

KINDY CURRICULUM



RELIGIOUS EDUCATION

In the Kindy classes the children are invited to interact in rich learning experiences that provide opportunities for spiritual, social and emotional growth. The aim is to bring the children to an **understanding of God's great love and presence** as part of their everyday learning experiences. Throughout the school we implement the Making Jesus Real curriculum. In Kindy we introduce the students to the concept of Jesus as a friend who has the qualities of trust, respect and love. They are encouraged to be more like Jesus in their daily lives and to recognise Jesus in those around them. We call these Jesus moments in the classroom.

KEEPING SAFE / PATHS

The PATHS program used in Kindy is to promote the development of self-esteem and a positive classroom climate. Children need a physically safe and emotionally secure environment in which to explore and grow. The development of positive feelings about oneself (self-esteem) and about **one's** abilities (self-confidence) is extremely important for healthy growth, as well as social competence and academic achievement. This program runs over the whole year with many activities and stories which the children will experience as part of their normal daily routines and activities.

Keeping Safe Child Protection Curriculum

The curriculum is based on two major themes which form the basis of all teaching and learning in child protection. The two themes are: We all have the right to be safe and We can help ourselves to be safe by talking to people we trust. In Kindy we integrate this programme with our PATHS programme to teach children about keeping themselves safe.

LITERACY

The Diana Rigg program is followed throughout the whole school. In Kindy we focus on these elements:

Syllables, or beats:

- The children will learn about the big sounds in words. We begin with the syllables in their name, example Jen-ny, then we move onto sounds in other words, example el-e-phant.
- They will learn to hear, say and think about the big sounds in words and the body actions help to reinforce their learning.

Preparing for the alphabet:

- **Beginning sound awareness: this develops the children's awareness of the beginning or initial sounds of each letter of the alphabet.**
- The sounds are divided into 4 groups, picture cards are used to help children to hear the sound and see the formation of the tongue and mouth.



Developing oral language skills:

- Through reading and listening to stories and participating in investigative tasks and reflections.
- The children are learning how to speak in sentences, extend their vocabulary and use descriptive language.
- An important part of language is comprehension, understanding the information they have listened to and then being able to recall, retell and respond to questions.

Speech Screening

Speech screenings are provided to every child by a qualified Speech Therapist, Belinda Gordon, in Term Two. Please see the attached letter from Belinda explaining the screening assessment.

NUMERACY

- Is embedded in activities throughout the classroom.
- It involves skills that reflect being able to represent, classify and understand number, measurement, spatial relations and time within meaningful contexts. For example, counting out 5 blocks to build a tower and compare its height with a second tower, involves oral counting skills, one to one correspondence, numeral recognition, and spatial perception.
- Explicit teaching will be intentionally focussed on the measurement skills of size, length and mass; one to one correspondence, 2D shapes, patterning, oral counting, ordering of numbers and numeral recognition.

MOTOR SKILLS:

The development of fine and gross motor skills is the foundation for supporting the successful development of hand-eye co-ordination, visual and motor memory, body control which facilitates handwriting skills and control. It is essential that children are active and using their bodies and muscles every day at home and school.

Fine motor skills activities include:

- Cutting, painting, drawing, play dough, digging, making mud, picking up small objects, squeezing pegs, building and pulling apart objects, cooking – stirring, rolling, and many more activities.

Gross motor skill activities:

- Throwing, catching, kicking balls, balancing, climbing, rolling, digging, pushing, pulling, gardening, moving objects, dancing, riding bikes and many more.



LEARNING CENTRES

If you look around the Kindy room you will notice a number of learning centres set up. These are intentionally designed to enhance the learning concepts, skills, themes or topics we are explicitly teaching. They integrate curriculum learning areas and provide opportunities for the children to make choices, be challenged, work collaboratively with others and extend or consolidate their learning.

Laundry Roster

A roster has been placed outside the classroom, listing who will be taking the laundry home. The laundry should be returned the following Kindy session washed and folded. Thank you!!



Allergies

If your child suffers from Asthma or other medical conditions and requires medication at school, you will need to fill in a medication form from the **school's** front office as well as have an up to date Action Plan from your **child's doctor**.

Toileting

It is quite normal for children to experience some difficulty with toileting when they first begin coming to school. Accidents do occur. They may feel anxious about sharing the bathroom with a large number of other children, they may forget where to find the bathroom when they are in a hurry or they may just become highly engaged in their play and wait too long before going to the toilet. If your child is experiencing difficulty, please come and speak to the teachers about it. Please ensure there is a change of clothes in their bag for any accidents that may occur during the day.

Hats, Shoes and Water

The school policy is 'no hat-no play'. Please ensure that your child has a labeled hat with a brim for good sun protection. **We suggest that your child's shoes are simple to get on and off.** Scuffs or velcro on sandals are quick and easy for the children to do by themselves and give the children a sense of independence. Your child will need to bring to Kindy each day a water bottle filled with water only. Children will place their water bottle in the trolley as they arrive and will be encouraged to drink from their bottle regularly. Water bottles are topped up throughout the day. Please ensure the bottle is labeled clearly **with your child's** name to avoid any confusion.

Lunch and Rest Time

Our lunch break begins at approximately 12.40pm. Each child will need to bring a healthy lunch in their own lunch box. Please remember that the children are small and only need the same size lunch that they would eat at home normally. It can be distressing for a little person to be confronted with a huge box of food!! A sandwich and a piece of fruit are usually sufficient to fill their tummy. Other healthy alternatives are encouraged **if they don't eat a sandwich**. At the conclusion of our lunch break the children will spend time reading quietly. Each child will need to bring to school a small child sized towel. This helps the children to learn about personal space. Please label the towel clearly with **your child's name**.

Birthdays

You are very welcome to bring in a treat for **each child to help celebrate your child's birthday**. We would appreciate individual cupcakes or treats. These will be distributed at the end of the Kindy day after singing happy birthday to your child. Due to allergy concerns we ask that when bringing in treats that they are individually wrapped.

FINAL WORD

In closing, we are looking forward to sharing the coming year with you and your child. We understand the thrill of watching your child develop and appreciate the hard work that is involved with raising **a child. Please don't hesitate to come and have a chat if you have any concerns or questions.**

God Bless,
Jenny Tucknott and Debbie Weymouth.

