



Beaumaris
Primary School



EARLY CHILDHOOD BOOKLET

Beaumaris Boulevard
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WESTERN AUSTRALIA

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BEAUMARIS EARLY CHILDHOOD CENTRES

Kindergarten: K1 Mrs Janet Gillespie
Kindergarten: K2 Mrs Chantal Lemmer
Pre-Primary: Allocations are made at the beginning of 2011

HOURS & GROUPS FOR KINDERGARTEN:

K1A & K2A	Mondays	8:30am to 2:30pm
	Wednesdays	8:30am to 2:30pm
K1B & K2B	Tuesdays	8:30am to 2:30pm
	Thursdays	8:30am to 2:30pm

TERM 1 – Weeks 1 & 2

Two half day sessions per week 8:30am to 11am

TERM 1 - Weeks 3 & 4

Two half day sessions per week 8:30am to 12pm

Non-contact day for staff is Friday.
Kindy children **DO NOT** attend on this day.

HOURS FOR PRE-PRIMARY:

TERM 1 - Weeks 1 & 2

8:30am - 12noon **or** 8:30am - 2.45pm - (**Wednesday early finish 2:30pm**). Parents have the option of only sending their children for half a day in weeks 1 & 2.

TERM 1 - Weeks 3 - 10

Monday to Friday 8:30am - 2:45pm (full time) - (**Wednesday early finish 2:30pm**).

Punctuality:

Please ensure that your child **arrives on time** and is **collected promptly each day**. Staff have tasks to perform before and after sessions, so your co-operation is appreciated. A child quickly becomes distressed if parents are late and the other children have gone. Please remember five minutes seems a long time to a five year old. If for some unexpected reason you are delayed in collecting your child, it is expected that you telephone the centre on 9300 6444. **Children need to be accompanied to the door (when open) at the beginning of each session by a parent or nominated adult and collected at the door at the end of the session.**

Written notification is required if someone other than yourself is picking up your child, such as Day Care Centres, friends and other family members.

Parent Roster:



A child's view of his/her early childhood education will be greatly influenced by his/her parents. If parents recognise and understand the value of play as an essential element of healthy growth and development, then a child will also adopt a positive outlook to the new learning environment. Parents are invited to nominate a time on the Parent Roster, which is displayed on the notice board. One parent is rostered to each session. **Please put your name down** no more than twice a term so that everyone is able to have a turn. Dads and Grandparents are also very welcome to join us on roster. Parents on roster assist with the planned activities eg woodwork, art, cooking, etc. At other times, parents can become involved by assisting on special days or excursions. P/1 parents maybe asked to help in a specific activity session (eg maths/reading etc).

Laundry Roster:

This may involve the washing of children's aprons, tea towels, hand towels and dress-up clothes. You will be asked to volunteer at least once throughout the year. Ironing is not necessary.

Library:

Each week Pre-primary will visit the school library allowing children to borrow a book. Children require a library bag to carry and protect books borrowed. These bags are available from our uniform shop in faction colours. If children forget their book they will be unable to borrow another until it has been returned.

School Nurse:

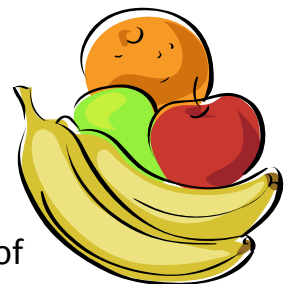
We have a School Nurse who will screen the Kindergarten children for visual and auditory problems during the year. She will only do so with your written permission, when you fill out your child's Medical Card. The school nurse and the school **requests that all long hair be tied up to aid in the control of head lice.**

School Dental Clinic:

All pre primary children are screened by the school Dental Health Service during the course of the year.

Fruit for Kindy:

One piece of fruit is required each day of attendance and is to be placed in a bowl on entry. The fruit will be cut up and shared amongst the children. Dried fruit, cheese, carrot, tomato, capsicum, cucumber, celery and sultanas make an Interesting change. Teachers will also organize other foods to be available. The children may avail themselves to drinks of water during the day.



Fruit for Pre-Primary:

One piece of fruit is required for each day of attendance and is to be placed on a bowl on entry. The fruit will be cut up and shared amongst the children. Dried fruit, cheese, carrot,

tomato, capsicum, cucumber, celery and sultanas make an interesting change.

Clothing:

For Pre-Primary children it is a requirement for them to wear the appropriate school uniform. Kindergarten children are to wear casual play clothes. Please don't send your child in good clothing! **No matter how careful**, accidents do happen. If the children are wearing good clothes it restricts them in their choice of activities. **Please label your child's shoes, jumpers, hats etc.**

We ask children to remove shoes for some outside activities in the Kindy & Pre-Primary play yards. Children are asked to place their shoes and belongings in their bags if taken off. Children are encouraged to be responsible for their own belongings. Please *teach your child* to remove and put on footwear *by themselves*. There is a **'NO HAT, NO PLAY'** rule for Early Childhood students. Children require a hat for outside play every day of the year.



