



Rozelle Public School Preschool Information Book for Parents and Carers



Welcome to Rozelle Public School Preschool

Rozelle Public School Preschool operates a school-based service during school hours: 9am-3pm Monday to Friday. Our total enrolment consists of 40 children attending 2-3 days per week. Our preschool service provides opportunities for children to learn and develop through play-based learning, secure routines, and educational outcomes. The preschool environment supports children to build their confidence and resilience, discover their identity, and develop important interpersonal qualities such as empathy, cooperation and sharing; which will help them get along with others in preschool and beyond.

Research shows that children who participate in quality preschool programs are more likely to arrive at school equipped with the social, cognitive and emotional skills they need to help them to continue learning. These benefits extend well beyond primary school. Higher levels of educational success, employment and social skills have all been linked to moderate levels of participation in quality early childhood education. Benefits of Early Childhood Education- education.nsw.gov.au

Children's early learning influences their continuing educational journeys. Wellbeing and a strong sense of connection, optimism, resilience and engagement enable children to develop a growth mindset, and a positive attitude to learning. Early Years Learning Framework V.2 2022



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1. Our Preschool Philosophy

We acknowledge the Wangal people of the Eora Nation, the Traditional Custodians of this land on which we meet, play, learn and work. We pay our respects to their Elders past, present and emerging.

We value and respect that our children belong to families with diverse compositions, cultures, languages, values, practices and life experiences. We recognise and respect parents as our children's first, most important and ongoing carers and educators.

We believe in the right of every child to feel cared for, valued and included. We strive for strong partnerships and open communication between our families and preschool. We believe that respectful and collaborative relationships are invaluable for supporting children's wellbeing and progress.

We aim to expand our children's strong sense of security and **belonging** to the Rozelle Public School community, to the local and wider community and as future global citizens. We believe in nurturing this sense of belonging to encompass the appreciation and care of our natural world and through demonstrating sustainable practices for the health of planet Earth. We believe in the right of every child to play and that a play-based learning program enables children to make sense of their world. We believe in fostering play with unhurried time and opportunity to enjoy **being** in the moment, so children may follow their own interests and engage in the wonderment of their surroundings.

We see preschool as a place where children: share the enjoyment of discovery and achievement with others; are capable learners and problem solvers; gain confidence in being able to do things for themselves; learn to get along with others by displaying inclusiveness, empathy and kindness; explore a passion and new ways to be creative thinkers and makers; freely express their needs and ideas and strengthen their physicality and wellbeing. We aim to assist children's readiness for their Transition to Kindergarten.

We believe in the importance of the early learning years as a foundation for our children **becoming** confident, creative, curious and successful lifelong learners.

We commit to the Principles, Practices and Outcomes of The Early Years Learning Framework: Being, Belonging and Becoming.

As professional Early Childhood educators, we have a sustained commitment to upskilling and implementing current Early Childhood pedagogy through targeted research, professional learning and networking with other educators and community professionals, to provide a high-quality education and care program.

OUR RELATIONSHIPS:

We strive to develop an authentic rapport with every child and value their unique personality, strengths and interests. We want children to feel safe and secure, to develop a strong sense of self and build resilience, so they can confidently face challenges and develop positive relationships with others. We believe inclusive relationships can be fostered between educators, children, parents, carers and the wider community through the creation of a welcoming environment where everyone is encouraged to take an active role in sharing their skills, knowledge, opinions and interests. We value teamwork as we can all enhance one another's understanding, perspective and growth. We aim to come together to celebrate successes and to support each other in times of need.

OUR ENVIRONMENT: We advocate for children’s agency through the provision of a well-resourced and accessible learning space. We provide a safe and engaging learning environment where each child's individuality is celebrated, and all children are encouraged to become aware of their own strengths and interests and to strive for their own personal best. We present our learning environment as a “third teacher” with daily provocations to inspire and encourage learners to discover new possibilities. We aim for an engaging educational space that fosters shared sustained thinking and collaborative learning, where children can imagine, observe, investigate, test, infer, choose, rise to a challenge, problem solve and thrive.

OUR PROGRAM: Our learning program is based on an emergent curriculum and is underpinned with intentional learning experiences to follow and extend child-led inquiry and scaffold children's skill development through their interests. Our children’s physical, personal, spiritual, social and emotional wellbeing will be nurtured through self-directed learning, incidental learning opportunities and planned learning experiences. Our program is well considered and individualised to meet developmental goals and aimed to encourage higher order thinking. We are confident as professional educators, in partnership with parents and children, that each child can achieve key components in all five learning outcomes of the Early Years Learning Framework, as we document and track learning, set goals and plan effectively. Our educators value the importance of an ongoing planning cycle of observation and evaluation of learning, reflective practice and future planning intentions. We encourage all children to be active contributors to their own learning. Our program will provide children with opportunities to revisit, adjust, extend and consolidate their learning in literacy and numeracy, science, nature and technology, fine and gross motor development and creative and expressive arts.

