Welcome to Kindergarten

Programme: The Kindy programme will seek to...

- build up each child in the knowledge, faith and love of God
- foster all areas of your child’s development
- develop in your child a sense of wonder and discovery in learning

Education at the early childhood level is a process of steady and continual growth, occasionally with a setback or two. It is a time of exciting discovery and importantly a time to have fun. Play is a major part of preparatory skills for reading, writing and maths and also, to facilitate the growth of the whole child.

2015 Staff: Kindy
Teacher: Mrs Teneille Hepton
Education Assistant: Mrs Kerrie Fleming

Kindy/Pre-Primary
Teacher: Miss Bek Pike
Education Assistant: Mrs Leanne Reid

Session Times:
- Tuesday and Thursday 8.45am to 3.00pm
- Alternate Monday 8.45am to 3.00pm

Monday Dates:

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<tr>
<th>Feb 23</th>
<th>March 9</th>
<th>March 23</th>
<th>May 4</th>
<th>May 18</th>
<th>June 15</th>
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<td>June 29</td>
<td>July 27</td>
<td>Aug 10</td>
<td>Aug 24</td>
<td>Sept 7</td>
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<td>Oct 12</td>
<td>Oct 26</td>
<td>Nov 9</td>
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<td>Dec 7</td>
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Uniform:
- Refer to the Uniform Brochure
- Please label all articles brought to Kindy
What to Bring to School:

- One box of tissues at the start of the year
- Morning Tea: Please place your child’s morning tea in a small container or zip-lock bag that is clearly labelled with their name. For morning tea children are allowed to bring either a piece of fruit or vegetables (already prepared for your child to eat)
- Lunch and a small water bottle each school day
- A change of clothes
- A reasonably sized school bag – small bags are now available at the Uniform Shop

What NOT to Bring:

- Toys (unless indicated by your child’s teacher)
- Jewellery from home as it can get lost or broken

Parent Roster:
We have a parent helper roster. You are strongly encouraged to participate. The children love a parent or family member to be in Kindy. An hour or two is all that is expected.

Levy:
There is a $70 levy for each Kindy student to contribute to the cost of consumable resources.

We welcome communication with parents. Please feel free to be in contact with us in relation to your child or the Kindy programme. We look forward to our involvement with you during this coming year.
Kindergarten Classroom Goals

To create a pleasant and safe environment for the child to play, learn and grow.

To build the child up in the knowledge, faith and love of God.

To value the child and to encourage the development of a positive self-image.

To encourage the child to relate in positive and kind ways to others.

To provide a variety of learning experiences that are developmentally appropriate for the child.

To develop in the child a sense of wonder and discovery in learning.

To assist the child to develop communication skills and the ability to express ideas, thoughts and feelings.

To assist the child to accept and follow limits, routines, rules and social courtesies.

To foster all areas of the child’s development.

To partner with parents in the process nurturing the heart and mind of Christ in the child.

Rehoboth Christian College
Daily Activities

- Morning activities with Dad or Mum
- Fruit time and Lunch
- Fundamental Movement Skills
- Devotions, singing and prayer
- Indoor learning activity time
- Collaborative learning projects
- Whole class and small group sessions
- Outdoor learning activities
- Literacy and Numeracy focus
- Whole class and small group sessions
- Rehoboth Christian College
Stages of Development

Now that I am 3 years old... I should be able to:

Tips For Home

* Talk about experiences and places before you go, while you are there and when you get home.
* Look at your child when they talk to you.
* Let them do things for themselves but be there to guide them if they get frustrated.
* Give them opportunities to play with other children.

Understanding/Listening

* Follow complex instructions, eg “Find the cup and put it in the red bucket.”
* Understand what objects are used for, eg “Show me something that we can eat.”
* Understand simple ‘wh’ questions, eg “What is this?”, “where’s dolly?”
* Understand basic concepts of size (big/small), position (in/on/under) and shapes (circle/square)
* Identify parts of objects, eg: wheels on a car, legs on a dog

Causes For Concern

* Your child is frustrated when trying to talk.
* They have a very short attention span.
* They are still using sentences of only 2 words.
* They do not seem to understand what others say.
* Your child does not look at others when talking.
* They stutter or words seem to get stuck when they talk.

