CLASS INFORMATION BOOKLET

2016

Kindergarten
Mrs Aimie Norris
Welcome
Welcome to Edgewater Kindergarten. It is an important and exciting milestone when your child starts school. Your child’s journey through school builds on all the things they have learned with you at home. Kindergarten is the first experience you child has of school life. Your child will learn important early maths, reading and writing skills as well as social skills that will help them through school.

Here at Edgewater your child will attend Kindergarten for 15 hours each week. You are an essential part of your child’s learning and development through school. At Edgewater we value input from parents and by opening our doors at 8.30am allows parents time to participate in numeracy and literacy tasks as well as reading stories and assisting with puzzles. We offer a parent help roster where parents participate in our daily programme, assisting with small group work, preparation of materials and snacks for the children. This also allows for valuable communication time between teachers and parents.

The children will participate in a number of social events such as Easter Bonnet Parade and Sports Day, where they will be given the opportunity to perform before an audience, building their confidence and social skills. Parents will also be invited to assist should an education excursion be planned.

Occasionally, when appropriate, the children will be invited to join in whole school incursions where they will be able to participate as part of the whole school. We are proud to provide an educational programme that deals with social, physical and intellectual skills and we look forward to what will be an exciting year getting to know you and your child and feel confident that it will be the start of an exciting, happy journey into the future.

Please read this booklet to find out more about the many different aspects of our programme.

Enjoy the journey!
Kindergarten Staff

Contact
If you wish to discuss your child’s progress or any concerns, please appreciate that this cannot be done successfully while a session is in progress. Please see teachers to organise a convenient time or if you wish you can telephone the school on 9405 4007 to make an appointment.

Classroom/Teaching Philosophy
Research has shown that children learn through exploration and play. We aim to provide children with a programme which is play based, hands on and lots of fun. We believe that every child is a unique individual and is a valued member of our class. Every child learns in a different way and in Kindy we strive to provide fun meaningful learning experiences that cater for each child’s needs and learning style. We strive to make our Kindergarten programme encourage a love of learning and help your child become a confident learner.
Our Programme

The educational programme provided at Edgewater Kindergarten deals with social, physical and intellectual skills. It is a balance between free choice activities referred to as ‘constant positives’ and structured formal group times.

The programme is one of readiness, a time for a child to gain a range of skills, concepts and attitudes that will help him/her be ready for Primary School. However, education is not a wild rush forward to adulthood. It is a process of steady growth and discovery. It needs to be fun. If learning is an enjoyable process, it will encourage a positive attitude toward more formal learning.

We aim to provide an environment in which your child is free to observe, question, explore and experiment. The children will be encouraged to be independent and find out things for themselves. They will learn to respect themselves and others and the need and feelings of others. Children who learn to solve his/her problems are on their way to being well adjusted adults.

We provide learning experiences that are interesting, inviting and challenging allowing children to build on existing knowledge and discover new learning, maximising literacy and numeracy outcomes.

At our Kindy we include the following specific programmes
* Phonological awareness
* Fundamental Movement Skills
* Bounce Back and Friendly Schools
* Primary Movement
* Implementation of the new Western Australian Kindergarten Guidelines
* Implementation of the Early Years Learning Framework (EYLF)
* National Quality Standards

Parent Responsibilities

As Kindergarten may be the first big step away from home for some children, it is very important that there is strong communication links between parents and teachers. You can make a positive contribution to your child’s year by:

♦ Taking an active interest in activities:
  Trying to spend some time with your child after his/her day if possible.
  Display some of your child’s work at home, even if it is only for a few days.

♦ Work with teachers in matters concerning your child:
  Please inform us about any matters concerning your child’s health and wellbeing and o changes at home that could effect his/her participation in the group.

A parent roster will be operating every term. It would be appreciated if every parent could come along. However, this is not always possible (due to work etc.). I you are unable to come at all, we would welcome a grandparent, or special friend. Having someone on roster is of great benefit to any child, as it brings home and school together.