1. Belonging, Being & Becoming

The Early Years Learning Framework (EYLF) for Australia

The aim of The Early Years Learning Framework is to support early childhood providers, teachers and educators to extend and enrich children’s learning from birth to 5 years and through the transition to school.

Belonging, Being and Becoming are facilitated when children are provided with unhurried time to play and opportunity to explore their individuality, develop secure connections with others and engage in stimulating and meaningful learning experiences that will allow them to reach their full potential.

The Framework supports curriculum decision making as a continuous cycle of planning, assessment and critical reflection. This involves educators knowing the children, families and community contexts and drawing on their professional knowledge to plan for individual children and groups. These plans are implemented, evaluated and reflected upon to inform further planning.

EYLF VISION:

All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.

VISION		
BELONGING, BEING AND BECOMING		
PRINCIPLES	PRACTICES	LEARNING OUTCOMES
<ul style="list-style-type: none"> Secure, respectful and reciprocal relationships Partnerships Respect for diversity Aboriginal and Torres Strait Islander perspectives Equity, inclusion and high expectations Sustainability Critical reflection and ongoing professional learning Collaborative leadership and teamwork 	<ul style="list-style-type: none"> Holistic, integrated and interconnected approaches Responsiveness to children Play-based learning and intentionality Learning environments Cultural responsiveness Continuity of learning and transitions Assessment and evaluation for learning, development and wellbeing 	<ul style="list-style-type: none"> 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

2. The ABC's of our Preschool

ATTENDANCE:

Rozelle Public School offers two part-time programs catering for 40 children in total.

ATTENDANCE SCHOOL TIMES – DROP OFF AND PICK UP:

It is a regulatory requirement that the arrival and departure register is completed for each child documenting their full name and date and time of arrival and departure. The attendance register should be signed by the persons delivering and collecting the child. Arrival and departure times are an important part of the daily preschool routine, particularly for ensuring children's safety and the opportunity for educators and families to develop relationships.

NSW Department of Education: [Leading and operating department preschool guidelines](#)



The safety of the children at our service is paramount. Consistent and safe arrivals and departures promote a smooth transition between home and preschool and confirms children's presence or absence from the service along with their safe care and custody.

The Preschool hours are the same as the rest of the school. Our preschool is licensed from 9am until 3pm. Children must be brought to and collected from preschool by a parent, or authorised carer/nominated adult. Upon arrival Parents/carers are asked to sign in and present their child directly to an educator. Children must not be left in the outdoor space without supervision.

It is best to drop off older siblings at big school first, then bring your pre-schooler and then in the afternoon pick up your pre-schooler first and then collect your K-6 child. Afternoon pick is between 2:45 and 3:00 pm.

Please be prompt to collect your child. Children can become anxious when everyone else has gone home. Their sense of time while they are waiting is not very accurate.

We ask that families support the importance and continuity of the Preschool learning program as you would the other school years, and therefore minimise family holidays and schedule recreational activities at other times. Children may miss out on having projects, assessments and observations completed, due to absence. Please promptly notify the school office if your child is or will be absent or is unwell.

CONTACT DETAILS:

It is important to keep the school informed of any change of home address and contact telephone numbers so that immediate contact can be made if necessary.

Telephone: 02 9810 2347

Email rozelle-p.school@det.nsw.edu.au

INCURSIONS & WHOLE SCHOOL PROGRAMS:

Our preschool children take part in some of the main school incursions such as visiting performers. Permission notes will be sent home with specific details for these incursions and a payment may be required. The Preschool children will have opportunities to participate in whole school events such as assemblies, celebrations such as the Easter Hat Parade and Book week Parade and fun days for charity. These opportunities enrich our learning program and develop connections supporting our Transition to Kindergarten

INFECTIOUS DISEASES AND ILLNESS:

Immunisation Requirement: In accordance with the NSW Health Act 2010, and 2018 amendment, all children must be immunised to enrol and attend an early childhood education and care centre. Parents or guardians must provide an approved immunisation form from the Australian Immunisation Register (AIR).

Breaking the chain of infection

[ch55a breaking chain of infection info sheet 130701.pdf](#)

NSW Health Communicable Diseases Factsheets

<https://www.health.nsw.gov.au/Infectious/factsheets/Pages/default.aspx>

[infectious childhood diseases fact sheet NSW Health.pdf](#)

When children attend preschool their exposure to infectious conditions may be increased. Young children have age-characteristic behaviours that may contribute to the spread of infection and need guidance and support to develop good hygiene habits such as washing and toileting skills.