Speaking

* Use verbal language as my main means of communicating. I still use pointing and gesture as well.
* Understand yes/no questions.
* Ask ‘why’ questions.
* Be understood by my family members and others when I speak.
* I enjoy reading books to others and telling stories.
* Say my full name, eg John Smith
* Count to three.
* Use ‘I’, ‘he’, ‘she’, ‘we’ when talking about myself and others.
* Use ‘s’ at the end of words when talking about more than one item, eg ‘two dogs’.
* Talk about events that have occurred or are going to occur.

Play and Social Skills

* Have favourite books, TV programmes and toys.
* Demonstrate imaginative play. I like dressing up.
* Role play what I see others doing, eg washing up, driving a car.

Pre-Literacy

Start to notice and focus on print, eg I start to show interest in signs/labels, may recognize books by their title, look at books from front to back left to right.
Stages of Development

Now that I am 4 years old... I should be able to:

**Tips For Home**
- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.
- Plan and rehearse your child’s news prior to the school news telling day.

**Understanding/Listening**
- Follow 2-step unrelated instructions, eg “Get your bag and put your shoes on.”
- Follow instructions with up to 6 key words, eg “Put the black box and the keys under Daddy’s chair.”
- Understand words such as ‘yesterday’ and ‘tomorrow’.
- Understand why and when.
- Know some colours and some numbers and shapes.

**Causes For Concern**
- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple ‘who’, ‘what’ and ‘where’ questions.
- Child’s speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

**Speaking**
- Speak intelligibly with a few speech immaturities remaining.
- Tell news with support.
- Use basically adult-like grammar.
- Ask ‘what’, ‘where’ and ‘why’ questions.
- Tell a long story, sing songs and retell a story.
- Use future and past tense.
- Use ‘and’, ‘then’, ‘because’ and ‘but’ in sentences.

**Play and Social Skills**
- Make friends.
- Use imaginary play.
- Play simple games with rules.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.
- Enjoy social communication with a variety of people.
### Stages of Development

Now that I am 5 years old... I should be able to:

#### Tips For Home

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<td>- Read stories and ask questions about the book</td>
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<tr>
<td>- Encourage your child to retell stories using their own words</td>
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<tr>
<td>- Make up stories using the pictures in textless books</td>
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<tr>
<td>- Talk about past, present and future events with your child</td>
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<tr>
<td>- Give your child the meaning of words they don’t know</td>
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<tr>
<td>- Plan and rehearse your child’s news prior to the school news telling day</td>
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#### Understanding/Listening

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<td>- Follow 3-step instructions, eg: “Get your books, put in your bag and then put your bag by the door”</td>
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<tr>
<td>- Follow instructions containing the words ‘first’, ‘last’ and ‘after’</td>
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<tr>
<td>- Understand everything said to me (age appropriate)</td>
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<tr>
<td>- Answer ‘when’, ‘why’ and ‘what’ questions</td>
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<td>- Understand opposites (hot and cold), location words (next to, between, in front)</td>
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<td>- Understand humour and laugh at jokes</td>
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#### Causes For Concern

<table>
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<th>Concerns</th>
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<tr>
<td>- A small vocabulary</td>
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<tr>
<td>- Only uses short sentences or sentences with grammatical errors</td>
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<tr>
<td>- Can not retell an event or simple story even with support</td>
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<tr>
<td>- Difficulty following instructions with two or more steps</td>
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<tr>
<td>- Difficulty answering how, when and why questions</td>
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<td>- Child’s speech is difficult to understand</td>
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<tr>
<td>- Does not enjoy listening to stories</td>
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<tr>
<td>- Short attention span</td>
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<tr>
<td>- Poor conversation and social skills</td>
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#### Speaking

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<td>- Speak intelligibly with a few speech immaturities remaining</td>
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<tr>
<td>- Use basically adult like grammar</td>
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<tr>
<td>- Tell news or stories without any assistance</td>
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<tr>
<td>- Retell a story accurately</td>
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<tr>
<td>- Participate in long detailed conversations with a range of people</td>
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<td>- Explain why something happened</td>
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#### Play and Social Skills

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<td>- Enjoy social communication with a variety of people</td>
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<td>- Make friends and engage easily with peers</td>
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<tr>
<td>- Play fairly in simple games with rules</td>
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<tr>
<td>- Engage in complex imaginary play</td>
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<tr>
<td>- Join in and start conversations</td>
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<tr>
<td>- Use an extensive vocabulary to express ideas and request information</td>
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Helping your child
to be successful in school

