

Kangaroo Room Information

4yrs to 5yrs



38 Armstrong Way

Highland Park

07 5596 3005

Daily Routine

| | |
|-------------------|---|
| 6:30am – 7:45am | Combined Morning Activities Sun Safety routine on arrival |
| 7:45am – 8:45am | Program Starts with Morning inside Activities |
| 8.45am – 8:50am | Pack Away and Transition to the Mat |
| 8.50am – 9:15am | Welcome and Learning Experiences on Mat |
| 9:15am – 9:20am | Transition to Wash Hands and Morning Tea |
| 9:40am | Transition to Outside Play |
| 9:40am – 10:40am | Morning Outside Play |
| 10:10am – 10:15am | Transition Inside |
| 10:15am – 10:55am | Creative Play Time including Art and Craft |
| 10:55am – 11:00am | Pack Away Time and Transition to Make Beds |
| 11:00am – 11:10am | Make Beds |
| 11:10am – 11:45am | Outside Play |
| 11:45am – 11:50am | Transition Inside |
| 11:50am – 12:30pm | Lunch Time |
| 12:30pm – 1:30pm | Rest Time/ Quiet Activities for Non Sleepers |
| 1:30pm – 1:45pm | Pack Away Beds and Quiet Activities |
| 1:45pm – 2.00pm | Transition to Mat. Shoes on Bags Packed. |
| 2:00pm – 2:25pm | Mat Learning Time with Smart Board Activities |
| 2:25pm – 2:30pm | Transition to Outside Play |
| 2:30pm – 3:00pm | Outside Play |
| 3:00pm – 4:00pm | Structured Inside Learning |
| 4:00pm – 4:15pm | Pack Away- Say Goodbyes |
| 4:15pm – 6:30pm | Combined Group Activities |



*Times may vary to meet children's needs

*Sunscreen is applied 20 minutes before outside play.

About the Kangaroo Room

In the Kindergarten room we strive to provide a learning environment aimed on individual's needs and abilities in preparation for the prep year at school. At the start of the year term it is our aim to build positive relationships with each individual and build a curriculum based on the children's learning styles and the skills required from school.

As educators we have established working relationships with the local school, working collaboratively together to give each class room member the opportunity to learn and thrive in a supported environment. As educators we believe in supporting children's imagination, learning and to challenge each child to enable each child to be prepared to thrive in the school year.

Our room environment and curriculum is based on the Queensland kindergarten guidelines. Our room environment reflects the learning areas required for school readiness. The environment supports digital learners with a designated computer area and learning programs that support early literacy and mathematical understandings. Group times and learning times are interactive with a variety of fun learning programs on the smartboard. Children have the opportunity to explore their natural world through science and a supported sustainability program. Children will establish values and skills to take care and seek resources from the environment. Our writing area provides an opportunity for individuals to build upon their fine motor skills through writing and literacy and early mathematics worksheets. Each child is provided with a workbook of their collected worksheets. This provides a great opportunity to keep track of your child's learning and for the children to reflect upon all their achievements throughout the year. Early reading is supported through a relaxing book area, children have the opportunity to sit quietly on their own or with a friend. Dramatic play is a wonderful way to explore creativity and the room has a home area that is changed regularly to build upon the children's interests.

The learning program at the beginning of the first term is aimed at children becoming socially ready for school and being independent. Children have the opportunity to engage in discussions on the mat to build upon their language skills and have important input about the expectations in the learning environment. As educators we encourage independent thinkers by encouraging children to take responsibility for their own belongings with an individual locker. We believe this encouragement is an important milestone for school readiness. At the end of the year we provide opportunities for the Children to interact in a classroom environment at the local schools. Children will have a head start by meeting their future teachers and becoming familiar with the school routine.

What to bring

Water Bottle



A Hat

(broad brimmed or legionaries)



Spare Clothes



Spare Underpants



Cot Sized Sheets or Sleep Set



A blanket (for the colder months)



Don't forget to name all your belongings, so the Educators can ensure that all items make their way home again.

Our purple broad brimmed hats can be purchased for \$8 each (Ask an educator to write your child's name in the special puffy paint)

Each child receives 1 Kindergarten shirt at the beginning of the year or upon enrolment if during the year.

Don't forget to wear your special Kindergarten shirt (which is just for the Kangaroo room students) on the days you attend. Additional shirts available for purchase at just \$12 a shirt.

Developmental milestones and the EYLF/NQS

3 to 5 years

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|--------------------|---|--|
| Physical | <ul style="list-style-type: none"> • dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night | <p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p> |
| Social | <ul style="list-style-type: none"> • enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school | <p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p> |
| Emotional | <ul style="list-style-type: none"> • understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful | <p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p> |

Developmental milestones and the EYLF/NQS 3 to 5 years *continued*

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|------------------------|---|--|
| Cognitive | <ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours | <p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. "use language and engage in play to imagine and create roles, scripts, and ideas." (p.42)</p> <p>NQS: Areas 1, 5</p> |
| Language | <ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words | <p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. "Provide children with access to a range of technologies." (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p> |
| Seek advice if: | <ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself | <p>NQS: Areas 1,5,6,7</p> |