



## Curriculum

### Program of Experiences

Educators develop a new program of experiences each fortnight for children using the National **Early Years Learning Framework (EYLF) 'Belonging, Being, and Becoming'**.

Our program is flexible enough to make changes during the two weeks to fit in with children's learning needs. Content for the programme is also drawn from the children's strengths and interests, identified areas of need, from children's ideas and parent input. Staff evaluates learning activities daily and program fortnightly to ensure it is appropriate for the children. The program is displayed in the Kindergarten. We welcome parent participation and involvement in our program.

In recent years the direction and philosophies of the Kindergarten have changed to better reflect a nature play focus. As a Centre, we strive to make positive changes in the lives of young children and their families, by providing opportunities for children to explore, create and reconnect with nature. Reasons that have fuelled our desire to change our direction include

- Some children spend less than 2 hours outside
- 87% of children spend more time playing indoors than outdoors.
- In South Australia, children spend an average of 4.5 hours a day in front of a screen, exceeding the national average by half an hour!
- "The Average Australian child spends less time outside than a maximum security prisoner" (Griffin Longley, CEO, Nature Play WA)
- 1 in 4 children have climbed a tree!

Nature Play SA provided reasons behind the statistics; these included children leading lives that are very structured, some parents are time poor and over protective. Environments are more urbanised than ever and technology has a greater pull, and at a younger age.

Research published by Nature Play SA tells us.

- Children who play regularly in natural settings are **sick less often**
- Mud, sand, water, leaves, sticks, pine cones and gum nuts can help to **stimulate children's immune system** as well as their imagination
- Children who play in natural settings play in more diverse, imaginative and creative ways and show **improved language and collaboration skills**
- Symptoms of Attention Deficit Disorder **are reduced** after contact with nature

At Crystal Brook Kindergarten, children will be encouraged to design and create using loose parts, make mud cakes in the garden using sticks, leaves, flowers and bark etc, explore the waterway and one of our favourite activities is climbing trees at Mercowie Park! We also have fortnightly visits to Bowman Park as part of our Nature Kindy.

These rich experiences will benefit children through developing skills and dispositions, such as being curious, confident, resourceful, cooperative, purposeful, persistent and a communicator. All of these dispositions are necessary to be life-long learners.

### **Records on Children's Learning and Development**

When children begin at the centre, parents are asked to fill out a questionnaire regarding their child's strengths and interests, areas that may need further development and any specific information that will assist individual planning.

At Kindergarten, Educators spend time talking to children and observing their play, their interactions with others, and noting their interests and needs.

The observations and the information collected enable Educators to formulate an Individual Learning Plan for every child. This is referred to when planning and programming, and shared with parents.

Educators collect relevant pieces of children's work that demonstrate skills and development, particular interests, creativity and experimentation with writing, drawing, patterning, and emerging numeracy skills. Educators continue to record observations about children's social interactions, physical skills, language, speech and vocabulary development and their participation in play and activities.

Each term Educators write a summary of your child's term at kindy, and also comment on evidence of your child's literacy and numeracy achievements. In the child's final term of Preschool a Summative Report (DECD Statement of Learning) is given to parents with a copy going to the school your child will be attending (with parent permission).