdays etc.

Excursions/Incursions

During the year we may organise an incursion to further a learning topic covered at Kindy. Prior to this you will be notified of the time, date and of any cost involved. You will also be required to sign a consent form giving permission for your child to be involved.

Cooking

Please let us know if your child suffers from any food allergies. We enjoy cooking regularly at Kindy, usually once a term at a cost of approximately \$3.00 per child (\$9.00 per year).

Student Behaviour

In guiding children's behaviour, positive reinforcement is always used. Plenty of patience and care is taken in redirecting inappropriate behaviour and helping children make good choices. Children will never be made to feel threatened or humiliated in the class. We use limits in the class to demonstrate the appropriate behaviour.

Children will be made aware of the limits used at Kindy for both indoor and outdoor activities. At all times the appropriate modelling of the acceptable behaviours will be used.

Child Development

At regular intervals throughout the year, anecdotal observations and assessments of your child will be made by staff to record progress or areas of development that may require a little extra attention. Observation allows staff to have an insight as to how your child is progressing with their skills and development.

If you would like to discuss any areas of your child's development or any aspects of the program, please do not hesitate to see the teacher before or after session times or alternatively make an appointment.

Rosters

In order to watch your child interact with others and also to become involved in your child's stay at Kindy, we ask that you help out on roster at least once a term beginning Term 2. Parents can be involved as much as they wish by helping to cut fruit, spending time playing with your child, assisting with activities or helping to clean up. Whatever level of involvement, you are always welcome into the classroom. Younger children are welcome, however we ask that parents watch them carefully so that they do not disrupt other children.

Most importantly we want you to enjoy yourselves, become more aware of what happens in your child's Kindy day and spend some special time with your child. If parents are unable to help on the roster at Kindy, we give smiley welcomes to aunts, uncles, grandparents and friends. Whoever comes on roster will make your child

feel that little bit more special that someone has taken time out of their busy day to watch them grow, develop, play and learn.

The Early Childhood child will:

Further develop language skills and the ability to communicate effectively with others.

Learn social skills such as sharing, taking turns, participating in-group discussions/tasks.

Learn a higher degree of independence such as self-help skills, toileting, dressing/undressing, eating.

Learn to be more self-motivated and directed in their interactions, play and learning.

Contribute to a group task and participate in routines such as, storytelling, mat sessions and language games.

Further increase hand-eye coordination skills and small muscle movement through activities.

Further develop large muscle skills.

Respect and value property and other people.

Explore different play materials.

Be away from parents and interact with other children and adults in a social setting.

All these skills are of vital importance and no one is more important than the other

We hope that you are able to gain plenty of enjoyment from Kindy, as your child will throughout the year. In order to provide a quality program, we need to work together with you as parents to help provide a welcoming, nurturing and safe learning environment. Please help us do this for your child by informing us of any changes that may have occurred in your child's life that may affect their happiness and well-being at Kindy.

Birthdays

We are happy to celebrate birthdays in the class. It is optional to bring cupcakes. They will be given out at the end of the day due to possible allergies.

School Library

Every child needs a library bag as the Kindy runs a library loan system. If your child does not have a bag, then they cannot borrow.

Donations/Recyclable items

Please see the board for a list of donations (flour, salt etc for play dough) and recyclable items (egg boxes, boxes) for creative art.

For Parents

How can I help my child with speaking and listening?

- Observe what your child is doing and support what he/she knows
- Listen to what your child is saying or trying to say.
- Talk about familiar things and experiences. In addition, provide a wide range of experiences and activities which will motivate your child to share ideas and understandings.
- Help with meaning, e.g. explain the meanings of words, add information to clarify understanding, or paraphrase.
- Establish a story-time routine and read a wide range of books.
- Talk about books, including print and illustrations.
- Provide books for your child to read.
- Read and teach nursery rhymes, finger plays and number rhymes.
- Tell stories such as Hans Andersen's Fairytales or other traditional stories
- Provide taped stories with read-along books. This is a worthwhile activity linking reading, talking and listening in an enjoyable way. These can be borrowed from the library.
- Provide a dressing-up box with old clothes, shoes and hats.
- Engage in activities that involve talking, writing and reading together, e.g. making a shopping list, doing the shopping, writing a letter, sending a birthday card.
- Encourage your child to tell you what has been happening.
- Accept and praise your child's attempts to read.
- Ensure that your child sees adults reading.
- Write and display messages, e.g. 'John , collect the letters.'
- Include children in some adult conversations so that they can hear adult language use.
- Provide paper and pencils and encourage children to have-a-go at writing.
- Talk about signs, displays, advertisements etc. in the community.
- Sing alphabet songs and discuss letters names.
- Talk about your child's drawing and writing.
- Develop mathematical language and understandings through counting, sorting, matching, and talking about numbers, numerals, shapes, sizes and physical properties.
- Teach your child to use the telephone
- Join a toy library.
- Enrol in a book library

