

# Braeside Primary School

Kindy 2024



# Staff



**Mr Geoffrey  
MacNicol  
Principal**



**Mrs Nerida  
Campbell  
Deputy  
Principal**



**Mrs Jamie-lee  
Flugge  
Wednesday &  
Thursday  
Teacher**



**Miss Brie  
Jackson  
Monday  
Teacher**



**Mrs Barb  
Woods  
Front Office**



**Mrs Kerry  
Hartley  
Front Office**



Starting kindergarten is an exciting and important transition for you and your child!



This session is designed to help make the start of you and your child's early learning journey positive and easy.





As your child's first teacher, the role you play is vital. Children learn many important things before they start school.

Regardless of their ability or developmental stage, your child brings all their existing learning and unique experiences with them when they start kindergarten.

At kindergarten, they build on this learning to shape the foundation for their education journey.





# Getting ready

What your child needs



A bag



A hat



A water bottle



A lunchbox  
with lunch and  
some snacks



A change  
of clothes  
including socks  
and underwear



## Toilet Training



We understand that toilet training is developmental, and some students may start Kindy still requiring individual toileting assistance.

We are happy to support such students with an individualised toileting program. Please let your child's teacher know if your child requires toileting support and arrange a meeting with them to develop their individual toileting plan.

We request that if a student requires a toileting plan, that the following is provided by parents/carers:

A toileting bag to be kept in the classroom for your child, which contains:

- several changes of clothes including underwear and socks
- a packet of baby wipes
- nappy bags (wet and/or soiled items will be bagged and sent home at the end of the day)
- a bag of pull-ups in your child's size.

We request that students requiring more than underwear use pull-ups in Kindy to enable safe and easy changing and to maximise your child's independence and participation in the toileting process.



# Our Kindy Day



	<b>Monday- Miss Brie Jackson</b>	<b>Wednesday &amp; Thursday- Mrs Jamie-lee Flugge</b>
8.35	SIREN - Doors open - parent/carer play & learn	SIREN - Doors open - parent/carer play & learn
8.55	SIREN - Start of learning program	SIREN - Start of learning program
8.55	STEM- Science, Technology, Enterprise and Mathematics	Literacy Rotations & Café
10.55	Recess	Recess
11.15	Health- Aussie Optimism program	Numeracy Rotations
12.55	Lunch	Lunch
1.30- 1.45	Extended Play	Extended Play
1.45- 2.00	Quiet rest	Quiet rest
2.00	Open-ended Investigation	Open-ended Investigation
3.15	Dismiss to parents/carer	Dismiss to parents/carer

In 2024, Kindy will be attending all assemblies. These are every odd week of term. Families are more than welcome to attend.



Parents/Carers must wait with their child outside until the classroom doors are opened at 8.35am.

Please remember your child is your responsibility outside the classro

Parents/carers are asked to have their children at Kindergarten on time for the beginning of the learning session at 8.50am.



When arriving at Kindy at the beginning of each session, please help your child to:

- \* put away their bag in the correct place
- \* place their fruit in the bowl
- \* put their drink bottle and home folder away
- \*do a puzzle, read a book or do an activity together

We love to foster independence in Kindy! Try let your child do as much as they can by themselves 😊





# Learning

In kindergarten, children learn through play – their learning builds on what they have learned at home and in other settings.

Learning programs in the early years are shaped by the five outcomes of the Early Years Learning Framework and WA Kindergarten Curriculum Guidelines:

- children have a strong sense of identity
- children are connected with and contribute to their world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators.

Kindergarten teachers are responsive to children's ideas and play when planning learning activities.