We look forward to working with you this year.
Supporting Positive Student Behaviour
There may be times when individuals require assistance with the management of their behaviour. Usually, a short, calm reminder of the correct behaviour and re-direction is enough. Should the behaviour continue, a child may be requested to think about what they have done and be removed from the situation and have some ‘time out’. This takes place on the ‘thinking spot’. Positive, verbal reinforcements are used as well as the ‘Getting Along Programme’. The Getting Along Program is a reward programme we use in Kindy where positive behaviours are rewarded with a sticker, once the child has received 10 stickers they get a lucky dip. Administrators, the school nurse and the school psychologist are always available for advice and support after consultation with parents.

Absences/Attendance
For the sake of your child and the health of the other children, please do not send your child to Kindy if he/she is sick. In the case of infectious diseases please ask about quarantine periods. Any absence from school must be supported by an explanation – this can be by note, email, phone call to the office (9405 4007), or by using our online absentee form from the link on the home page of our website. Explanations must be made within three days of the student returning to school. Family holidays during term time must be notified in advance and in writing to the principal.

Birthdays
We love them! Turning 4 or 5 is a very important event. If you would like to share this event with Kindy friends, we have no objection to small cupcakes bring sent along to be shared a snack time. Lollies etc. are not encouraged. Please avoid sending cakes which have peanut ingredients as some children may have allergies.

Uniform
Although not compulsory, the school uniform is recommended. Could you please send along a complete change of clothes to be kept in your child’s bag. These are available in case of an emergency, such as when we have water play activities. Please label all of your child’s clothing.

Hats
Please send a labelled bucket hat each day, to be kept in your child’s bag until needed. The school has a no-no play in the sun policy – only bucket, broad-brimmed or Legionnaires styles are permitted. Caps are no longer part of the school uniform.

Bags
Please provide a large roomy bag. We find that smaller bags are not suitable as once lunch boxes fit there is not much room for anything else.

Fruit
Once piece of fruit, suitable vegetable, or a healthy alternative such as cheese, dried fruit, polony etc is required daily for shared fruit. Please place this in the fruit basket on arrival.

Lunch
A packed labelled lunch is needed each full day at Kindy. Please do not send along fizzy drinks or lollies. Each child is requested to bring a drink bottle of water daily to be kept inside. The children will be reminded to drink regularly. The school canteen is open from Tuesday to Friday for lunch orders. A menu is available on the school website.
School Website/School App
The school website and the app are your ‘one stop’ shop for information about the school, including events, upcoming activities and online forms. Please download the school app as soon as possible from either the iStore or Google Play. The app’s name is Updat-ed and it is free to download. Further instructions are on the website.

Newsletters
These are published on the website fortnightly on Friday commencing in Week 1. If we have your email address on file you will receive an email alert to indicate that the newsletter has been published and links to it. Important information is always placed in the newsletter.

WHAT DO I LEARN?
I need to learn all of these skills to help me grow into a happy, healthy adult.

♦ I learn to be away from you—and this may take some time.
♦ I learn to work with teachers and other adults.
♦ I learn to work in small and large groups.
♦ I learn to work alone.
♦ I learn to share and co-operate.
♦ I learn simple rules and routines.
♦ I learn to complete a task or activity.
♦ I learn to question and answer.
♦ I learn to be independent—but not afraid to ask for help.
♦ I learn to select and choose.
♦ I learn to share my family and experiences with others.

I may have difficulty explaining or understanding my feelings at a young age but:
♦ I can act them out in play.
♦ I can express them in my art.
♦ I can find appropriate activities to let off steam.