The spread of infection is a major issue in early childhood services. We follow NSW Health guidelines on when to exclude children with certain infectious diseases.



We regularly prompt and instruct effective hand hygiene and cough and sneeze etiquette to limit exposure to germ spreading and infectious diseases.

Children who become unwell at preschool are best cared for by parents. If a child becomes ill, the parent(s) or carer(s) will be contacted and asked to collect the child.

FAMILY QUESTIONNAIRE:

Parents complete a questionnaire in the first couple of weeks of preschool, to share important information about your child. Information includes, family background, children's interests, strengths and areas of support and goals. The information supports and guides programming to caters for children's interests, care needs and development.

FOOD ALLERGIES AND OTHER SPECIAL MEDICAL NEEDS:

At the time of enrolment or diagnosis, parents are required to inform the school of their child's medical condition. The preschool enrolment form requires the parent or carer to document relevant medical information.

Parents need to advise the school if their child has been diagnosed with an allergy or allergies that could affect his/her learning or wellbeing at school. Severe allergies or anaphylaxis may result in emergencies.

A child with an identified medical condition cannot commence preschool until the family has supplied their emergency medication. NSW Department of Education

Based on the medical information provided, the school will work closely with the family to develop a health care plan and appropriate strategies to ensure the safety and wellbeing of the child.

Medication will only be given to a child if it prescribed by a doctor, is in its original packaging or container with a pharmacy label stating the child's name, dosage instructions and a non-expired use-by date. The parent or authorised carer must complete a medication administration form to request prescribed medication to be administered at preschool.

Rozelle Public School is a NUT AWARE school as there are several students with life-threatening allergies to nuts. We ask that parents avoid sending foods with nuts or nut products.

NEWSLETTER:

Preschool regularly communicates with parents via email to inform them about our learning program, news and upcoming events. Some video links are also occasionally shared: Japanese songs, science experiment etc. The Rozelle PS Newsletter is sent home via email every fortnight. The school also recommends families use of the Skoolbag app.

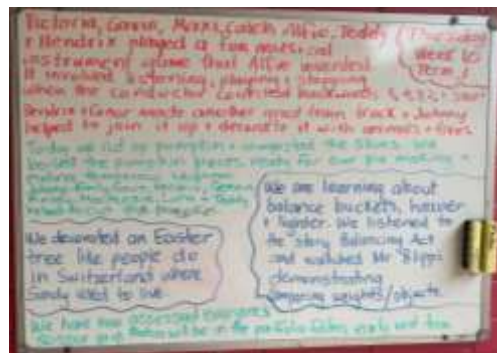
PARENT COMMUNITY ENGAGEMENT:

We encourage all parents/carers to be part of the school community and enjoy the whole school recreational and fundraising activities which assist you in building connections and friendships.

We ask for two parent representatives from preschool to organise a few social events such a family picnic and play in the park. The parent reps will also organise a small committee for the cake stall day to raise funds for preschool.

PARENT COMMUNICATION WHITEBOARD:

Jottings are added throughout the day about the children's learning through play, our daily program and upcoming events. Children often dictate ideas to tell their parents and carers. This board also provides continuity of learning for our relief staff, as they gain insight into events of our day. Families are encouraged to read the board at pick up time to facilitate discussion about your child's day and to be aware of important events. Alternative carers will be encouraged to take a photo to send to parents.



PARENT TEACHER MEETING:

Parents and the preschool teacher meet towards the end of Term One/early Term Two to discuss how each child has settled in, to share any additional support information and to set individual developmental goals for each child. Parents may also request additional before or after school feedback or meeting via email.

PORTFOLIO:

Families really like the hands-on aspect of our portfolios as their child can independently look at and talk about their learning as they turn each page, like a shared story. The portfolio provides clear insight into learning and documentation across milestones, skill development and outcomes, along with children's creative work samples and children's dictated stories and explanations.

This folder is always accessible to families at preschool. It is sent home for a mid-year visit, which is in line with K-6 mid-year reports. The folder can be shared in the first week of Kindergarten with your child's teacher.

POSITIVE BEHAVIOUR FOR LEARNING:

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict.

The Preschool procedures emphasise positive approaches to behaviour management, connecting to the whole school restorative philosophy and inclusive values. Children will be encouraged to interact with others in appropriate ways. Strategies for promoting good discipline and effective learning and for recognising and reinforcing children's achievements will be embraced by educators. The procedures identify age-appropriate strategies for resolving minor issues and promoting positive behaviour. Educators encourage children to take risks in a supportive environment, learn from participating in those processes and bounce back when things go wrong.

As part of our wellbeing program we read stories and have circle time discussions about positive relationships, emotions, safety, personal responsibility and citizenship.