Toys:

Children are NOT to bring toys or money to Kindergarten and Pre-primary! However, items of special interest such as nature specimens, or items relating to the particular theme being studied are most welcome.

Lost Property Box:

Each day all unclaimed articles are placed in a box near the entrance to the classroom, please check through it from time to time, and the lost property boxes of the other centres.

Lunch:

Each child is required to bring his or her lunch to school. **Only** children in Pre-primary may order from the canteen. Please provide lunch boxes and wrapping that **do not** require adult assistance.

Birthdays:

On the nearest school day to your child's birthday, parents may bring a birthday cake for their child. Individual patty cakes are preferable. This is an optional activity.

Home Situation:

Home situations have a great influence on children. Parents may wish to notify teachers if there is any change in the normal routine at home, such as a parent in hospital, a death in the family etc. The child's attitudes or emotional well being may be affected. Confidentiality is assured.

Interviews:

Parents concerned about their child's educational progress in any way, are urged to share concerns with the teacher as soon as possible. The staff will make themselves available to discuss problems or concerns; and to keep parents informed on events happening within the centre.

Notice Board:

Please check the class notice board every day as notices, items of interest and details of the program will be regularly displayed.

School Bags:

A **large** bag is needed to take home all the children's "works of art" and for storing lunch boxes, shoes, clothes and so on. Please check your child's bag DAILY for communication notices.

Writing Skills:

It is important that children of this age be encouraged to use the wide **FORMATIVE** pencils and fat crayons until a correct holding grip is established. Continual use of the incorrect grip can lead to writing problems later on. Please find below a copy of the Victorian Cursive Printing form taught to children in Western Australian schools, should you wish to teach your child how to print his/her own name.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

Scrap Materials:

The early childhood centres can use your scrap materials in the most creative ways - ***Don't think you are getting rid of all of this; it will come back reformed into a creative masterpiece!***

boxes	leather	feathers
egg shells	pop sticks	ribbon & lace
shower curtains	foam rubber	clean containers
materials	cardboard	yoghurt/yogo containers
wool	ice cream containers	felt pieces
wallpaper	butchers paper	marg. containers
sequins/beads	plastic table cloths	drinking straws
old cards	contact	utensils
cotton reels	old pots & pans	buttons
corks	dressing up clothes	

Early Childhood Education Program:

The Kindergarten and Pre-Primary Programs are play based and are structured to continue the development of the child's SOCIAL, INTELLECTUAL, EMOTIONAL & PHYSICAL Development. These skills are important pre-requisites for later formal learning.

"Play" is a child's way of learning and working. in the pre-primary learning is based on actual experience, and thus the pre-primary provides hands on involvement to develop all the different curriculum areas.



Early Children Education Program Learning Areas:

Outdoors

The emphasis here is on large body movements - running, jumping, hopping, skipping, crawling, balancing, climbing, walking, throwing and catching. Maths is also present with such concepts as distance, height, spatial concepts (over, under, etc), direction and speed. Children may play by themselves or co-operatively.

Water play and sand play develop lots of vocabulary and are satisfying for the children as they place no demands on them. They also involve a lot of maths and science concepts - capacity, adhesion, volume, displacement, mass, weight, fluidity, impression, area, texture, air pressure, gravity, flotation, estimation, surface tension, floating and sinking. Sand and water play also develop fine motor skills.

Home Corner

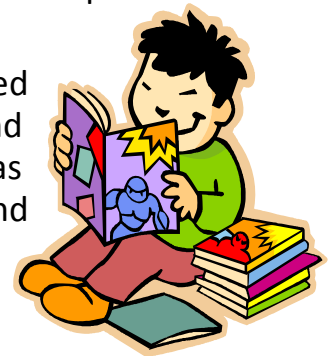
Dramatic play encourages conversation and language is developed as they try out different roles (mum, dad, baby, shopkeeper, etc.) It helps children gain an understanding of other people's feelings as they play out being that person. It also allows children to put into practice their skills and knowledge. Dramatic play develops co-operation as children decide on different roles and situations.

Art/Craft

Both these activities are satisfying to the child as they are creating (developing the imagination) something rewarding and (usually) permanent. They develop knowledge of colours, mixing of colours, art and craft processes (mixing, printing etc). Language is also developed as children describe what they are doing. Concepts involved include shape, perception, spatial relationships, classifying, textures, consistencies and techniques.

