



Kindergarten

(4-5 years old)



100-102 BEN LEXCEN DR,
SUNSHINE BEACH
JELLY_BABIES@BIGPOND.COM

Our program timetable



8:30am

Children play outside


9:30am

Group time (morning meeting)

9:45am

Morning Tea

As children finish they transition to morning learning (indoor and outdoor invitations to play)



11:30am

Story time

12:00am

Progressive lunch start

1:00am


Rest pause for all children

1:20am

Active rest pause for non sleeping children

1:45am

Pack up rest time and quiet afternoon activities



2:45am

Afternoon pack up and group time

3:00am

Afternoon Tea

Children transition to outside play for pickup



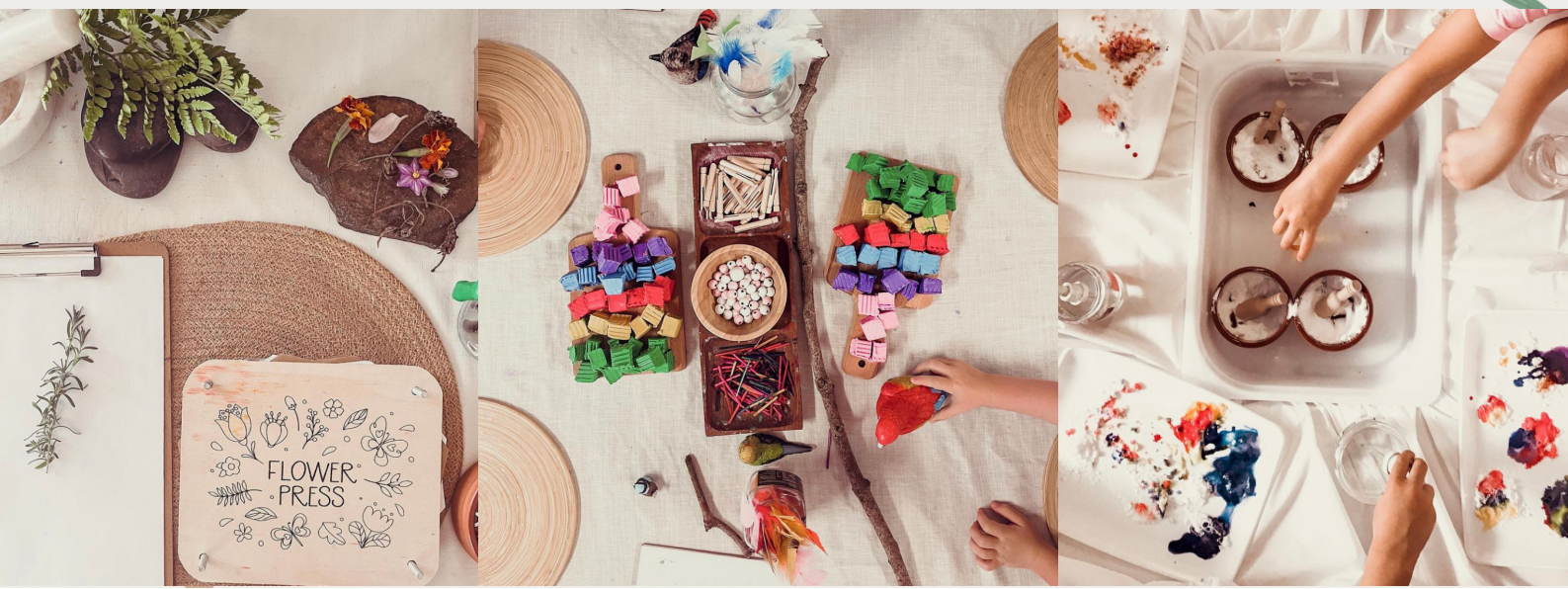
The Jellybabies Kindergarten program follows the Queensland Kindergarten Learning Guidelines to ensure all children have the best opportunity to be successful, lifelong learners. We focus on the 5 learning outcomes of:

- Identity
- Connectedness
- Well-being
- Active learning
- Communication

Our program is an emergent curriculum, ensuring that learning is child-led and informed by children's interests and identified developmental needs. Learning in kindergarten is play-based and aims to ensure that your child is exposed to a variety of different learning experiences.

