



Kirton Point
Children's Centre
for Early Childhood
Development and Parenting

Curriculum

Preschool Routine

<u>8:30 am</u>	Session begins
<u>9:15 am</u>	'Yarning Circle' mat time.
<u>11:15 am</u>	'Yarning Circle' mat time.
<u>11:40 am</u>	Children wash hands and then move outside for lunch. When they have finished eating, children participate in quiet inside play.
2.00 pm	Relaxation time.
<u>3:00 pm</u>	'Yarning Circle' mat time.
<u>3:15 pm</u>	Session finishes and children farewelled.

Children are able to freely choose in what area they play, both inside and outdoors, from the time they arrive at the Centre. If children are engaging in very active play for a prolonged time we do guide them to quieter activities to get a balance of rest and activity. Mat time and inquiry time are used for explicit teaching of literacy, numeracy and wellbeing. Throughout the day children can access the healthy snack you provided and their drink bottle.

Occasional Care children follow a similar routine where the older children can join the Preschool children at mat time.

Curriculum in Education And Care Programs

The Preschool Curriculum is guided by the Early Years Learning Framework and Literacy and Numeracy Indicators.

We believe families are children's first and most influential educators. Therefore, staff use the Framework in partnership with families to develop learning programs responsive to children's ideas, interests, strengths and abilities.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.

• **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Through the Framework's five learning goals, educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

Planning the curriculum for your child's learning and development

Every term a theme is developed around our Centre priorities, community focus and child needs. Learning outcomes are given to parents outlining specific goals for children to reach at the end of the term.

A termly program is developed and learning activities are listed in the foyer.

A daily journal book and display boards throughout the preschool, show the children's activities and learning through examples of work, and photos with explanations and descriptions written by staff.

A and B Choices

We use the A and B Choices program alongside the 5 Point Scale to support children's behaviour. The program is about recognising the positive "A" choices that children are making. The 5 Point Scale is used to demonstrate what level a child's feelings and actions might be at. If you would like to know more please talk to a staff member.

Keeping Safe : Child Protection Curriculum

The Keeping Safe curriculum provides pathways for children to increase their learning about feeling safe, recognising acceptable and unacceptable behaviour and attitudes, how to take action when feeling unsafe, building trusting relationships and networks and understanding your children have the right to protection from abuse and unfair practices.

Assessment and Reporting to parents

Learning Folders are established for each child when they begin Preschool and are developed throughout your child's time at KPCC. The Learning Folder is a documented journey of your child's learning and achievements while at Preschool. Each child receives a "Statement of Learning" which includes termly comments and allows a feedback section for parents.

Each term Individual Learning Goals are developed in consultation with the child, parents and the educator.

Aboriginal Education

Aboriginal culture is integrated in our curriculum through building positive working relationships with families, acknowledging days of cultural significance, working with other agencies, schools and preschools, puzzles, activities, the outdoor play environment and stories.

Nature Play

At KPCC we offer a nature based curriculum. We value learning through nature by bringing nature indoors, creating inviting outdoor learning spaces and going beyond the preschool, to learn in the community outdoor spaces. We create benefit/risk assessments in collaboration with the children so that they understand the benefits, risks and resolutions of nature play.

Learning Priorities

Literacy

Staff program, document and report on literacy using the Literacy Indicators. The four indicators used are:

1. I use language to connect with my world
2. I understand the language of my world
3. I represent my world symbolically
4. I engage with texts and make meaning

Literacy in the early years includes a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, reading and writing. Literacy involves the learning processes of children reflecting critically, encoding and decoding, communicating, creating and making meaning.

At KPCC part of the literacy learning for all children is Oral Language and Communication. The development of Oral Language is part of the development of literacy skills throughout life. There is a strong focus in all activities to promote the learning of vocabulary, speech and language to support the oral language development of children. Learning about rhyme, syllables, the sounds and names of letters, beginning to learn about written language and developing a knowledge of books and love of shared reading are all part of the literacy learning at KPCC.

Speech and Language Screening

As part of the focus on Oral Language and Communication, Speech and Language screenings are completed with all children in their first few weeks of preschool.

If there are particular sounds and language your child is having difficulty with we will discuss this with you and if appropriate your child can be referred to the DECD

Speech Pathologist for additional assessment and support. This assessment will occur during your child's Preschool session. Data is also collected regarding children's phonological awareness.

Numeracy

Staff program, document and report on Numeracy using the Numeracy Indicators.

The four indicators are:

1. I explore and understand my place and space in the world
2. I quantify my world
3. I analyse, read and organise the data in my world
4. I measure and compare my world

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. Being numerate involves more than knowing mathematical facts. Numeracy involves the learning processes of children patterning, reasoning, generalising, noticing, comparing, communicating, sorting, visualising and wondering.

Growth Mindsets

This is the understanding that we can develop our intelligence and abilities, which leads people to take on challenges, work harder and more effectively, and persevere in struggles, all of which makes people more successful learners. The opposite of having a Growth Mindset is having a Fixed Mindset. At KPCC we support children to have a Growth Mindset through questioning, challenging and learning from failures.

Marte Meo

Marte Meo is about using every day opportunities to support children's social and emotional development.

The key elements of Marte Meo are:

- Positive leading – telling the child what you want them to do, naming your own initiative, using leading or cooperative tones
- Following – waiting, confirming and naming. Following gives children space and time to further develop their own initiatives/ideas. This supports children to develop a solution model and a strong sense of self.
- Linking – linking children up to see each other and being involved in each other's worlds.
- Sharing of a "good face/best face" supports children to know they are enjoyable to be with and this builds confidence and strong sense of self.

Our centre priority is to ensure the social and emotional needs of children are met through Marte Meo. At times staff will be video recorded as a training tool to reflect on our interactions with children.