

Kindergarten Information Booklet

2023

Together we aspire, together we achieve



ATWELL
PRIMARY SCHOOL

What your child learns at Kindergarten

KINDERGARTEN: BEGINNING THE SCHOOL JOURNEY

Magical. This is often how families describe Kindergarten classrooms. Rooms are filled with children's work, colourful posters and interesting displays for everyone to see. There is a range of activity areas where your child can discover, imagine, create and learn through play. Kindergarten is the first learning experience your child has of school – of the wonder and excitement of learning, discovery and exploration. Kindergarten is a wonderland of painting and story time; of talking and listening; of exploring the world; and of making new friends.



Children begin to build on what they have learned at home. This includes their understanding of language – that language is made up of words, that written words are made up of letters in the alphabet and that spoken sounds can be written down. They also learn about numbers and shapes and the many different ways we use math in our lives every day.

These early lessons help your child later with reading, spelling, language, and math skills. Your child's teacher takes into account the many different experiences and backgrounds of all of the children in the class to make sure the learning program benefits every child.

Children learn social skills by playing with other children and sharing equipment. Play allows your child to share and take turns while developing coordination and confidence.

All of the above is vital to their future learning. The skills they learn give them the start they need to embark on their educational journey and head towards their bright future.

From website: *Department of Education Western Australia*

The *Early Years Learning Framework* and the *Kindergarten Curriculum Guidelines* form the foundation of the curriculum in the kindergarten year. The Kindergarten Curriculum focuses on the development of literacy, numeracy and social competence. Pre-primary (or Foundation year) curriculum follows on from the *Early Years Learning Framework* and is guided by the *Western Australian Curriculum* in English, Mathematics, Science, Humanities and Social Sciences and Technologies.



Literacy

Literacy involves an understanding of language and the ability to use it effectively to access knowledge, play an active part in society and contribute to personal growth. Listening, talking, reading and writing are the language processes through which students make meaning. The foundations for literacy success in the more formal environment of school are well and truly laid through the children's early childhood experiences at home and school.

Children's experience of literacy is very dependent on the interaction they have with language and print in their home and other significant environments such as school. Throughout the Kindergarten year, teachers will build on children's listening and speaking skills and provide a range of experiences to enable students to develop early literacy skills in reading and writing.



Numeracy

Maths in Kindergarten focuses on developing fundamental numeracy skills and understanding to enable all students to be successful in mathematics. Teachers structure a range of experiences for students to encounter mathematical thinking, and they talk incidentally about the maths that students encounter during play time. The mathematical concepts of number, measurement, chance and data, shape and location will all be covered during the Kindergarten year.

How can parents increase their child's mathematical knowledge at home?

Maths is more than just numbers!

We use maths many times each day. It forms part of our lives through activities such as cooking, shopping and gardening. Involving your child in these activities such as getting them to help you count out money to pay for the shopping, and weighing food when cooking

together, allows them see how we use maths each day.

Seeing you and the rest of your family using maths at home can help your child understand how useful it is. Children begin to learn that maths is not just about numbers, it also involves shapes, directions, measurements, location and placement.

Ask your child questions while you are doing everyday activities, so they begin to think and talk about maths from an early age – questions such as:

- Can you get me 5 (7) etc?
- Which way did it go? (over, under, through etc.)
- Will this fit in here?
- Is there enough for all of us?
- How big/small, heavy/light is it?
- Is it likely to happen?



Physical Development

Kindergarten provides students with opportunities to develop strength, proficiency, coordination and control over large (gross motor) and small (fine motor) movements. Activities are planned to develop gross and fine motor skills in all children every day.

Gross Motor Skills:

- Exercises such as rolling, spinning, hopping, skipping, balancing etc.
- Obstacle courses
- Throwing, catching, kicking balls
- Pushing, pulling
- Dancing
- Movement to music



Fine Motor Skills:

- Tracing letters and patterns
- Focus on developing correct pencil grip
- Control and coordination of scissors
- Finger painting
- Threading (and other activities that involve crossing the midline. (Right hand crossing to the left etc)
- Rolling marbles
- Manipulating clay/playdough

Social and Emotional Development

Children need to experience being part of a social group in order to develop an understanding of what the expectations and skills are for successful social interaction. Their emotional health ensures confident engagement with tasks, peers and adults as they participate in a supportive social atmosphere. Self-esteem influences a child's learning behaviours and is strongly associated with academic achievement, social functioning and emotional well-being. Research suggests that children build a positive self-esteem when engaging in challenging activities and experiencing success.

