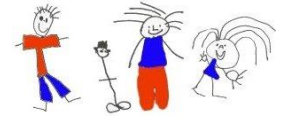


BURTON PARK PRESCHOOL CURRICULUM POLICY



EARLY YEARS LEARNING FRAMEWORK

The Early Years Learning Framework, developed by The Council of Australian Governments, is called 'Belonging, Being and Becoming' and is used across all States and Territories in Australia.

The Framework is based on international evidence that early childhood is a vital period in children's learning and development and thus aims to enrich children's learning from birth to five years and through the transition to school. It conveys the highest expectations for all children's learning and communicates this through the following five Learning Outcomes:

- children have a strong sense of identity
- children are connected with and contribute to their world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators

We therefore use these outcomes to guide our planning and programming, working in partnership with families to actively engage children in learning, identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment.

Our program and practices are reinforced by the United Nations Convention on the Rights of the Child which recognises the child's right to play. It also states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability and respects their family, cultural and other identities and languages.

LITERACY

Literacy continues to be a major site priority. It is about listening, speaking, reading, viewing and writing. Key elements that shape our literacy program include:

- oral language development
- building vocabulary
- developing fluency
- phonemic awareness, including rhyme
- phonics (the sound letters make)
- comprehension skills.

Activities that you can do to help your child at home include:

- bedtime stories
- reading catalogues
- looking up tv. Programs
- identifying labels on shopping trips
- talking about traffic signs
- reading birthday cards
- discussing symbols and logos
- finding telephone numbers
- sharing the mail
- pinning up messages on the fridge
- making lists together
- visiting the library
- lots of chatting together
- explaining the meaning of new words
- share conversations of interest with your child

- asking simple questions
- playing with words - rhyming and nonsense words Most importantly, remember to enjoy your time together and have fun!

NUMERACY

Numeracy continues to be a major site priority as identified on our Quality Improvement Plan.

Key elements, as identified in the Numeracy and Literacy Indicators, that form the basis our numeracy learning program include:

- quantifying using the standard number system
- exploring and understanding place and
- space in the world, including noticing 2D and 3D objects, using the properties of shape to make things fit, balance and transform
- measuring and comparing
- analysing, reading and organising data as part of everyday routines and to help make informed decisions.

Activities that you can do to help your child at home include:

- read junk mail together - compare size and price
- look for numerals on letter boxes and number plates
- talk about time and when things happen, such as favourite TV programs, bedtime etc.
- record dates on a family calendar
- read books about mathematical ideas and concepts
- play games such as cards, memory, board games
- cook with your child, talking about measurement,
- use different numeracy tools, such as scales, tape measures, rulers, clocks, tv. guide
- encourage your child to help with household jobs, such as packing their bag for kindy, setting the table, putting their toys away, sorting the washing, shopping
- count the bus stops you pass on regular journeys
- reading maps - street directories, shopping centre floor plans
- singing
- using mathematical language and sharing your thinking with your child so they can hear you problem solve
- encourage your child to ask questions and talk about the things they notice around them.

PLAY BASED LEARNING

Our program has a strong emphasis on play-based learning as recognised in the Early Years Learning Framework (EYLF). **“Play based learning provides a context for learning through which children can organise and make sense of their social worlds, as they engage actively with people, objects and representations.”**

We facilitate this by:

- taking on different roles in children's play
- using a range of strategies to support learning
- sharing conversations with children to extend their thinking
- providing a balance between child led, child initiated and teacher supported learning
- creating environments that encourage children to explore, solve problems, create and construct
- use play experiences to build attachment
- building on children's interests and learning through spontaneous teachable moments
- promoting and modelling positive ways to interact with others
- supporting the inclusion of all children in play

- helping children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning environment.

EXCURSIONS

Throughout the year, we like to take children on an excursion. This may be to places such as the theatre, zoo, museum, Botanical gardens, etc. - the venue will depend on our curriculum at the time. Excursions generally cost between \$15 to \$20. The preschool will subsidise part of the cost but parents will be asked to contribute towards the excursion as well (usually between \$10 - \$15- dollars). For safety reasons, we will split the children in to groups and take one group at a time over different days. This helps us to have a higher staff/child ratio. We also strive to give as much notice as we can regarding the cost as we encourage all children to attend. If you do have any difficulties with payment, PLEASE speak with a staff member as early as possible.

CHILD PROTECTION CURRICULUM

It is mandated for all DECD preschools and schools to offer a Child Protection program as part of their curriculum. We do this through explicit teaching practices in our small groups, with children completing a Child Protection booklet that records the learning we do each week. Parent information is also provided in the booklet which we hope will be useful to you when sharing this booklet with your child once completed.

The two underlying principles of Child Protection are that we all have the right to feel safe and that we can help ourselves by talking to people we trust. These two themes are also reinforced throughout our general program and play experiences.