



2020 Kindergarten Information Booklet

Our School Values



RESPECT RESPONSIBILITY HONESTY
SELF-ESTEEM SELF-MOTIVATION TEAM WORK

VICTORIA PARK PRIMARY SCHOOL

1 Cargill Street
Victoria Park WA 6100

Victoria Park Primary School Early Childhood Centre

6-8 Planet Street
Carlisle WA 6101

Telephone: 08 6216 4900

E-mail: victoriapark.ps@education.wa.edu.au

Website: <http://www.vicparkps.wa.edu.au>

Principal:	Mrs Pam Pollard
Deputy Principals:	Mrs Deb Eke Ms Julie Belohlawek
Manager Corporate Services:	Mrs Sue Pereira
School Officers:	Mrs Sharon Cockroft Mrs Claudia Davison Mrs Emma-lee Wratten

Bell Times – Cargill Street

8:35am	Doors Open
8:50am	Morning Bell
3:05pm	Dismissal

Bell Times – Planet Street

8:45am	Doors Open
8:55am	Morning Bell
3:00pm	Dismissal

EDUCATION DEPARTMENT TERM DATES 2020

TERM 1:

Teachers resume Thursday 30 January and Friday 31 January
Students resume Monday 3 February
Term ends Thursday 9 April

HOLIDAYS: *FRIDAY 10 APRIL – MONDAY 27 APRIL*

TERM 2:

Teachers resume Tuesday 28 April
Students resume Wednesday 29 April
Term ends Friday 3 July

HOLIDAYS: *SATURDAY 4 JULY – SUNDAY 19 JULY*

TERM 3:

Teachers resume Monday 20 July
Students resume Tuesday 21 July
Term ends Friday 25 September

HOLIDAYS: *SATURDAY 26 SEPTEMBER – SUNDAY 11 OCTOBER*

TERM 4:

Teachers resume Monday 12 October
Students resume Tuesday 13 October
Term ends:
Students Thursday 17 December
Teachers Friday 18 December

HOLIDAYS: *FRIDAY 18 DECEMBER - SUNDAY 31 JANUARY 2021*

SCHOOL DEVELOPMENT DAYS – STUDENTS DO NOT ATTEND

Term 1 – Thursday 30 January and Friday 31 January
Term 2 – Tuesday 28 April
Term 3 – Monday 20 July
Term 4 – Monday 12 October and Friday 18 December

WELCOME

Welcome to our Victoria Park Primary School Kindergarten program. The purpose of this booklet is to provide you with some general information about the Kindergarten, how it is run, how your child will be encouraged to learn and how you can help them as parents in the Kindergarten setting.

Please keep the booklet in a safe place as you may need to refer to it throughout the year.

1. Off-site Location

The Victoria Park Primary School (VPPS) Kindergarten program is located at 6-8 Planet Street in Carlisle. This site is 5 minutes away from the primary school.

It became necessary to re-locate the Kindergarten program due to enrolment pressures at VPPS. While it was not our first preference to move our Kindergarten program, we are confident that the quality of the program will NOT be compromised.

In 2020 the Kindergarten teachers will be Mrs Leisl Congear and Mrs Marnie Mulcahy–Lovegrove and with Miss Kylie Sinfield as the education assistant.

For parents who have older children in the school, we have adjusted the start and finish times of the Kindy program so that you can drop off and pick up children at both sites.

The Kindergarten is still part of Victoria Park Primary School and the children will wear the same uniform as the Year 1 – 6 children with preference to Faction Shirts. Uniforms are available online at www.matrixuniforms.com.au

The teachers will continue to work with the other staff at VPPS and will attend their meetings and have the same school development days. Mrs Pollard and the deputies will work out a schedule so that they visit and support the Kindy teachers and students on a regular basis.

2. KINDERGARTEN PROGRAM

1. The Early Years Learning Framework - **Play** as a medium for learning

The Early Years Learning Framework (EYLF) is a national framework for all early childhood educators ensuring that children in all early childhood education and care settings experience quality teaching and learning.