- Be sure that your child is getting plenty of rest each night and is ready for school each day.
- Read to your child as often as possible from the time that they are born and throughout their primary schooling.
- Engage in quiet activities together such as reading, puzzles, drawing, crafts and board games.
- Take turns at reading in the family. Family devotions are a good time to do this. Develop a love of God’s Word and discuss the meaning of passages.
- Point out labels, signs, instructions and posters.
- Create a consistent after school routine.
- Let your child see you write - shopping lists, letters, notes, cards, calendars etc.
- Visit the local library on a regular basis.
- Be positive! Always speak positively about school, learning and teachers.
- Encourage! Give your child the opportunity to excel in all areas of school.
- Discuss the basis on which you chose reading material, referring to Biblical principles such as Philippians 4:8.
- Teach your child to be responsible for their actions and belongings, and to take pride in all they do!
- Communicate! Please contact your child’s teacher with any questions or concerns.
Age Appropriate Chores for 2 - 5 year olds

Chores are a wonderful way to help your child to learn valuable life skills, independence and a sense of pride and accomplishment. At the same time children are learning that in a family everyone works together and helps each other - it is not just Mum and Dad who do everything!

It is important to start with only a few tasks at a time. You definitely do not want to overwhelm them, but rather keep chores fun and actually helpful to you! Here are a few age-appropriate chores to help kick-start your ideas.

- Pick up toys and books and put them back in the proper place (you must first assign a clear place for your child’s things)
- Put dirty clothes in the washing basket
- Wipe the table after a snack or dinner
- Unload the groceries after your shopping trip - they can hand you the items and you can put them away - this keeps them busy and saves you bending over - talk about what you are doing!
- Help set the table
- Help you make the bed
- Put dishes in the sink after meals
- Water the plants
- Sweep outside. Make a square from tape or chalk and they sweep everything into the square before sweeping into the dustpan
- Help sort out whites and colours for the washing machine - talk about what you are doing!
- Sort clean socks - turn a mundane chore into a fun matching game
- Wipe the windows. Give your child a spray bottle of water and a rag. While you might have to go back over their work, it will help to clean the windows a bit and keeps them busy while you get on with other tasks
- Bring the newspaper in from the lawn

Remember to talk constantly about what you are doing - what you are using - the colours, the shape, the size, the use of tools and other items. Talk about what you did first and then and then - and what you are going to do later. Let the child feel that they have a place in the family and that they are an important part of it. Do not forget to celebrate achievements and reward good work.
100 Ways
to affirm your child

A+ job!
Beautiful work!
Bravo!
Brilliant!
Creative job!
Excellent!
Exceptional performance!
Fantastic try!
Fantastic!
Give a big hug!
God and I treasure you!
God is pleased and so am I!
God loves you
Good for you
Good job!
Great discovery!
Great!
How do you do that?
How creative!
How nice!
How smart!
I can’t believe you’re so clever!
I knew you could do it!
I like sharing with you!
I love you
I miss you when you’re gone!
I see you’re trying!
I trust you!
I wouldn’t want you any other way!
I’m glad God gave me you!
I’m proud of you!
I’m so glad you said “sorry”!
It’s fun to do this with you!
Looking good!
Magnificent!
Marvelous!
Neat!
Nice work!
Now you’ve got it!
Outstanding!
Phenomenal!
Remarkable job!
Remarkable!
Spectacular!
Super job!
Super work!
Super!
Terrific!
That’s awesome!
That’s so cool!
Well done!
What a good listener!
What a happy face!
Wonderful!
Wow!
You always do your best!
You are exciting!
You are incredible!
You are very responsible!
You belong here!
You can do it!
You deserve a medal!
You did it all by yourself!
You figured it out!
You learn well!
You learned it right!
You make me laugh!
You make me so happy!
You make my day!
You mean a lot to me!
You share well!
You try hard!
You’re a good helper!
You’re a peace-maker!
You’re a winner!
You’re beautiful to me!
You’re catching on!
You’re exactly what God wanted!
You’re fantastic!
You’re fun!
You’re growing up!
You’re important!
You’re learning!
You’re mine!
You’re my buddy!
You’re my darling
You’re my friend!
You’re my little angel!
You’re my sweetheart!
You’re my treasure!
You’re one of a kind!
You’re precious!
You’re sensational!
You’re so loving!
You’re so special!
You’re so thoughtful!
You’re special!
You’re the sweetest in all the world!
You’re unique!

“A word of encouragement does wonders.” Proverbs 12:25 TLB

Start today to encourage your children with positive, constructive and life-giving words!

Rehoboth Christian College