Book Corner

Gives children experiences with literature and leaves them better prepared for reading and writing. Hearing stories improves listening skills and comprehension and develops the idea that what is written down has meaning. It develops vocabulary and many different concepts and stimulates language. Books are an outlet for personal emotions as well as providing the opportunity for the development of imagination. Respect and care for books are emphasised.



Blocks/Manipulative Toys

Block play involves a lot of mathematics - classification (putting blocks back correctly), order, number, fractions (some blocks are half the length of others), depth, width, height, length, measurement, shape, symmetry, size, shape and patterns. It builds children's confidence and helps them to share and to work together. It is also a good way for children to play destructively without causing damage. Children's coordination is developed as they build with the blocks and other manipulative toys.

Puzzles

Puzzles develop children's visual discrimination - identifying different shapes and fitting them in correctly using visual clues from the picture, perception of size, colour, space and shape. Muscles of arm, hand, wrist and fingers are developed. Develops concentration and persistence. Develops accuracy, precision and provides a sense of Achievement and satisfaction in meeting a challenge. Develops the use of powers of observation and comprehension of relationship of parts to whole.

Cooking

Cooking is a regular activity. This develops special language - taste, texture; the various mixing processes, eg beating, melting. The maths includes measuring, timing, sharing (one each), expansion, addition, subtraction. Many science concepts are also involved in cooking activities, eg change in state.

Music

Music will be used as a form of self-expression (through movement) and enjoyment. By using and exploring a variety of instruments children will develop an awareness of rhythm, beat, melody, harmony, form and expression. Singing simple rhymes and songs will help build children's memory and language usage.

Painting

Painting is an outlet for many emotional displays. It provides unlimited opportunities for children to express their interpretations of their real and imaginative world in 2D form. Children become aware of colour, shape, pattern and texture. They also derive great satisfaction and enjoyment from manipulation, tactile and visual effects of the paint brush and paper in their combined effect. Small muscle control is developed and refined. They also derive great satisfaction and enjoyment from manipulation, tactile and visual effects of the paint brush and paper in their combined effect. Small muscle control is developed and refined.



Play Dough

When using play dough children develop fine muscle co-ordination and express their feelings through dramatic play. They also become aware of colour, conservation of shape and size, form and texture. Social Skills are also developed, eg sharing, helping each other and taking turns.

Collage

Collage provides the opportunity for children to use a variety of materials to make something new and unique. Creativity, problem solving and independence are developed. Maths concepts and skills such as sorting, matching, patterning, classifying, estimating, number and shape are also developed. Promotes sharing and language in relation to maths vocabulary. Develops concentration. Develops small muscle control.

Subject Learning Areas:

Mathematics, Science, Society & Environment, English, The Arts, Technology & Enterprise, PE and Health are all planned for and taught, They are programmed first on a yearly basis and then broken down into term goals and finally specifically planned for on a weekly basis. Our programs are thematically presented while being developmentally based, with an integrated approach. Computers are used within the classrooms.

Basic Aims for Early Childhood:

To provide an attractive stimulating and challenging learning environment to meet children's needs and interests and to enable each child to develop at his/her own pace.

- To assist each child to reach his/her optimum development socially, emotionally, intellectually and physically.
- To encourage parent participation in the program and foster cooperation between home and school.
- To assist each child to make a smooth transition from home or kindergarten to school.
- To build and to develop on the learning experiences children have already received from home or kindergarten.
- ICT technology is integrated into all learning areas as much as possible and students are encouraged to develop skills.



Emergencies:

It is a parents' responsibility to provide the school with adequate information regarding details of the child's medical condition that may require specific action and or treatment under emergency conditions. Please remember to keep school records up to date with contact phone numbers and emergency numbers.

“The need for social skills training in the early childhood setting”

In the early childhood setting a lot of attention is given to teaching children cognitive skills, sensory-motor skills and pre-literacy skills. The teaching of social skills and values to pre school children underpins all of this learning. Research shows that social skills are of the utmost importance for a child's future development.



The early childhood years are when children start to learn to cooperate, take turns and solve social problems. Children need to learn to wait their turn, share, resolve conflicts, develop empathy for others, manage their angry feelings and to be *assertive* rather than aggressive, stand up for themselves appropriately and be socially confident. If they do not learn these basic skills in their early years it *can* affect their development in school. Like all skills some children develop social skills more easily than others. Children who are socially withdrawn need extra teaching to learn to interact socially with others, ask for help, assert themselves, and manage *stress* and anxiety.



At Beaumaris Primary School we provide early childhood programs such as "I can Do It", "Values Van", "Protective Behaviours" and others in a fun and practical way.

These programs develop the children's social skills and provide intervention strategies.