



Pre - Kindy Room (3 - 4 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 Toileting

Morning snack if required

9.30am Morning Tea

10.00am Free choice play/Programmed activities

10.45am Tidy up activities/Story & Music Group Time

11.00am Outside Play

11.30am Toileting

Lunch Time

12.00pm Sleep/Rest time (quiet activities)

2.00pm Toileting

Afternoon Tea

2.30pm Outside Play (combined aged groups)

4.00pm Late snacks

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 Pre 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.
- 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

- Water bottle (No juice please)
- Fitted cot sheet, flat sheet/blanket
- Comfort item
- Hat
- Nappies/pull ups if required
- 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**

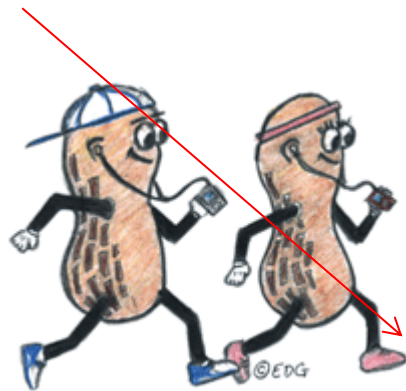
be brought into the Centre.

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

3 to 5 years

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|--------------------|---|--|
| Physical | <ul style="list-style-type: none"> dresses and undresses with little help hops, jumps and runs with ease climbs steps with alternating feet gallops and skips by leading with one foot transfers weight forward to throw ball attempts to catch ball with hands climbs playground equipment with increasing agility holds crayon/pencil etc. between thumb and first two fingers exhibits hand preference imitates variety of shapes in drawing, e.g. circles independently cuts paper with scissors toilet themselves feeds self with minimum spills dresses/undresses with minimal assistance walks and runs more smoothly enjoys learning simple rhythm and movement routines develops ability to toilet train at night | <p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p> |
| Social | <ul style="list-style-type: none"> enjoys playing with other children may have a particular friend shares, smiles and cooperates with peers jointly manipulates objects with one or two other peers develops independence and social skills they will use for learning and getting on with others at preschool and school | <p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p> |
| Emotional | <ul style="list-style-type: none"> understands when someone is hurt and comforts them attains gender stability (sure she/he is a girl/boy) may show stronger preference for same-sex playmates may enforce gender-role norms with peers may show bouts of aggression with peers likes to give and receive affection from parents may praise themselves and be boastful | <p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p> |

Developmental milestones and the EYLF/NQS 3 to 5 years *continued*

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|------------------------|---|--|
| Cognitive | <ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours | <p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42)</p> <p>NQS: Areas 1, 5</p> |
| Language | <ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words | <p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. “Provide children with access to a range of technologies.” (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p> |
| Seek advice if: | <ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself | <p>NQS: Areas 1,5,6,7</p> |