NUWARRA PUBLIC SCHOOL

KINDERGARTEN PROGRAM

HINTS FOR HELPING AT HOME
Beginning school for the first time is a big step for you and your child. It is often the first time they have left the security of their home. For some children it is easier than others. We realise sometimes difficulties do occur. Please do not hesitate to speak to your child’s class teacher, the office staff, a member of the Executive team or the school counsellor for help or advice. We are only too happy to assist.

Develop in your child the ability to:

- Repeat their name and address
- Play with other children and take turns
- Recognise and care for their own belongings
- Take off and put on jackets and jumpers
- Tie up their shoe laces
- Cover their mouth when coughing
- Use and flush the toilet (including a urinal for boys)
- Wash their hands
- Use a handkerchief or tissue
- Recognise their own name

Let your child practise:

- Opening and closing her/his school bag
- Unpacking and eating recess and lunch - especially lunch boxes, drink bottles, putting straws in poppers etc.
- Greeting people
- Not interrupting conversations
- Saying please and thank you
OUR KINDERGARTEN PROGRAM

You, as a parent, are your child’s first teacher. In the first few years there is a great deal of learning occurring at home. Language as well as other basic living skills are learnt. Parents provide the foundations on which teachers build.

BEST START

The Best Start program involves Kindergarten students completing a series of oral, practical assessment tasks to determine their Literacy and Numeracy skills level upon entry to school. This will allow your child’s teacher to develop relevant learning programs that will enhance their academic progress. These assessments will take place in Week 2 allowing the teachers and students a few days to become familiar with each other prior to the activities. The teachers will then evaluate the students’ results and reports will be given to parents during Term 1.

Parents may wish to discuss these reports with their child’s teacher. The teachers will use the results to develop learning programs to consolidate and extend the students demonstrated skills and knowledge in relation to the Literacy and Numeracy learning continuum. The students will continue to be assessed through classroom observations and completion of learning activities. Further reporting to parents will take place at the end of Semester One and Two.

AT NUWARRA WE PROVIDE:

- A stimulating environment that motivates the children so they want to learn.
- A welcoming and caring community where people of different ages can help children to learn.
- Positive values and attitudes.
- Learning experiences that cater for children developing at different rates.
- Learning experiences that provide essential skills.
WHAT HAPPENS IN KINDERGARTEN? 
HOW CAN I HELP MY CHILD AT HOME?

These are two commonly asked questions. The following pages show how school and home activities can complement each other and assist your child’s development. Depending on your child’s interest and ability levels you may like to begin some of the following activities before your child starts school.

ENGLISH

TALKING AND LISTENING

School

Language is the basis for all learning. Teachers will provide opportunities for children to talk and listen in a variety of situations. They will learn through experience to develop their speech. They will develop their listening skills as an individual and as a member of an audience.

At Home Encourage Your Child To:

- Follow instructions
- Talk about experiences
- Ask and answer questions
- Greet people
- Deliver a message
- Tell stories and jokes
- Interrupt conversation politely

HANDWRITING

School

Teachers encourage children to develop good hand writing techniques by using correct pencil grip and posture. Children are provided with many activities that develop fine motor control skills. Children use a variety of media e.g. brushes, crayons and thick-barrelled pencils.

Home

- Encourage drawing and painting activities.
- Provide dough for modelling.
- Encourage building with small construction toys.
- Use correct letter formation – NOT CAPITALS
WRITING

Writing is the composing of ideas and putting these ideas down on paper.

School

Teachers encourage children to write as a process. This process involves talking, writing down rough drafts and then editing the writing to be published by hand or computer.

Home

• Let the children see you write eg. Letters, shopping lists, names.
• When children draw pictures ask them to tell you about them and then write their stories.
• Let children write at home.
• Be an interested listener.
• Praise writing done at school.

READING

School

Teachers know that a child’s ability to read begins with the language experiences in the home. The more children love books the more chance they have of learning to read. In the early stages of reading teachers often write down stories and comments said by the child and this is part of the reading program. Teachers also use large books for Shared Reading Activities. These books develop reading skills such as recognition of book parts, reading from left to right, top to bottom, use of pictures clues, word recognition, language concepts and comprehension. As children develop reading skills “Home Readers” will be introduced.

Home

• Read together as often as you can.
• Ask questions about the books you are reading together.
• Recognise and read signs, posters etc.
• Praise every effort for reading.
• Visit the library to borrow books and join in activities.
• Give books as presents.
• Have a bookshelf of children’s books.
• Encourage your child to use the school library regularly.
• Relate book themes to personal experiences.
MATHEMATICS

School

There are 6 main strands of the Mathematics Curriculum.

• *Working mathematically* - children ask questions, give explanations, make generalisations and provide descriptions of mathematical problems and solutions.

• *Number* - children learn to count, order, read and represent numbers. They explore addition, subtraction, division, multiplication and fractions.

• *Patterns & Algebra* - children learn to recognise, create and continue increasing and decreasing number patterns

• *Data* - children learn to represent and interpret data displays

• *Measurement* - children learn to describe and compare area, capacity, volume, mass and time.

• *Space & Geometry* - children manipulate, sort and represent three dimensional and two dimensional shapes. They describe position as well as giving and following directions.

Teachers provide a variety of “hands on”, writing and discussion activities that develop, consolidate and extend the children’s understanding and knowledge of mathematics. They are encouraged to develop problem solving skills and the ability to explain their solutions.

Home

• Encourage children to make use of maths in every day family activities eg. shopping and cooking.
• Encourage hobbies that require mathematics eg. Lego, Mobilo, Snakes and Ladders.
• When helping with mathematical problems use objects to help solve eg. buttons, sticks etc.
• Show the importance of estimating.
HUMAN SOCIETY AND ITS ENVIRONMENT & SCIENCE AND TECHNOLOGY

School
The basic skill developed in these areas is inquiry. The children make inquiries about people and groups in the environment. They also are led to observe the physical world around them, to pose questions and devise investigations.

Home
- Encourage children to have a natural curiosity.
- Foster attitudes of tolerance, cooperation and compassion when discussing different social issues.
- Encourage children to think at their own level as to why things are the way they are.

CREATIVE ARTS

Visual Arts

School
Children learn the techniques of composition, design, construction of art work, along with the skills involved with such activities.

Home
- Allow children to develop skills of cutting, pasting, drawing (pencils, crayons, paint).
- Allow children to create using everyday materials.
- Express interest in their creations.

Music

School
Teachers encourage children to enjoy music. A balanced music program has:

- Listening in ways that develop awareness and genuine appreciation.
- Performing through singing, playing and moving.
- Organising sound and the making of music by the children.

Home
- Encourage children to make music.
- Encourage singing.
- Play tapes, CD’s, videos that the children enjoy.
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

School

Teachers assist children to develop their knowledge, attitudes and skills necessary for a safe, healthy and active lifestyle.

Home

- Ensure children have a healthy diet.
- Develop good sleeping habits. (At least 10 hours for young children, 8 to 9 hours as they get older).
- Encourage outdoor games and activities that involve catching, throwing, kicking pedalling etc.

IMMUNISATION OF KINDERGARTEN STUDENTS

Your child’s Immunisation Certificate should be given to the school by/on the first day of enrolment.

There are many childhood diseases such as diphtheria, tetanus, pertussis (whooping cough), poliomyelitis, measles, mumps, rubella, meningitis and meningococcal.

If there is an outbreak of a disease that your child has not been immunised against he/she will be excluded from school attendance until the outbreak is over. This is in accordance with the Public Health Act 1991.