The Early Years Learning Framework describes childhood as a time of **belonging, being and becoming**.

2. **Belonging** - Acknowledging children's interdependence with others and the basis of relationships in defining identities. Belonging shapes who children are and who they become.
3. **Being** - Recognising the here and now in children's lives. The early childhood years are not solely preparation for the future but also about the present.
4. **Becoming** - Reflects the process of change in children's identities, knowledge, understandings, capabilities, skills and relationships.

The EYLF has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Purposeful play is a powerful medium for learning and helps children make sense of their world. Play is an important part of your child's first years of life because it helps the "wiring" of your child's

brain. Children need opportunities to choose from a wide variety of activities, materials and equipment that will stimulate, challenge and involve them in interesting tasks.

Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

Loose Parts Play

Research tells us that the degree of inventiveness and creativity and the possibility of discovery are directly proportional to the number and kind of variables in it. To support this we have embraced a *Loose Parts* style of play in our outdoor environment.

A commonly used explanation for *Loose Parts* play is: materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. At VPPS we call these materials our 'precious junk'. Loose Parts play promotes independence, experimentation, resilience and creativity. It also provides endless opportunities for problem solving and critical thinking. Given the children will be engaging in this type of play, they may come home with a few minor bumps, bruises or splinters. This is how children develop resilience and learn how to alter their play if necessary. It is beneficial to learn to face the knocks and challenges of life and what better way to do this than through play!

Daily Program

The Kindergarten program revolves around learning centres so that the children are able to make choices about their learning. Young children do not learn in the same way as adults, they need to experience things in a concrete form through their five senses before they can translate this knowledge into symbolic forms. The carefully planned and structured play-based activities create an interesting, engaging and meaningful curriculum, that uses children's interests and questions as a starting point for effective learning. Through inquiry, your child is learning about the world around them and how he/she can fit within it.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the EYLF. The modelling and explicit teaching of social skills will help develop the children's self-awareness and self-control.

The main aim of our program is to make your child's first contact with school a happy and satisfying experience, which will help to establish positive attitudes to learning. We aim to encourage the development of your child's confidence, concentration and social skills, to foster their imagination and creativity and help build their self-esteem.

We provide a warm, positive atmosphere in our Kindergarten and allow children time to interact and learn with their peers and adults in a happy, relaxed, yet purposeful environment. We recognise that each child is unique and develops at his/her own pace and we observe each child in order to provide the appropriate environment to stimulate more learning.

2. Literacy

At Victoria Park we implement a strong oral language and comprehension program for all children. The children will be exposed to all phases of Phonological Awareness including syllable awareness, rhyme recognition and initial sounds. Recent research suggests that early knowledge of letters and sounds has a strong and direct relationship to success and ease of reading acquisition in later years. It is also very important that parents read to their child (children) every day in order for them to develop an interest in reading. Each year at the end of first term, all Kindergarten children will be assessed using the Screening of Communication Skills (SOCS) Tool. Early intervention can then take place for those children who display some difficulties with their oral language development, comprehension and communication skills.

3. Numeracy

Mathematical understanding in early childhood is integral to developing proficiency in numeracy. We teach the numerical concepts that are required for everyday life. We do this by providing opportunities for students to reinforce their mathematical learning in practical, everyday situations during play in whole group/small group and individual settings. Throughout the Kindergarten year, your children will be exposed to aspects of number, measurement and shape.

4. Social Skills

Another very important area of focus in Kindergarten is the development of social skills. Skills, such as negotiating, considering the needs of others and problem solving will develop throughout their school life. Kindergarten is often your child's first experience as part of a large group of children of a similar age.

- P.A.T.H.S.

The early childhood classes teach the P.A.T.H.S program that lays the foundations for lifelong social - emotional learning. P.A.T.H.S stands for Promoting Alternative Thinking Strategies. Children will learn how to do "Turtle" when upset, frustrated or angry as a way of dealing with their emotions in an appropriate manner. The curriculum is intended to help prevent or reduce behavioural and emotional problems in young children.

