Rehoboth Christian College

Kindy Information 2017
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.

Kenwick Campus

Class information:

Kindy Red
- Teacher: Miss Samantha Ku
- Education Assistant: Mrs Kerrie Fleming
- Session Times: 8:45am – 3:00pm (classrooms open at 8:30am)
- Days: Monday and Thursday every week, alternating Wednesdays (odd weeks)

Kindy Blue
- Teacher: Miss Samantha Ku
- Education Assistant: Mrs Trudie Botha
- Session Times: 8:45am – 3:00pm (classrooms open at 8:30am)
- Days: Tuesday and Friday every week, alternating Wednesdays (even weeks)

* It is important that parents arrive to pick up their children on time. Students not collected by 3:10pm will be taken to the Primary Administration Centre.

Wilson Campus

Class information:

Kindy Red       Kindy Blue
Teacher:        Mrs Taryn Keightley
Education Assistant: Mrs Ruth Bain
               Mrs Julie Pollock
               Mrs Heidi Dijkstra
- Session Times: 8:45am – 3:00pm (classrooms open at 8:30am)
- Days: Tuesday and Wednesday every week, alternating Fridays

* It is important that parents arrive to pick up their children on time. Children may become distressed if parents are late. We thank you for your cooperation.
Uniform:
- Refer to the Uniform Brochure available on-line or at the Primary Administration Centre/Office
- Please name all articles brought to Kindy

Absences and Early Pickup:
If your child is going to be absent please contact the office in the morning. A written note or verbal message from a parent is legally required for all absences. You can make contact with the school with by phone or email.
- Kenwick – 08 9452 1245 or kenwickprimary@rehoboth.wa.edu.au
- Wilson – 08 9458 3637 or wilson@rehoboth.wa.edu.au

If you need to take your child out during school hours, please ensure that you sign your child out on the “sign in and out sheet” before taking your child. Please also go to the front office and sign your child out of school.

Birthdays:
Birthdays are an exciting part of a child’s life. Children love celebrating birthdays. On or close to the date of their birthday, you are welcome to bring in a treat to share. If you are bringing in a treat to share with the class please ensure that it contains no nuts or traces of nuts and is cut up and/or easy to distribute i.e. cupcakes or icy poles.

what to Bring to School:
- One box of tissues at the start of each semester
- 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 may only 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 to School:
- Toys (unless indicated by your child’s teacher)
- Jewellery from home as it can get lost or broken

Parent Roster:
You are strongly encourage to put your name on the parent roster as children would love to have a parent or family member in the classroom. Come and do an activity or just spend time with your child.

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

We are looking forward to partnering with you this year and encourage you to communicate with us regularly.
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 of nurturing the heart and mind of Christ in the child.
Daily Activities

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

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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 become frustrated
- Give them opportunities to play with other children

**Understanding/Listening**
- Follow complex instructions, e.g. “Find the cup and put it in the red bucket.”
- Understand what objects are used for, e.g. “Show me something that we can eat.”
- Understand simple ‘wh’ questions, e.g. “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, e.g. 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 gestures 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, e.g. 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, e.g. ‘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, e.g. washing up, driving a car

**Pre-Literacy**
- Starts to notice and focus on print, e.g.
- Starts to show interest in signs/labels, may recognise books by their title, look at books from front to back, left to right

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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, e.g. “Get your bag and put your shoes on.”
- Follow instructions with up to 6 key words, e.g. “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
- Cannot 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
- Use basically adult like grammar
- Tell news with support
- 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
- Play simple games with rules
- Use imaginary play
- 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
- 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 textless books
- Talk about past, present and future events with your child
- Give your child the meaning of words they don't know
- Plan and rehearse your child's news prior to the school news telling day

## Understanding/Listening
- Follow 3-step instructions, e.g. "Get your books, put them in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'.
- Understand everything said to me (age appropriate)
- Answer ‘when’, ‘why’ and ‘what’ questions
- Understand opposites (hot and cold), location words (next to, between, in front)
- Understand humour and laugh at jokes

## Causes for Concern
- A small vocabulary
- Only uses short sentences or sentences with grammatical errors
- Cannot retell an event or simple story even with support
- Difficulty following instructions with two or more steps
- Difficulty answering how, when and why questions
- Child's speech is difficult to understand
- Does not enjoy listening to stories
- Short attention span
- Poor conversation and social skills

## Speaking
- Speak intelligibly with a few speech immaturities remaining
- Use basically adult like grammar
- Tell news or stories without any assistance
- Retell a story accurately
- Participate in long detailed conversations with a range of people
- Explain why something happened

## Play and Social Skills
- Enjoy social communication with a variety of people
- Make friends and engage easily with peers
- Play fairly in simple games with rules
- Engage in complex imaginary play
- Join in and start conversations
- Use an extensive vocabulary to express ideas and request information

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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.

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

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

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 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
Marvellous
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 amaze me
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 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

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