REMEMBER
I will learn at my own rate and this may be faster or slower than others.
**BEFORE I LEARN TO READ I NEED TO KNOW:**

- What a book is.
- That a book contains words and pictures.
- That a book has a beginning and an end and a back and a front.
- That reading is done from left to right top to bottom and that each printed word represents one spoken word.
- To learn to love and care for books in order to want to read.
- Books are enjoyable— I can find out such a lot of things.
- My language and listening skills grow with lots of stories, poems, singing, puppets, games and music.
- How to identify, rhymes, syllables, sounds, letters and words.

**BEFORE I LEARN TO WRITE I NEED TO KNOW:**

- Know what happens when I put pencil to paper.
- Be able to hold and manipulate writing tools appropriately.
- Have time to enjoy and experiment with writing.
- Learn about letters, words, how they are formed and what order they go in.
- Be praised or my efforts.
- Have lots of opportunities to practice.

At Edgewater Kindergarten we model and encourage

- Correct pencil grip, appropriate use of upper and lower case print using the ‘stick and ball’ font.
- Left to right progression.

Parents sometimes show concern when their child writes backwards or upside down. At this level it is not a concern but shows that the child has not developed or understands to follow print from left to right.

If you are modelling to your child how to print his/her name please avoid using Capitals.

Eg. Model ‘Jane’ not ‘JANE’

See attached sheets for correct formation of ‘stick and ball’ font and correct seating and pencil grip.
BEFORE I LEARN MORE ABOUT MATHEMATICS I NEED TO

- Know the names of numbers.
- Be able to say numbers in the correct order.
- Match each number with the correct number of things.
- Know the names of shapes and colours.
- Put things into sets.
- Learn about size.
- Learn about weight.
- Learn about space.
- Learn about patterns.
- Practice my mathematic skills in all ways, games, sand play, water play, block play.

I NEED LEARN ABOUT THE WORLD AROUND ME BY

- Finding out what things are called.
- How things work.
- Where things come from.
- What things are made of and who makes them.
- How things feel, look, taste, smell, and sound.
- How things may hurt me.
- How things grow and change.

I may get dirty, wet and maybe a little scratched while I am finding out about things,

But

If I make a discovery, then it's been worth it!!!
LEARNING AREAS

Book Corner
A Book Corner with attractive and favourite books is a positive step towards encouraging your child having a great deal of interest in reading, writing, speaking and listening. It teaches children what books have to offer and the pleasure which comes with listening to a story. It also encourages children to take care of books and use them correctly. Children will learn that a book is read from left to right and front to back—as well as beginning to recognise letters, sounds, rhymes, and the ability to orally recall in correct sequence.

Block Corner
In the Block Corner the children have many opportunities to build a world of their own. Blocks provide many problem solving situations for the child. The Block Corner is a very important avenue of play to develop mathematical skills, dealing with size, shape, number, matching, comparing and classifying. The children learn to deal with space and position in space (under, on, top, beside). Hand and eye co-ordination is being developed as well as social skills such as sharing and turn taking.

Dramatic Play
The Dramatic Play area is a place where children can act out family situations, express their feelings and all the things they enjoy or find difficulty understanding in real life. Dramatic play offers an outlet for the children to be and do what they may not be allowed to do under normal circumstances. Play clothes and props are provided to help dramatic play situations feel more real for the children. In this area the children learn to play together—share, take turns, and co-operate. All the time the children are using language and developing their creativity.

Outdoor Play
Outdoor play is eagerly participated by most children. The outdoor environment is where the children develop their large muscles by climbing, balancing, crawling and jumping etc. the children also develop their small body muscles by gripping, catching, pulling etc. All these skills are necessary to develop the children’s confidence and in their turn taking ability. While outdoor the children can also explore nature. Maths concepts are also developed as children learn about under, over, through etc.
LEARNING AREAS (cont.)

Sand and Water Play
Both forms of play provide children with a situation in which they can play together or alone. Sand/Water play stimulates language development, imagination, concentration and exploration. Both areas of play help develop mathematical and science exploration. They also help small muscle development. Water play is a relaxing and soothing activity which makes no demands on the child. Sand play develops constructing and building creativity along with an opportunity to play dramatically.