Our program endeavours to ensure that your child:

- Has a sense of belonging, takes pride in themselves and is a confident member of our community
- Develops social and emotional skills
- Makes meaningful connections to their own identity
- Connects with nature and sustainable practices
- Refines fine and gross motor skills
- Exploration of the arts through creative and self expression
- Make connections to numeracy and literacy
- Develops independence and self-help skills
- Recognise themselves as competent and capable learners



From the teacher

My teaching philosophy is about creating respectful relationships, honouring the whole child and that children learn 'by doing' in authentic learner-centred environments. This aligns with Dewey's social learning theory that views students as unique individuals, who create their own knowledge through personal meaning (Williams, 2017). It is my role as the teacher to embrace all students' unique qualities, supporting them to do their best. When teaching, I view the 'whole' child considering their emotional, physical and social development alongside their academic abilities and progress. I recognise the importance of creating an optimal learning environment in which students feel safe and supported to make mistakes and take risks. I strongly believe in utilizing the environment as the 'third teacher', which is a concept inspired by the Reggio Emilia approach in which children are valued as strong and capable. By knowing each child's individual and group preferences and needs, the environment can be adapted to support each child in their development and learning. Learning areas are consciously planned and resourced in response to students' diverse needs, offering opportunities for students to explore, discover and learn. In doing so, a child's self-esteem, skills and self-competence is fostered in a 'hands-on' approach (Australians Children's Education and Care Quality Authority (ACECQA), 2018). By responding to my students' preferences and needs, I aim to create a space that holds respect, in which children feel heard and consider themselves as co-constructors in their learning, feeling safe to learn and make mistakes. In order to create this space, nurturing respectful and reciprocal relationships must be an integral aspect of the classroom and my practise. - I endeavour to foster a love of learning through intentional teaching, exploration, and inquiry learning - I endeavour to establish and maintain respectful, trusting and supportive relationships with children and families as they are a key element in effective transitions to school. - I endeavour to implement sustainable practises and guide children to make meaningful connections to nature - I believe all children, families and staff should have a sense of belonging within the early learning space, creating a safe and trusting community.

Williams, M. (2017). John Dewey in the 21st Century. *Journal of Inquiry and Action in Education* 9(1).
<https://files.eric.ed.gov/fulltext/EJ1158258.pdf>

Australians Children's Education and Care Quality Authority (ACECQA). (2018). The environment as the third teacher. https://www.acecqa.gov.au/sites/default/files/2018-04/QA3_TheEnvironmentAsTheThirdTeacher.pdf

Your child needs...

- A hat
- A water bottle
- Spare clothes
- A comfort item
- Closed in shoes (for excursions)
(all items clearly labelled)

Bush Kindergarten

Our program endeavors for children to make meaningful connections to nature and sustainability through conscious exploration of the environment. Our kindergarten is situated within the rich Noosa biosphere, allowing us to actively engage with nature. This includes our bush kindergarten program which is situated at the permaculture garden within Sunshine Beach State School. This occurs once a week and has a range of benefits:

- enhanced personal and social communication skills
- increased physical health, supporting the development of healthy, active lifestyles
- enhanced mental and spiritual health
- enhanced spiritual, sensory, and aesthetic awareness
- the ability to assert personal control and increased sensitivity to one's own well-
- Being
- Opportunities for nature and risky play

Developmental milestones and the EYLF/NQS

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> dresses and undresses with little help hops, jumps and runs with ease climbs steps with alternating feet gallops and skips by leading with one foot transfers weight forward to throw ball attempts to catch ball with hands climbs playground equipment with increasing agility holds crayon/pencil etc. between thumb and first two fingers exhibits hand preference imitates variety of shapes in drawing, e.g. circles independently cuts paper with scissors toilet themselves feeds self with minimum spills dresses/undresses with minimal assistance walks and runs more smoothly enjoys learning simple rhythm and movement routines develops ability to toilet train at night 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> enjoys playing with other children may have a particular friend shares, smiles and cooperates with peers jointly manipulates objects with one or two other peers develops independence and social skills they will use for learning and getting on with others at preschool and school 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p>
Emotional	<ul style="list-style-type: none"> understands when someone is hurt and comforts them attains gender stability (sure she/he is a girl/boy) may show stronger preference for same-sex playmates may enforce gender-role norms with peers may show bouts of aggression with peers likes to give and receive affection from parents may praise themselves and be boastful 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p>

Developmental milestones and the EYLF/NQS 3 to 5 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours 	<p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. Eg. "use language and engage in play to imagine and create roles, scripts, and ideas." (p.42)</p> <p>NQS: Areas 1, 5</p>
Language	<ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words 	<p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. Eg. "Provide children with access to a range of technologies." (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p>
Seek advice if:	<ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself 	<p>NQS: Areas 1,5,6,7</p>