5. The Learning Environment

At Victoria Park we know that learning occurs both inside and outside of the classroom. The children become actively involved in planned and incidental learning to assist with their mental, physical and social/emotional development. The indoor and outdoor learning environments are organised and planned to engage children, making use of the natural and built environments. Activities promote independence and social interaction through structured tasks and intentional play opportunities.

6. Incursions / Excursions

During the year at Kindy we may be involved in some incursions (visitors/events within the school) and excursions (visits to places outside the school). Both are part of the educational program we provide at Kindy. If a cost is involved in these events, we will endeavour to give you as much time to pay as possible. If you experience difficulty paying for an event, please contact the school office manager.

All money paid to the teacher must be in an envelope with your child's name, amount enclosed and name of excursion written on the front.

3. GENERAL INFORMATION

Allergy Aware School

Victoria Park Primary School has a number of children with severe allergies to a variety of substances including food and insect bites. With this in mind Victoria Park Primary School is a Nut Aware School and it is vital that children **DO NOT** bring food items which contain nuts including Peanut butter, Nutella, Nut bars etc.

A record of dietary restrictions will be kept in the centre. Parents are responsible for keeping the teacher informed of any changes

Attendance and Punctuality

It is very important for young children that you collect them promptly as lateness can cause concern and uncertainty for your child, especially in the early days, when routine is still being established. If the primary care-giver is not collecting your child, please remind your child so they can anticipate who is picking them up. By informing the teaching staff we can reinforce this transition.

We advise that you drop your older children to the primary school before dropping your Kindy child. At the end of the school day, it is important to pick your children up on time as quite often school staff

have meetings to attend. Pick up your Kindy children first and then your older children. Your older children will be supervised by administrators as per current practices when parents are a few minutes late or are finding it difficult to park.

Consistent, regular attendance at Kindergarten is very important as this practice sets your child in good stead for the rest of their life at school. It is recommended that children do not take breaks during school times, unless of course they are unwell.

We also ask that if you are delayed and unable to collect your child on time, notify the school by phone so that we can dispel any fears in your child. The front office staff will email/telephone the Kindy teachers on a regular basis throughout the day.

Authorisation For The Collection Of Your Child

Kindergarten children are required to be escorted to and from their class by their parents or another known adult. ***SIBLINGS AND UNDER-AGED CHILDREN ARE NOT AUTHORISED TO COLLECT KINDERGARTEN CHILDREN - EVEN WITH PERMISSION FROM A PARENT OR GUARDIAN.***

Please make sure to fill out the "Child Collection Register" if someone else is picking up your child. We are not authorised to release your child to any adult without parental consent. Please note that authorisation may also be given by phone.

Birthdays

We love to celebrate birthdays or name days at the Kindergarten. If you would like to send in small cupcakes for your child to share with friends on (or near) their special day, we will have them at morning tea. Candles and matches are provided at school.

Communication

Newsletters are an important way that we communicate with parents/carers, as it provides up to date information on what's happening within the school and P & C activities. Newsletters are emailed to parents fortnightly on a Tuesday. It is very important that parents advise the school of changes to email addresses. Paper copies are also available from the front office.

Notices will be sent home regularly from both the school and the Kindergarten class. Please check your child's bag daily as important information may be missed. Notices will also be pinned up on the board outside the Kindergarten classroom

Victoria Park Primary School also utilises the app Flexibuzz to communicate with parents. Flexibuzz is a free app available to download via Playstore or iTunes. You are able to receive push notifications regarding important information from the school.

Head Lice

Head lice are spread from direct head-to-head contact with another person who has head lice. They are unable to jump or fly. If your child has headlice, please keep them home until their hair has been treated and their head is free from eggs and lice.

To minimise the risk of spreading headlice, ensure shoulder length hair is tied up and loose hair is clipped back.

Please advise us if a member of your family has head lice, as a note will be sent home to every family, explaining that a child with head lice/nits has been found in our room. This enables other families to check their child's hair.

