



# Baden Pattinson Kindergarten



Government of South Australia  
Department for Education

## Curriculum

### **The Curriculum (Learning program based on 'The Early Years Learning Framework' and the Department for Education's Literacy and Numeracy indicators)**

The kindergarten curriculum program is planned on a fortnightly basis. Staff continually observe, assess and document each child's learning, interests, development and abilities and plan for these individual needs accordingly. For example, staff may note that an individual child requires more scissor cutting practice (fine motor) so a specific experience is planned and provided for that child and also available for all children in the group to participate and practice. Similarly extension activities are planned and provided for those individual children who demonstrate particular strengths in some areas. Our role as educators is to facilitate and guide the child's learning.

The curriculum may also include special visitors and experiences, excursions in the community and exploration and discovery of current events that may be happening in the child's world such as the Olympic Games. Of course there are also 'spontaneous' learning opportunities that just happen on any given day and they are fun too!

To keep you informed we will send you a copy of our planned fortnightly program via email. Our weekly 'learning book' with photos and learning outcomes is always available to read as you enter through the double doors. Information on the curriculum is also on the whiteboard as you enter the garden area.

### **Literacy and numeracy**

Literacy and numeracy indicators and outcomes are embedded in all our learning and are specifically planned for in our curriculum program. More information on literacy and numeracy and ways you can help your child at home will be provided to you throughout the year. Parents are welcome to 'have a voice' in the planning of the curriculum program. We have an area on the window (above the puzzle cupboard) where parents are welcome to write their ideas/suggestions or their child's interests so we can plan for them in the program. Parents are welcome to participate in the program at any time or join our governing council.

### **Learning folders/portfolios**

Each child has their own learning folder/ portfolio at kindergarten that contains photographs, work samples and documentation of their learning. They are located on the shelf next to the TV. The folders belong to the child and are available at all times for you to look at with your child and share their learning experiences. When your child transitions to school the folder is a means by which information about your child's learning may be shared with the school.

### **Literacy kits**

Contain stories and adjuncts which encourage reading, fun and close family time. There is also a simple question sheet included with each kit. Our Literacy kits contain many different stories and subjects and aim to promote literacy and numeracy. Ask a staff member if you are unsure how to use these. There is a sign out book for you to complete. Please also let us know if anything is missing from a kit. Simple language books and early readers are also available to borrow.

## **The Early Years Learning Framework (EYLF) and Belonging, Being, Becoming (BBB)**

The EYLF document provides us with a framework for observing and planning for children at our kindergarten. The areas consist of the following and examples of work and photos give a record of your child's learning during their time at kindergarten.

### **CHILDREN HAVE A STRONG SENSE OF IDENTITY**

- \*Confidence
- \* Identifying Feelings
- \*Coping with Change
- \*Independence: being responsible for themselves and their own belongings
- \* Friendships
- \*Play: Solitary and Cooperative
- \*Rules and Routines
- \*Imaginative and Role Play: Dolls, Puppets
- \* Blocks
- \*Conflict Resolution
- \*Home and Community Life.

### **CHILDREN ARE CONNECTED AND CONTRIBUTE TO THEIR WORLD**

- \*Family Life and Roles
- \*Variety of cultures
- \*Life experiences
- \*Discovering our own cultures and traditions and valuing and respecting other cultures, customs, language and beliefs.

### **CHILDREN HAVE A STRONG SENSE OF WELLBEING**

- \*Fine motor skills: cutting, threading, manipulation of tools eg. pencil
- \*Gross motor skills: climbing, coordination, ball skills, awareness of their bodies
- \*Safety, including Protective Behaviours
- \*Health and Hygiene
- \*Individual and Group Participation

### **CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

- \*All living things: plants, animals and the environment they live in.
- \*Life cycles
- \*Recycling
- \*Responsibility
- \*Being active participants in respecting and caring for our environment
- \*Critical thinking skills
- \* Maths Concepts
- \*Problem Solving: puzzles
- \*Numeracy Concepts: numerals, counting, measurement, sorting, matching, questioning.

### **CHILDREN ARE EFFECTIVE COMMUNICATORS**

- \* Talking and Listening to others
- \*Songs
- \*Nonverbal Interactions: signing and facial gestures
- \*Literacy: books, rhymes, riddles
- \*Writing: names, signs, symbols, numerals, shapes, letters, kit borrowing
- \*Exploration and Experiment
- \*Building and Constructing
- \*Computer skills
- \*How things work
- \*Art and Craft \*Music
- \*Movement and Dance
- \*Role play: home corner, shops, hospital, office, café.