The Kindergarten program promotes positive social and emotional development through the provision of both play-based and intentional learning experiences.

Key Principles:

- Development of a 'no put down zone' and 'lift-up' behaviours and language.
- Provision of a range of learning areas and spaces that provide children with choices to challenge and support their individual development.
- Outdoor learning opportunities to support social, creative, cognitive and physical skill development
- Daily planned experiences to provide opportunities for creativity, exploration, discovery and practice.
- Daily social opportunities that encourage collaboration, co-operation and respect for others.



Protective Behaviours

A Protective Behaviours program is taught from Kindergarten through to Year 6 at Atwell Primary School. This program is based on two core themes and three core concepts:

The two core themes:

- We all have the right to feel safe all the time.
- There is nothing so awful we can't talk about it with someone.

The three core concepts:

- Early warning signs - our internal measurement of risk or safety. They are physical feelings we can identify by understanding our bodies.
- Safety - refers to the continuum of feeling safe.
- Networks - are identified by the child and include five adults who they feel safe with and who they believe will be able to help them feel safe again when necessary.

Creativity

The Kindergarten program offers many opportunities for children to be creative and to develop their individual creativity.

Opportunities are provided through activities such as:

- *Block construction* - may be simple or complex, indicating aspects of their development.
- *Sand play* - equipment and materials provide opportunities for children to dramatise, dig, tunnel, scoop, mould, fill, measure, pour, carry, load, build etc.
- *Painting* - children can represent their impressions of events, objects, or their emotions through manipulating colour, while making discoveries about new colours, textures, patterns and designs.
- *Collage & Construction* - the experience of creating 3D collages or constructions is multi-sensory, as children experiment with and explore the properties and combinations of materials.
- *Music, movement and singing* - provides enjoyment and opportunities for expression regardless of the language spoken or language skills.
- *Dramatic Play* – opportunities for spontaneous, self-initiated make-believe play provides opportunities to use new concepts, language and symbols to interact with others. Reliving experiences and experimenting through role-play helps children to develop their self-concept, their understanding of situations and respect for others.



Knowledge and Understanding of the World

Kindergarten programs provide children with experiences to develop skills and knowledge to understand and interact in the world around them. Through developing the skills of observing, measuring, classifying, communicating, inferring and predicting, children gain a better understanding of the world they live in, society and the environment.

We aim to:

- Develop children's natural curiosity about themselves and their world and use this to foster positive attitudes toward scientific learning.
- Provide hands-on experiences which help children to understand themselves and the world they live in.
- Build upon the experiences children bring to the classroom and develop them in a wide range of contexts.

Getting Ready for Kindy

Here are some simple things parents can do to help children get ready to start Kindergarten:

- Read stories about starting school.
- Go past the school and talk with children about how they will soon be going there, the exciting things they will be doing and the friends they will make.
- Go along to the Kindergarten orientation at the school with their children. If the school does not have one, parents can contact the school to arrange a time to visit.
- Spend time at school looking at all the activities going on.
- While visiting, show children around including where their bag goes and where the toilets are.
- Go shopping together to buy a special lunch box and drink bottle, and things children will need such as a school bag, uniform items and art smock. Parents will get a list of items from the school.
- Label all children's belongings with their name.
- Introduce yourself to other parents and become part of the school community.
- Organise play dates to help children socialise with other children in the class.
- Have a routine each morning as children get ready to go to school.



- Iron clothes and prepare lunches and refrigerate the night before. This will make the morning routine easier.
- Make life easier by buying clothing with large buttons or Velcro so children can dress themselves. Being able to get themselves ready will also be a confidence boost for children.
- Once school starts, ensure children get enough rest. Parents will probably find that children get tired. This is normal as they adjust to their busy days at Kindergarten learning and playing.
- Give children nutritious meals and snacks to keep them energised throughout the day.
- Talk with children about their day when they get home. Parent's enthusiasm is important for them to see and feel, and will show them that school is important.
- Get to know the teachers and don't hesitate to talk with them about any issues and give them feedback – both positive and negative.
- Helping children have a positive first experience of school is important because it can help shape the way they think about school in the future.

Once school starts, it is important for parents to be actively involved. Children love it when mum or dad comes along to help with reading and other activities. Ongoing support helps children build strong foundations for success at school.

Every day matters

Developing the habit of going to school regularly from Kindergarten is vitally important so children don't miss out on important ideas and skills they need for future learning.

Parents can help by arriving and collecting their children from school on time, making sure they get nutritious meals and enough sleep at night, and by making appointments with doctors, also important to take family holidays during school holidays and not during term time.