Illness and Allergies

Minor playground injuries will be dealt with at school. However, if your child has an accident or becomes sick at school, every effort will be made to contact parents/guardians to arrange medical attention. For this reason, it is essential that the school has the most up-to-date contact details for you incl: phone numbers, email address and an additional emergency contact.

The Department of Education policy requires the school to be aware of students affected by illnesses such as Asthma, Diabetes, or Allergies that require treatment. If medication is to be administered, the office and teacher need to be notified, and then will seek clarification from the Principal. Permission notes for teachers and other staff members issuing medication need to be completed by parents and a doctor.

It is imperative that all allergies and medical conditions are noted on the enrolment form and the school office staff and teacher are informed so that a medical plan can be implemented if required.

If a child is ill – they should not be at school.

Kindergarten Times

Kindergarten begins at 8:45am and school pick up is at 3:00pm. For safety purposes children need to be accompanied by an adult until the Kindergarten centre opens. **It is a school rule that Kindergarten children and siblings do not play on equipment before and after school.** Parents are encouraged to stay for the first ten minutes of the day for puzzle and book time.

Laundry

Laundry will be sent home on a roster basis at the end of the week and will usually consist of towels, tea towels, aprons and occasionally some dress up clothes. Your support would be greatly appreciated.

Medical – Communicable Diseases

Information on the exclusion periods for communicable diseases are provided by the Health Department and are available on the school website. **Parents/carers are asked to notify the school immediately if their doctor has confirmed a diagnosis of the following:**

- Chicken Pox – exclude until all blisters have crusted. Usually about 5 days
- Conjunctivitis - exclude until discharge from eyes has stopped
- Measles – exclude for 4 days after the onset of the rash.
- Mumps – exclude 5 days after swollen glands
- School Sores – exclude until after antibiotic treatment has commenced.
- Head Lice/Nits – exclude until hair is treated and head is free from eggs and lice
- Rubella – return to school once symptoms have subsided, usually at least 4 days after start of rash
- Whooping Cough – exclude for 5 days after an appropriate antibiotic treatment or for 21 days from the onset of coughing



Morning/Afternoon Tea And Lunch

Morning tea, afternoon tea and lunch times are great opportunities for children to sit and chat quietly with a small group of friends. As well as fruit and vegetables, other healthy substitutes such as plain popcorn, cheese, sultanas, plain cracker biscuits and rice crackers could be included for morning and afternoon tea. There is no sharing of lunch food. For lunch we recommend a nutritious lunch that is easy to eat, eg. sandwich, bread roll or similar with suitable filling and one or two healthy snacks such as a small yoghurt, fresh fruit, cheese or plain muesli bar. Water is available at all times so please do not include juice or milk drinks with your child's lunch. In accordance with Health Department

guidelines we do not encourage lollies, chocolates, chips, chocolate coated muesli bars or the like as healthy snacks for lunch.

P & C Association

Victoria Park Primary School P&C is a school based organization whose membership consists of parents, teachers and interested citizens. They have two main roles within the school community. First to promote the interest of the school by bringing parents, students, citizens and teaching staff into close co-operation and secondly, to assist in providing resources, facilities and equipment to the school through fundraising.

Any member of the Victoria Park Primary School community can become a member of the P&C. The P&C meets twice each term on Monday nights at 7.30pm on Weeks 3 and 8. Our Annual General Meeting is held on the first meeting of the year and at this meeting all positions on the P&C are declared vacant.

Parent Concerns

Parents are encouraged to raise any concerns or issues that they have with the school to ensure that they are addressed in a timely manner. Please do not hesitate to make an appointment to see the teacher if you wish to discuss any matters concerning your child's progress, the program content or any other general queries or concerns. Should you wish to discuss matters further, then an appointment can be made with a member of the administration team to assist you with your concerns. We anticipate this will be a happy and rewarding association with our school for you and your child.

