

EARLY YEARS LEARNING FRAMEWORK (EYLF)

CURRICULUM & CHILDREN'S RECORDS

The staff at Oaklands Estate Preschool Kindergarten provides a program for the children based upon the EYLF (National curriculum) and used by the Department for Education (DfEd) Preschools. We have developed a broad programming format based on an inquiry question and displayed as our learning journey. This is displayed on the windows of the back verandah and at front door area. We also display photos of children participating in the program and curriculum displays on various boards around the centre.

Please discuss any questions you have with the staff. We are always grateful for parent's comments and ideas (add any comments to the program at the entranceway). If you can assist with any area of the program we would welcome your help.

Linked to the program are the individual records for each child. The staff begins the process in Week 1, Term 1 when we develop a portfolio that begins the records for your child. You are welcome to look through the portfolio at night time kindy and thereafter at any time with your child. Just return it to staff when finished. At the end of the year it will be your child's record to keep.

As a staff team, we observe all children during term 1. We aim to have a Individual Learning plan completed by the end of the term, which will be sent home with an invite for parents to make an appointment with staff to discuss the child's progress (in person or by phone given Covid restrictions) and further develop learning goals.

In your child's last term at kindergarten, staff prepare their statement of learning. This is an overview of their progress at kindergarten before starting at school. A copy is sent on to your child's school (with a copy being kept by parents and a copy being

kept by the centre). It is a requirement of the department that all children beginning at school have this report.

Staff are also always ready to give you immediate information about your child's progress, so do ask.

LITERACY

Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama as well as talking, listening, viewing, reading and writing.

In an increasingly technological world, the ability to critically analyse texts is a key component of literacy.

At kindergarten we are being guided by the DfED Literacy Indicators which are:

- I use language to connect with my world
- I understand the language of my world
- I represent my world symbolically
- I engage with texts and make meaning

We report against the indicators for your child and have more information over the year.

NUMERACY

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understanding through engaging in problem-solving, spatial sense,

structure, pattern, number, measurement, data, connections and exploring the powerful ideas children need to become numerate.

At kindergarten we are guided by the four numeracy indicators:

- I explore and understand my place and space in the world (What is it? Where am I? Does it fit?)
- I measure and compare my world (How big is it? Does it fit?)
- I quantify my world (How many?)
- I analyse, read and organise data in my world (What story does it tell? What do I need to find out?)

Overarching all numeracy and mathematics are:

- Noticing, patterning, visualising, communicating, sorting, reasoning and generalising their world (What is it? Will it happen again? Can I think about it, can I prove why I think that? Can I share my understanding)
- Wondering and thinking mathematically in their world (What is the correct skill or tool to use? Should I estimate/approximate/count or calculate? Should I use a ruler, a calculator or a graph?) Can I think of other ways to do it?)

We report against the indicators for your child and more information is provided over the year.