If children are unwell and unable to go to school, parents should let the school know as soon as possible. Please send a letter explaining their absence when they return to school.



Important Contact Details

Atwell Primary School

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Atwell 6164

WA

Phone: 6174 2400

Email: atwell.ps@education.wa.edu.au

Website:

<http://www.atwellps.wa.edu.au>

School Uniform Shop

Nell Gray

Uniform Concepts

Atwell P & C

Phone: 9270 4650

24/26 Solomon Road, Jandakot

Email: atwellpc@atwellpc.org.au

Facebook: Atwell Primary School Parents

**Helping Hands Atwell – Outside School Hours
Care:**

Mobile: 0427 006 948

Email: atwell@helpinghandsnetwork.com.au



READING: LEARNING AT HOME

READING WITH YOUR CHILD IS IMPORTANT!

Reading with your child every day encourages a love of books and reading. Encourage your child to look at books regularly, and get family and friends to read with your child as much as possible. Try reading with your child for the enjoyment of spending time together – it's a great way to end the day.

It's really important to give your child lots of praise as they learn to read.

Get in the mood for reading

Children who enjoy reading at home are more likely to succeed as they learn to read at school. Try setting up a special reading time and place where you and your child can relax and be comfortable.

There are lots of things to read including nursery rhymes; story books; non-fiction books; books on dinosaurs and pets; books you make together; funny stories and poems; joke books; websites and CD books; comic books; newspapers, catalogues and magazines; recipe books; street maps; and dictionaries.

Fantastic reading books to get started:
Hairy Maclary and friends by Lynley Dodd
Koala Lou by Mem Fox
Mr Gumpy's outing by John Burningham
We're going on a bear hunt
by Michael Rosen
Annie's chair by Deborah Niland

Use your local library

Libraries are a treasure trove for young readers with a wide range of books, CDs, DVDs, magazines and comics. Visiting your local library is a great way to:

- share with your child how important books are
- involve the whole family in regular reading activities
- look for your child's favourite authors and illustrators
- use resources that might not be available at home, such as computers
- join in holiday activities.

**You'll find more
learning at home factsheets
at education.wa.edu.au.**



NUMBERS: LEARNING AT HOME

MAKING SENSE OF MATHS

Here are some ideas to help you bring maths to life for your child:

- Think out loud when you use numbers, time, position and measurement so your child sees how useful maths can be. For example: *I wonder if we have enough apples?* and *Let's count to make sure.*
- Encourage your child to talk through what they are doing. Ask questions and let your child ask questions too. This helps them make sense of things and helps them understand what they are doing. It is a great way to learn.
- Use maths and number words when you describe things. Instead of saying: *The bucket*, you might say: *The 10 litre bucket*. This helps your child learn about the different words that are used to describe how to measure things.

Follow the golden rule of 'little and often' – a few minutes each day learning about numbers is better than a 30 minute maths session.

It's important to remember that children progress at different rates.

**Be patient, positive and supportive.
Be sure to praise them for having a go,
even if they get the answer wrong.**

- Praise your child for trying, even if they give the wrong answer. If they don't know the answer, give them time to work it out. If you do give them the answer, talk about how you worked it out. This builds your child's confidence in learning. Give them time to think and time to answer your questions. Be patient.
- Turn off the television. It's easier for your child to concentrate if there are no distractions.



**You'll find more
learning at home factsheets
at education.wa.edu.au.**



NUMBERS: LEARNING AT HOME

NUMBER GAME IDEAS

Hopscotch

Great for learning numbers and getting exercise!

Balloon tap

Count how many times you can tap a balloon to each other without it touching the floor. When it hits the floor, start again.

Dominoes

Count and match the dots.

Let your child play with blocks. You can ask questions while they play. For example: *Which block is the longest?* Let's see who can make the tallest tower and *Can you make a pattern with your blocks?*

Board games

When you play board games using dice, help your child recognise how many without counting each dot. For example: *I know that's four because I can see two and two.* Count aloud the spaces as you move in a game.

Electronic games

Include adventure games, tablet applications, web-based competitions and sporting games. Play computer adventure games with your child and ask questions such as: *How many stars will you need to get to the next level?*

Playing games such as Simon Says are great for using position, numbers and measurement. For example you could say: *Simon says hop three times and Simon says sit on the mat and Simon says stretch up tall.*

Dice games

Use two dice to help your child recognise which number is bigger, which number is smaller or which number is the same.

Card games

Great for learning numbers and learning to take turns.



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