Parent Volunteers

Parent and carers involvement provides continuity for your child between home and the Kindergarten. Parents are encouraged to participate and assist in the Kindergarten in whatever capacity they can. A voluntary roster for parent help will be displayed on the noticeboard outside the Kindergarten room. Please write your name against a date that suits you. Your child will love you to be involved and in this way you can be part of the learning experiences we provide in the Kindergarten.

Volunteers will need to sign a Confidential Declaration form upon enrolment.

Parking

Parking is located in Planet Street, adjacent to the Early Childhood Centre. It is the responsibility of parents bringing children to school and collecting them after school to abide by the traffic regulations, such as not to double park, not to park across drive ways and not to park on the footpath. The Town of Victoria Park is very vigilant with parking surrounding the school and the Ranger is known to often patrol the area.

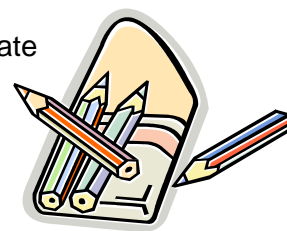
Personal Information

All personal information is stored safely and securely within the school. It is essential that parents keep all information up to date and notify the office staff of any changes to contact details, addresses, emergency contacts, medical details etc. An update on the information on the Admission Card is collected early in the year to ensure that the information we have is still correct.

It is very important that parents advise the teacher of any changes in the home situation that may cause undue stress or behaviour that is not usual for a child so that we are able to take it into consideration on any given day.

Personal Items List (Booklist)

These are items staff require parents to purchase for their children to participate effectively in the learning programs. Please put the children's items for personal use (Booklist Items) in a bag with your child's name on the bag and bring it in during the first 2 weeks. *Please do not name individual pencils, textas, etc.*



Parents are not obliged to use the listed supplier but please do not provide a substitute where specific items have been requested.

Recycling

If you have any valuable "junk" you feel we might be able to use in the Kindergarten, please bring it in. Please ensure items are clean and dry. We do not use milk or juice bottles, or empty toilet rolls.

School Board

The School Board is a legally formed body that, in partnership with our principal, is given powers to set and monitor the key directions of our school. The School Board is involved in reviewing the School Vision, School Performance and Allocation as identified in the Business Plan. In essence, the role of school board is one of setting the long term future for the school and maintaining oversight (not management) of the school's operation.

The board comprises nine members in total – 4 parents, 3 staff and 2 community members. The School Board meets twice each term on Tuesday afternoons at 2:00pm on Weeks 2 and 7.

School Nurse

The Community Health Department provides the services of a Community Nurse one day per fortnight (or equivalent). The nurse covers many health promotion activities at the school, including:-

- Screening students for health problems
- Backup and support of the school health education program.

Children identified are given regular follow-up checks. The nurse will see a child that either the teacher or parents are concerned about. Referrals to speech therapy and occupational therapy can be made through the school nurse.

School Psychologist

The School Psychologist usually attends the school one day a week. The School Psychologist is available to assist students identified by the class teacher. The role of the school psychologist is to support the school in the areas of student behaviour and learning difficulties.

The school psychologist works closely with the class teacher to identify causes for a student's difficulties and to develop appropriate programs to address these.

Parent and carer involvement and support are vital to the success of these programs.

Staff Car Park

The staff car park will be extremely congested with staff cars. Parents are not permitted to use it when picking up or dropping off their children. Parents are asked not to walk through the car park. Please use the footpaths provided.

Sun Safe

Students are encouraged to wear sunscreen and bucket/or wide brimmed hats during lunch and recess breaks. The school has a no hat – play in the shade policy throughout the year. We have a no **cap** policy at the school. Where no hat is provided, the child will be restricted to playing in an area that is under cover.



Toys

The Kindergarten has a variety of equipment, toys and games for the children to use each day. Children should not bring any toys or personal, precious items to school unless they have been requested for a particular reason. Parents please check with the teacher if you are unsure. Precious items from home can be accidentally damaged, broken or lost which can be very distressing to the child concerned.

Voluntary Contributions

Victoria Park Primary School requests a voluntary payment of \$60.00 per child per year. This money compliments the school's funding which is provided by The Department of Education. Details on the Charges and Contributions are available on our website and via the front office.