Everyday Activities for Promoting Oral Language Development

- ❖ **Simple art and craft activities** such as finger painting, drawing and playing with playdough – children learn the vocabulary for colour, shape, size and texture.
- ❖ **Toys that represent everyday activities** such as dress-ups, cooking sets, dolls and vehicles – children develop an understanding of their world and ability to pretend play whilst practicing real language
- ❖ **Cooking** – provides children with an opportunity to practise skills in following instructions and telling steps to a procedure whilst discovering the functions of cooking implements and a new vocabulary for appearance, taste, shape, size and colour.
- ❖ **Playing with toys** – children can develop their understanding of the function of objects and concepts such as location (e.g. up, behind), order (e.g. first, end, middle) and time (e.g. before, next, after). It also provides an opportunity to strengthen describing abilities and social skills such as taking turns, sharing and role-taking.
- ❖ **Singing nursery rhymes** – this fun activity supports pre-literacy development by increasing children's understandings of rhyme and rhythmic beats (syllables) in words.
- ❖ **Reading books together** – books provide a fun way to explore new words and concepts, as well as rhyme, sounds and letters (early literacy skills). When reading books together, talk about all of the things and actions you can see in the pictures, what sounds objects start with and point to the letters that make those sounds.
- ❖ **Asking your child to talk about his/her day at pre-school** – talking about past experiences in which you have participated is an early developing form of narrative and an important skill for holding conversations.

USEFUL WEBSITES

- <http://www.superduperinc.com/handouts.asp> - lots of parent handouts about speech and language
- <http://speech-language-therapy.com/whatshere.htm> - You can find lots of information about speech and language development and difficulties here
- http://www.makingfriends.com/f_Friends.htm - Provides fantastic paper dolls for dressing in numerous clothing themes (summer, winter, pirates, royalty)
- www.starfall.com – A fun, interactive website with books that move

The Different Areas of Language

Comprehension

Comprehension is the understanding of language. It includes:

- Listening
- Following instructions
- Understanding and answering questions
- Understanding word meanings (e.g. names for things, describing words)

Oral Narrative

Narrative is a term that relates to the telling and retelling of a series of events. It is an everyday skill that includes:

- Telling and retelling stories
- News telling
- Procedures (how to make/do something)
- Talking about something that has already happened (recounts)

Syntax

Syntax refers to the way we organise words into sentences. It includes knowing and correctly using:

- Pronouns (e.g. me, I, he, she, we, his, her, them, they, himself)
- Helper words (e.g. 'he is swimming', 'they have watched the game')
- Different tenses for action words
 - Present tense (we are eating)
 - Past Tense (the horse jumped over the fence)
 - Future tense (she will go to school)
- Plurals (e.g. catss, mice)

Semantics

Semantics refers to the meanings of words, word knowledge and the relationships between words. It includes:

- Labelling
- Describing
- Sorting (organising objects or pictures into groups)
- Word definitions
- Comparing and contrasting (e.g. "how are the dog and the cat the same / different?")
- Understanding of words with multiple meanings (bark & bark)
- Figurative language (e.g. 'it's raining cats and dogs')

Phonological Awareness

Phonological Awareness (PA) refers to the knowledge of the sound structure of language. It involves the ability to think about, identify and manipulate sounds and words. It includes:

- Identifying and producing rhyming words
- Syllables
- Identifying sounds in words (e.g. "p-o-t" = "pot")
- Breaking words into sounds (e.g. "what sounds make the word "shirt"?")

Pragmatics

Pragmatics is the appropriate use of language and communication skills within a social context. It includes the awareness of verbal and non-verbal conversation rules, for example:

- Turn taking
- Eye contact
- Appropriate volume & tone of voice
- Understanding of & proper displays of emotions
- Problem solving
- Appropriate personal space

The Blank Model Comprehension

LEVEL I

The questions/requests at this level are directly related to the material in front of the child.

- ❖ Find one like this
- ❖ Show me what you heard
- ❖ Show me what you touched
- ❖ What did you hear?
- ❖ What did you touch?
- ❖ What is this?
- ❖ What did you see?
- ❖ Say this ...

LEVEL II

At this level, the child is still able to focus on the material in front of him/her, however is asked to comment on features of the material (e.g. colour, shape)

- ❖ Find one that can ... (e.g. find one that can fly)
- ❖ What is happening?
- ❖ What things did I say?
- ❖ Who? What? Where?
- ❖ What do we do with this?
- ❖ What is this part for?
- ❖ What colour is this?
- ❖ Find/show me the one that is ... and ...
- ❖ How are these different?
- ❖ Name something that is a ... (e.g. tell me something that is an animal)

LEVEL III

The child is required to focus more closely on the language used, as opposed to the obvious features of the object/material.

- ❖ Find something we can use for ...
- ❖ What will happen next?
- ❖ What could he/she/they say?
- ❖ Do this, then this.
- ❖ Tell me how you ... (e.g. tell me how you play the game)
- ❖ How are these the same?
- ❖ What happened to all of these?
- ❖ Give/tell me something that is not ... (e.g. tell me an animal that is not a farm animal)
- ❖ Give/tell me something that can ... but is not a ...
- ❖ Tell me what a ... is (provide a definition).

LEVEL IV

The child is required to reason, predict, justify and provide solutions related to the material or topic.

- ❖ What will happen if ...?
- ❖ Where will ...?
- ❖ Why will/would ...?
- ❖ What made it happen ...?
- ❖ What could you/he/she do?
- ❖ Why should we use that?
- ❖ Why is ... made of that?
- ❖ How can we tell?
- ❖ Why is this called a ...?
- ❖ Why can't we ...?