Art and Craft
Art and craft opportunities are offered to the children every day. This allows the children to express themselves using various art materials and tools. The children are encouraged to experiment with a wide variety of materials which help them to appreciate texture, colour, size, shape and design. Art and craft activities allow the children opportunity to develop small muscles, writing skills, hand eye co-ordination as well as following simple instructions and working alone or with others.

Technology
The children have access to a computer and a number of educational programmes which assist in the development of basic computer skills as well as mathematical and literacy skills. An interactive whiteboard is also provided as a tool for teaching and learning. Other basic forms of technology are readily available for the children’s use eg. Staplers, hole punches, sticky tape dispensers, glue guns, CD Players etc.

Listening Post
Using recorded stories etc, the children learn to sit and concentrate, operate simple machines and develop their listening skills.

Music and Movement
In this area the children learn to co-operate and join in with others, to enjoy their body and new ways to move it, to appreciate a wide range of music and the use of simple musical instruments and costumes. The children will learn many songs and how to make their own music. They will develop their sense of rhythm and memory.
Nature and Science
Through the exploration of a wide variety of interesting objects and activities the children will be able to develop a wide variety of basic science skills such as investigating, recording information, experimenting as well as finding out more about the world around them.

Writing Centre
The children have the opportunity to experience a wide variety of writing materials and practise their writing skills at their own level and pace. They are give the opportunity to experiment with letters, words and numbers as well as participate in more formal lessons encouraging the correct formation of letters and how letters are used to form words.

Collage Drawing and Painting
These areas are important for the children to express themselves creatively in their own way. Fine motor skills are developed for cutting, placing and writing. The children learn to follow simple instructions as well as working as a whole group, in small groups and individually, sharing and taking turns.

Play dough/Clay
This is FUN! Small hand muscles are developed as well as mathematic, literacy and social skills.

I learn through all of these activities because they are carefully planned at my level,
I want to and it is FUN!!!

Resources
We need to collect a variety of scrap materials for use at Kindy. Below is a list of materials that would be useful. We would appreciate any donations of the following items.

- Cotton wool
- Plain wooden pegs
- Lace/Ribbon
- Small paper plates
- Coloured patty pans
- Large paper plates
- Coloured match sticks
- Threading pasta
- Cotton buds
- Plain flour
- Balloons
- Cream of tartar
- Coloured straws
- Wool (black, red, yellow and brown)
- Coloured pop sticks
- Craft materials
- Buttons
- Bottle tops
- Egg cartons
- Boxes (we use various sized boxes for construction so please recycle any of your food boxes to us eg. Teabag boxes, cereal boxes, tissue boxes etc)
Illustration of correct pencil grip.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Hand Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—1 1/2 years</td>
<td>Cylindrical Grasp</td>
</tr>
<tr>
<td>2—3 years</td>
<td>Digital Grasp</td>
</tr>
<tr>
<td>3 1/2—4 years</td>
<td>Modified Tripod Grasp</td>
</tr>
<tr>
<td>4 1/2—7 years</td>
<td>Tripod Grasp</td>
</tr>
</tbody>
</table>

Illustration of correct seating for writing.

Copy of the ‘Stick and Ball’ font used at Edgewater Primary School.

<table>
<thead>
<tr>
<th>Uppercase Letters</th>
<th>Lowercase Letters</th>
<th>Numerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D E F G H I</td>
<td>a b c d e f g h i j</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>J K L M N O P Q R</td>
<td>k l m n o p q r s t</td>
<td>10 11 12 13 14 15</td>
</tr>
<tr>
<td>S T U V W X Y Z</td>
<td>u v w x y z</td>
<td>16 17 18 19 20</td>
</tr>
</tbody>
</table>

Questions:
- Are you sitting comfortably with both feet on the floor?
- Are you holding your pen correctly?
- Is your paper at the correct angle?