What To Bring To Kindergarten



Please label everything with your child's name.

- A child's carry bag or backpack, one that they can manage.
- A bucket hat or wide brimmed hat, with their name on it. No caps please. We are a Sun Smart school. The school policy is "NO HAT - NO PLAY", therefore children without hats will only be permitted to play in the shaded sandpit. Please put sunscreen on your child before they come to school.
- Morning/afternoon tea - One piece of fruit or vegetable per day of attendance. These will be cut up and shared amongst the children.
- Lunch - Please provide a healthy, nutritious lunch in an easy to open lunch box that has the student's name on the outside. (For great ideas for healthy and interesting school lunches, visit: [det.wa.edu.au/healthy food and drink](http://det.wa.edu.au/healthy%20food%20and%20drink)).
- A water bottle filled with water only – no juice or milk please. Please ensure bottle is clearly labelled with the student's name.
- A change of clothes in case of accidents - There will be messy play from time to time so we suggest your child wear suitable clothing that can also be easily undone for toilet visits. The uniform shop has a number of old Kindy T-shirts and we'd recommend that you purchase one or two of these for messy play

SUPPORTING YOUR CHILD AS THEY TRANSITION INTO KINDERGARTEN

- Establish positive habits and routines at home. Starting the day at the same time and following a routine helps your child learn what steps come next as they get ready. Just as a similar bed time each night with a story is a lovely way to end the day.
- Encourage your child to dress and undress themselves. You can help your child by dressing them in clothes that are easy for them to manage.
- Follow a routine when using the toilet. This includes going to the toilet independently, flushing the toilet and washing and drying hands.
- Give your child lunch that is easy for them to eat or they have had practice eating by themselves. Give them practice opening and closing their own lunch box and drinking from their drink bottle. If you, as an adult, have difficulty with their lunch box or drink bottle it is worth purchasing new ones.

- Encourage your child to pack away their toys when they have finished playing. There are times during the Kindy day when we have to pack away to prepare for what is coming next. All children participate in this process and it is something you can practice at home.
- Give your child responsibility for packing their own Kindy bag. You can give them a checklist with pictures (like the one below) to remind them what they need.
- Encourage your child to ask for help if they need it.
- Discuss rules with your child. Explain that there are rules at Kindy just like there are rules at home. They may be different but rules are there so we know what is expected and to ensure that everyone is safe.

	Hat
	Drink Bottle
	Lunchbox
	Crunch and Sip

1. WHAT CAN YOU EXPECT?

First days at anything new can be a little daunting for all of us, as well as being very exciting. Please remember that it is normal and appropriate for children to be a little unsure, just as it is for you, the parent. We will do our best to help the first days to be as stress-free and enjoyable as possible.

2. HINTS FOR STRESS-FREE EARLY DAYS

- Avoid big build-ups as the unknown can be frightening.
- Talk about the first day but do not push conversation if your child is unsure.
- As hard as it is, try to avoid prolonged goodbyes! If your child is getting upset reassure them you will be back on time to pick them up and then leave. A prolonged goodbye only escalates the tears. Children usually settle quickly and we always call to let you know how they are!
- Cuddles.

3. WHAT TO DO

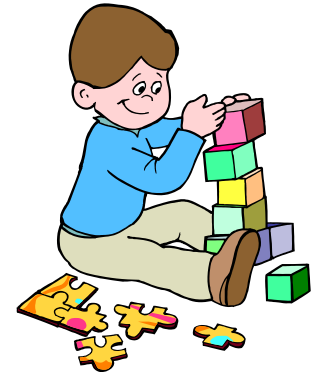
- Arrive on time but not so early that there is a long wait for Kindy to open
- Place their bag on their named bag hook and place the requested supplies in one of the plastic bags provided and write your child's name on the bag. Once inside we will greet your child and give them a nametag, then they can go to the puzzles/book mat. Parents are encouraged to stay for the first 15 minutes or so. A bell will be rung when it is time for parents to leave.
- Return to collect your child **PROMPTLY AT PICK UP TIME**. Please wait outside the kindergarten classroom. We will dismiss children one by one to ensure safety.