## Indoor Investigation Plan

## Room 1

## Week 1,2,3

Learning Centres	STEM	Large Construction	Sensory/Fine Motor	Painting	Literacy	Mathematics	Light Table
<p><b>Learning Intentions:</b></p> <p><i>For the children to learn, practice, develop, explore and investigate</i></p>		Cooperate, turn taking, sharing equipment as part of a group. <b>Knowledge &amp; appreciation of the environment:</b> talk about buildings in the environment	Use small muscles in hands and fingers to create Explore the feeling of different mediums		Recognise own name and the letters needed  Recognise upper and lower case letters  Form some letters of the alphabet	Recognise, write and count numbers 1-10  Order numbers	
<b>Provocation</b>	N/A	Block corner and wooden discs with construction hats and jackets  cars	Making faces using cork boards and various loose parts  add feelings book	N/A	Upper/lower case letters on shells to make names. Name cards and white slips to write names  Add stamps to make names in a different way	Gumnut numbers and various loose parts to count. 1-6 number columns, clipboards to record numbers  Add subitising gumnuts	N/A
Learning Centres	Home Corner	Science/Nature	Small World	Tinkering	ICT	CAFE	Inquiry
<p><b>Learning Intentions:</b></p> <p><i>For the children to</i></p>	Co-operation with others when joining in and creating imaginary games  Use imagination to create games, role play experiences  Develop social skills for social interaction	Using the senses to explore natural materials	Use imagination to create role play experiences Use knowledge of the world around them to act out scenarios	Manipulate objects to take apart and put back together  Persist when faced with challenges  Engage in complex fine motor skills	Experiment with different technologies	Show an awareness of healthy lifestyles a nutrition  Engage in hand washing practice	
<b>Provocation</b>	Home corner with table setting, food, oven, sink, etc  Babies, clothes and bed	Leaves, feathers, paperbark, magnifying glass  Cinnamon quill, spice jars	Wooden people, furniture, hexagon box, plastic grass squares  Bedroom furniture	Nuts and bolts of various sizes with screwdrivers, tin with holes	Introduce listening post	Daily café with shared fruit, PP children to use and wash up their own plate, put back on the trolley.	N/A

Learning Centres	Water /Sand Play	Painting & Creating	Large Construction	Imaginative & Role Play	Gross Motor Obstacle Course	Gross Motor Other	Water Play
Location	sandpit	Grassed Area		Under the Trees on the grass up near Rm 13	Obstacle Area		Lawn area
<p><b>Learning Focus</b> For the children to learn, practice, develop, explore and investigate.</p>	<p>Cooperate, turn taking, sharing equipment as part of a group. <b>Physical-</b> Fine motor: pushing, digging Sensory: Add water <b>Knowledge &amp; appreciation of the environment-</b> talk about building sites, make physical features (roads, tunnels)</p>  	<p>-sensory, exploratory, manipulative play  -body and space awareness -fine and gross motor</p> 	<p>Develop curiosity, cooperation, confidence, creativity. -Transfer and adapt what they have learned from one context to another. -Learn through connecting with people, place, technologies and natural and processed materials</p> 	<p><b>Taking care of others</b>  <b>Personal, social, emotional:</b> express themselves, explore language, role play home</p> 	<p><b>Obstacle Course/track</b> Mat-front roll Tunnel 4x hula hoops Balance beam Climbing frame</p>	<p>Bucket of balls  -gross motor kicking, stopping, -Taking turns</p>	<p>Water funnel set  -Pouring and filling -creativity -taking turns -cooperation</p>
Provocation	<p>-Balance beam or small long flat wooden blocks depending on sandpit avail. -trucks, diggers -spades</p>	<p>-bubbles in small dishes -small bubble blowers -large rope bubble (Nicole to provide) -Tuff tray</p>	<p>-buckets -shovels -trowels -blocks -make up some mud in large bucket</p>	<p>-dolls -sponges -shaving cream -detergent added to water -towels to dry -pegs -clothesline -tuff tray stand</p>	<p>-mat -tunnel -hula hoops -balance beam</p>	<p>-Bucket of balls on the grassed area</p>	<p>-Water funnel set in tub -2 buckets of water beside it</p>

A quiet reading area needs to be set up each day. Set up the tent with cushions and a basket of books.



Our approach to teaching, planning and learning in Kindergarten emphasizes the importance of the development of personal and social skills, physical development, language development and problem solving skills through:

- Activities that integrate experiences across learning and subject areas.

- A curriculum that provides our students with experiences that encourage cooperative play and experimentation, observation, manipulation and exploration of objects, materials and technologies and physical movements.

- Providing our students with frequent opportunities to explore their world by making, building, designing, drawing and performing.

Experiences that incorporate or lead to activities involving discussing or labelling, describing and classifying which draw on sensory experiences.

- An emphasis on identifying and investigating categories, patterns and variations as the foundation for more abstract thought.



## Early Intervention



Early childhood intervention is all about giving children with development delay, and their families supports to enable the child to have the best possible start to life. A referral to the Child Development Centre (CDC) may be something we talk to you about if we feel this is a necessary next step. The CDC provides a range of assessment, early intervention and treatment services to children with developmental delay or difficulty that impact on function and participation. We will work with these teams to plan a plan for you and your child. The team of clinicians include:

- speech pathologists
- occupational therapists
- physiotherapists
- social workers
- clinical psychologists
- paediatricians
- therapy assistants
- audiologists
- nurses



As a parent or carer, you play a vital role in your child's learning. Building a positive relationship between home and school plays an important part in the education of your child. Effective communication is the key to the success of the relationship.

Our teachers welcome any questions or discussions about your child or the Kindy program. Please make an appointment time with you child's teacher.

Please also join our school Facebook page and P&C Facebook Page.

