

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

Literacy and numeracy domains are used in both intentional teaching practices and free play experiences.

Rich dramatic and imaginative play areas are set up for children to develop scripts of play alone or with their peers. These enable children to develop oral language and storytelling skills.

Pen and paper with clipboards and other writing support materials are included in play areas for children to use their pre-writing knowledge to write shopping lists, letters, maps, family names etc.

Large group story time is scheduled at the end of each day; traditional stories are used for drama, for puppets and for drawing.

Numeracy is planned for in play experiences and in natural conversations with children. Areas planned for include, sorting, number, shape, measurement and spatial awareness.

The fortnightly program has details of planned literacy and numeracy programs. Families are emailed weekly to give them a snapshot of what is happening in the program.

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

The routine of the day includes a block of indoor play, a block of outdoor play, progressive snack, group lunch and 3 large group times music/drama/discussion, yoga/meditation/mindfulness and story time.

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

Moyhu value the rich community that we live in and we use this community to enrich our program by visiting valued members of our community including the C.F.A shed, Police Station, RazzaaJazz Dance Studio, Moyhu Gym, Ineeta's Café and the General Store. We also visit Wangaratta Hospital and Traffic School.

Incursions include Wildlife Exposure, Melbourne Museum Outreach Program, Flying Book Worm and local school visits.

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

Moyhu believe in establishing a primary care giver to support children experiencing difficulty separating from their parents. We believe that secure attachment relationships support children to develop effective emotion regulation and are the foundation for social competence. The educator takes on this role because at the start of the day the early childhood teacher is often busy talking to families. Families are advised of this plan at their introduction interview.

Children with additional needs are welcomed at Moyhu. We have been successful in getting grants to set our Pre-School up so that it is accommodating to children with additional needs. Applications with families are made for children requiring additional support and local agencies are used for referrals where necessary.

At all times family input is valued as Moyhu sees the family as the first and primary teacher of their child who knows their child best.