WHAT DO I LEARN AT KINDERGARTEN?

Firstly and most importantly:

- ❖ I learn to be away from my parents – and this may take some time.
- ❖ I learn to work with teachers and other adults.
- ❖ I learn to work with a large group of children.
- ❖ I learn to work alone.
- ❖ I learn to share and cooperate.
- ❖ I learn simple routines and rules.
- ❖ I learn to complete an activity.
- ❖ I learn to be independent BUT not afraid to ask for help.
- ❖ I learn to select and choose.



I NEED TO LEARN ALL OF THESE SKILLS
TO GROW INTO A HAPPY, HEALTHY PERSON

Remember – I will learn at my own rate and this may be faster or slower than others!

I need to learn about the world around me by:

- ❖ Finding out what things are called.
- ❖ How they work.
- ❖ Where they come from.
- ❖ What they are made of and who makes them.
- ❖ How they feel, taste, smell, look and sound.
- ❖ Finding out if they will hurt me.
- ❖ Watching things grow and develop.



I MAY GET DIRTY, WET OR EVEN A LITTLE HURT
WHILE I AM FINDING OUT ABOUT THINGS...
BUT IF I MAKE A DISCOVERY THEN
IT'S BEEN WORTH IT!

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 successful activities to let off steam

BEFORE I CAN LEARN TO READ...



I need to know:

- ❖ What a book is.
- ❖ That it contains words and pictures.
- ❖ That words can be read.
- ❖ That a book has a beginning and an end, a back and a front.
- ❖ I may begin to understand that reading (and writing) is done from left to right, top to bottom, and that each printed word represents one spoken word.
- ❖ I need to learn to love and care for books in order to want to read.
- ❖ I may not learn all of these things before I am five, but I will learn some.

*My language and listening skills
grow with lots of stories, poems,
singing, puppets, games and music.*

BEFORE I CAN LEARN TO WRITE...

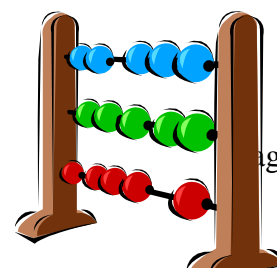
I need to:

- ❖ Know what happens when I put pencils or paint to paper.
- ❖ Be able to hold a pencil comfortably.
- ❖ Have time to scribble and draw shapes before I am able to draw things or write letters. This may take a long time.
- ❖ Enjoy drawing or painting in order to learn to write.
- ❖ Learn about letters and words – how they are formed and what order they go in.
- ❖ I need lots of praise and encouragement even if you cannot make out what I have created.
- ❖ I'll need lots of practise, plenty of paper, paint and pens.



BEFORE I CAN LEARN MATHEMATICS...

I need to:



- ❖ Know the names of numbers.
- ❖ Be able to say numbers in the right order.
- ❖ Match each number with the correct amount of things.
- ❖ Know the names of shapes and colours and be able to match them.
- ❖ Put things that are alike into groups.
- ❖ Learn that things can be put in order. Eg. From smallest to biggest.
- ❖ Learn about size – more, less, big, small.
- ❖ Learn about weight.
- ❖ Learn about space – in, on, behind, under, through
- ❖ Learn that some things are constant.

We Learned It All In Kindergarten

BY ROBERT FULGHUM

Most of what I really need to know about how to live, and what to do, and how to be I learned in Kindergarten. Wisdom was not at the top of the university mountain, but there in the sandpit.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life. Learn awhile and think awhile, and draw and sing and dance and play and work awhile every day.

Take a nap in the afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up, and nobody really knows why, but we are all like that. Goldfish and hamsters and white mice and even the little seed in the plastic cup – they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: *look*.

Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all had bickies and milk about three o'clock every afternoon and then lay down for a nap. Or if we had a basic policy in our nation and other nations always to put things back where we found them and clean up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.