

## **Within the kindergarten's play-based curriculum how is the development of early learning, particularly within the literacy and numeracy domains, supported?**

We have learning experiences which support, expose and help children to develop their knowledge of and understanding of literacy and numeracy tools and strategies. Math concepts and strategies include number, patterns, sequencing, counting, seriation and measurement – just a few!

When it comes to literacy, and more specifically writing, while we support children who show an interest in writing, we do not ‘teach’ them to write. Learning of literacy and numeracy occurs through many open ended play experiences - drawing time; take turn games; playing dominoes; doing puzzles; reading A LOT of stories; making picture story books where children tell you about their collection of drawings and you scribe or write what they tell about the drawings; doing some cooking where they learn to measure, see numbers, estimate, make lists, see you following a recipe; building with some blocks; counting how many steps it takes to get to somewhere.

## **What does the kindergarten program look like in regards to routine/s and flexibility?**

At Coronation Kindergarten we follow a flexible routine during our day based on the three playing and learning ‘blocks.’ Where we do these blocks of play and learning is often dependent on the weather and the dynamics of each group. At this time of the year, we typically begin each day inside with playing and learning until approx 10.30am, followed by Group time and snack. After snack, we have a long play outside, exploring our environment in fixed and mobile play spaces. We have a purpose-built cubby for dramatic and role play, and an expansive lawn area for ball games and running, as well as the favorite swings, sandpits and climbing areas. We often have lunch outside and another intentional teaching group time. After lunch we have another play and learn block (usually quieter learning experiences inside) before stories and songs to finish our day.

## **What type of excursions/incursions are included and how are these experiences linked to the kindergarten program?**

Throughout the year, we incorporate several incursions and excursions into our program to support the curriculum. Some of our regular visitors include North East Health Dental Service - assisting the children’s understanding of Oral Health and Hygiene, and supports our Healthy Bodies – Healthy Minds program. We have ‘Kid’s Yoga’- a six week program run by a qualified Yoga instructor, supporting the Mindfulness program we embed in our daily practice.

We incorporate a visitor from North East Water who works with the children in developing their understanding of the Water Cycle, and preserving this precious resource. This is followed up by children’s entertainer Pete the Plumber.

We visit Traffic School in Term 3, consolidating children’s knowledge of pedestrian, passenger and traffic safety, which is incorporated into our Traffic Safety program. Other incursions include the Emergency services, Drama Toolbox, Reptile Encounters, and Waterbug Detectives depending in the children’s interests and availability.

## **How does this kindergarten support the needs of children who are experiencing difficulty separating from their parent and/or the additional needs of children?**

We have a number of strategies we work on in consultation with parents to overcome any apprehension about coming to kindergarten. Sometimes the plan is simple – parents stay until their child is settled at a learning experience. Sometimes we use timers or the iPad, with parents indicating how long they can stay, and when the timer goes off – it’s time to leave. This offers time for children to settle and know that parents will leave, but they will always come back. If distressed, staff are skilled and experienced at ‘peeling away’ and comforting children (and parents!) until they settle. On rare occasions, a transition plan can be developed between teacher and parents, sometimes including shorter sessions or later arrivals until the child is comfortable.

We work closely with parents and specialist children’s services to develop the best learning and development plans for children with additional needs, and where necessary, assist in the application for additional funding.