



Jnr Kindy Room (2 - 3 Years Old)

100-102 Ben Lexcen Drive, Sunshine Beach QLD 4567

jelly_babies@bigpond.com

Daily Routine

(Subject to change/weather permitting)

6.30am Arrival/Outside play (combined age groups)

8.30am Nappy Change/Toileting

Morning snack if required

9.15am Morning Tea

10.00am Free choice play/Programmed activities

10.45am Tidy up activities/Story & Music Group Time

11.00am Outside Play

11.30am Nappy Change/Toileting

Lunch Time

12.00pm Sleep/Rest time (quiet activities)

2.00pm Nappy Change/Toileting

Afternoon Tea

2.30pm Outside Play (combined aged groups)

4.00pm Late snacks

Nappy Changes/Toileting

5.30pm Outside playground packed away

Inside play

6.30pm Centre Closed

SKILLS CHILDREN WILL GAIN FROM THE PROGRAM

Over the next 12 months we will be helping your child grow towards being a capable and independent person.

We have put together this booklet to inform you of what happens daily in the Jnr Kindy Room, what we ask of you and what your child will gain from being in this environment.

We encourage children to:

- Separate confidently from Parents/Carers.
- Adjust well to the routines of the Centre.
- Develop independence in caring for their own belongings.
- Develop confidence in selecting activities and pursuing interests.
- Learn to share and take turns with resources.
- Communicate needs appropriately to peers and educators.
- Develop fine and gross motor skills.
- Extend vocabulary and improve speech.
- Express themselves and communicate through a variety of media.

From this Your child will gain:

- A lively and enquiring mind with a love for learning and willingness to apply effort.
- The ability to express themselves creatively.
- The full use of their imagination.
- Self-confidence, a sense of worth and respect for themselves and others.
- A defined set of personal and social values.
- The ability to make rational decisions and problem solve.

What we ask of you:

- Please ensure that you sign your child in on arrival and inform educators that your child is at the Centre and pass on any relevant details that will impact their day.
- Pack a healthy lunchbox in a container that isn't insulated (refer to Parent Handbook) and place in fridge. Also provide a water bottle.
- Ensure that sufficient nappies are provided and a change of clothes.
- Label all belongings.
- Apply sunscreen at home before your child's arrival and bring along a wide brimmed hat.
- Use the Communication book to relay any messages. Anything of a private matter should be emailed to the Director or spoken directly to an Educator.
- Record any medication to be administered into the Medication Folder and store medicine in Staff Kitchen fridge.
- Take your child outside to greet Educators. Please do not allow your child to be by themselves in an unsupervised room.
- Say Goodbye and reassure them that you will return.
- When collecting your child, sign the roll and inform educators that your child is leaving the premises.
- Collect medication at the end of the day.
- PLEASE NO TOYS FROM HOME UNLESS THEY ARE COMFORT ITEMS OR FOR SHOW AND TELL.
- Keep your child at home if they are unwell.
- Regularly check for Head Lice, inform Educators and treat asap.
- Advise the Centre if your child has contracted a contagious disease (eg. Chicken Pox, Measles, Whooping Cough)

What to bring each day

- A healthy lunchbox – Plastic Please (Morning tea/Lunch/Afternoon Tea)
- Water bottle, Milk bottle
- Fitted cot sheet, flat sheet/blanket
- Comfort item
- Hat
- Nappies
- Spare clothes (extra for toilet training)
- Ensure all items are labelled

Parents/Carers

Due to children having nut allergies

We ask that **NO NUT PRODUCTS**

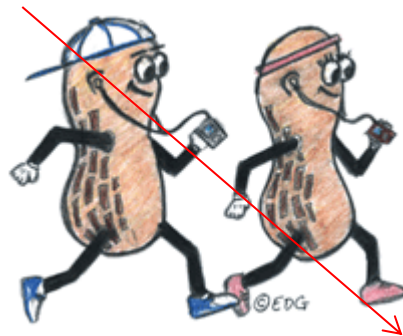
be brought into the Centre.

This includes Muesli bars, Peanut Butter and Nutella.

(Traces of nuts is ok)

We appreciate your thoughtfulness and respect

Thanks





If you have any questions, comments or concerns please feel free to approach us anytime. If you prefer you can email the Director at jelly_babies@bigpond.com

The Educators are always available to discuss your child's development and progress and can assist with any questions or particular problems.

We look forward to a relationship that is honest, productive and all for the best interests of your child.

Please find attached information on Developmental Milestones for your reference.

Developmental milestones and the Early Years Learning Framework and the National Quality Standards



Developmental milestones and the EYLF/NQS

2 to 3 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, runs, climbs, kicks and jumps easily uses steps one at a time squats to play and rises without using hands catches ball rolled to him/her walks into a ball to kick it jumps from low step or over low objects attempts to balance on one foot avoids obstacles able to open doors stops readily moves about moving to music turns pages one at a time holds crayon with fingers uses a pencil to draw or scribble in circles and lines gets dressed with help self-feeds using utensils and a cup 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5</p>
Social	<ul style="list-style-type: none"> plays with other children simple make believe play may prefer same sex playmates and toys unlikely to share toys without protest 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children become aware of fairness. E.g. "Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources." (p.28)</p> <p>NQS: Areas 1, 5</p>
Emotional	<ul style="list-style-type: none"> shows strong attachment to a parent (or main family carer) shows distress and protest when they leave and wants that person to do things for them begins to show guilt or remorse for misdeeds may be less likely to willingly share toys with peers demands adult attention 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. "Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control." (p.31)</p> <p>NQS: Areas 1, 5, 6</p>

Developmental milestones and the EYLF/NQS 2 to 3 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • builds tower of five to seven objects • lines up objects in 'train' fashion • recognises and identifies common objects and pictures by pointing • enjoys playing with sand, water, dough; explores what these materials can do more than making things with them • uses symbolic play, e.g. use a block as a car • shows knowledge of gender-role stereotypes • identifies picture as a boy or girl • engages in making believe and pretend play • begins to count with numbers • recognises similarities and differences • imitates rhythms and animal movements • becoming aware of space through physical activity • can follow two or more directions 	<p>EYLF Outcome 5: Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. "Take on roles of literacy and numeracy users in their play." (p.41)</p> <p>NQS: Areas 1, 3, 5</p>
Language	<ul style="list-style-type: none"> • uses two or three words together, e.g. "go potty now" • 'explosion' of vocabulary and use of correct grammatical forms of language • refers to self by name and often says 'mine' • asks lots of questions • uses pronouns and prepositions, simple sentences and phrases • labels own gender • copies words and actions • makes music, sing and dance • likes listening to stories and books 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children feel safe secure and supported. E.g. "children initiate interactions and conversations with trusted educators." (p.21)</p> <p>NQS: Areas 1, 3, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> • is not interested in playing • is falling a lot • finds it hard to use small objects • is not understanding simple instructions • is not using many words • is not joining words in meaningful phrases • is not interested in food • is not interested in others 	<p>NQS: Areas 1, 5, 6, 7</p>