REPORTING & COMMUNICATING WITH FAMILIES:

We have carefully considered the most appropriate and meaningful methods of communicating our daily learning, program and upcoming events and reporting to parents and carers about their child's learning, skill development, interests and interactions, including: emails, our information board, meetings and portfolios.

SLEEP & REST:

Sleep is essential to the overall health, wellbeing and development of infants and children. Children who do not sleep well may struggle to learn and regulate their behaviour, which can affect the wellbeing of families and impact the child's experience in education and care settings. ECA Learning Hub Effective sleep and rest strategies are important factors in ensuring a child feels secure and is safe at a service.

ACECQA

Parents communicate their child's individual sleep and rest requirements with educators. Children are offered the opportunity to rest on a bed, with sheets provided from home. Children that do not require a bed may choose from quiet times activities such as reading books, completing puzzles or drawing. This provides a relaxing quiet time period with dimmed lighting for all children.



Children may bring a comforting soft toy or blanket for quiet time. In winter a warm blanket may be required.

Children are provided with quiet pods and spaces that allow them to enjoy moments of solitude. These areas can be used for children to rest, relax or to work on an individual activity. Opportunities for time alone are essential for the development of interpersonal skills and self-awareness.

May include quiet pods, sofa, tepee, cushions, mats, stretcher bed, books, drawing and puzzles.

STAFF TO CHILD RATIOS:

During the hours of operation, we maintain a ratio of two educators for twenty children at all times - a qualified Early Childhood Teacher and an Early Childhood certified Student Learning Support Officer (SLSO); aligning with regulatory ratios of 1 educator per 10 children. Staff breaks are relieved by educators from the school.

SUN SAFETY:

Australia has one of the highest rates of skin cancer in the world. Each year almost 2000 Australians die from this almost entirely preventable disease.

Fortunately, being SunSmart is a simple and effective way to reduce your risk of developing skin cancer. The Cancer Council recommends using sunscreen every day on days when the UV Index is forecast to be 3 or above. Sunscreen should be incorporated into your daily morning routine on these days.

www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety



Teachers encourage the development of positive attitudes towards sun protection and towards lifestyle practices that can help reduce the incidence of skin cancer.

All children are required to wear a brimmed hat whenever they are outside. We will supply a labelled hat for each individual child. Hats will be regularly laundered on the premises and kept at preschool.

The Preschool asks parents and carers to assist the children in applying sunscreen before leaving home. Parents sign a consent form for their child to either use our preschool supplied sunscreen or provide an alternative for their own child. The children are encouraged to apply sunscreen themselves under the supervision of staff.

During Terms 1 and 4 the daily activities begin outdoors to utilise the cooler part of the day.

WHAT TO BRING ON THE FIRST DAY:

Please clearly label all of your child's belongings. Please note: We separate morning tea and lunch on the food trolley so that children can independently collect their correct meal. We ask children to eat their healthy choices first. Please do not pack lollies or foods containing nuts. Unfortunately, we are unable to heat food. Some families provide warm food in a handy thermos container.

- A water bottle - we will top up with fresh water as needed
- Morning tea container with a healthy snack e.g. fruit, vegetables, cheese or yoghurt
- Lunch container in a cooler bag
- A cuddly toy or blanket for comfort and rest time.
- A cot sized sheet (preferably a fitted sheet), if your child requires a sleep
- A spare set of clothes in a plastic ziplock bag.
- An additional plastic bag for any dirty/ soiled clothing.
- A box of tissues

3. Learning Domains

Learning environments engage and foster a sense of ownership and respect when they are aesthetically pleasing, reflect the identity and culture of children and families, and encourage a connection to place. As such, the physical environment is never simply a backdrop to the curriculum; it is an integral part of the curriculum or leisure-based program. An environment with rich and built-in learning opportunities also frees educators to interact with children. This is known as 'the environment as the third teacher.'
https://www.acecqa.gov.au/sites/default/files/201804/QA3_TheEnvironmentAsTheThirdTeacher.pdf

Our light filled and welcoming environment stimulates children's interest and explorative play through a great range of quality resources and provocations in our engaging learning centres. Provocations can remain for a day, a week or develop into a project for an extended period, depending on the children's interest and to scaffold learning to further develop skills and understanding.



Literacy

When we read to young children, we are opening their minds to imaginative expression, to new descriptive vocabulary, rhyming and sounds. They learn to predict text and experience how a storyline unfolds. We are demonstrating where a story starts and ends, reading from left to right and top to bottom. We show where to find information that links to a photograph or diagram. We point to letters and make the sounds. We talk about the pictures and demonstrate the link between what the words and pictures tell us. As children are drawing or painting, they chat about what they're imagining and where they are going with their picture.

...Literacy is about more than knowing letters and reading some words. In the early stages, we would be looking for evidence of young children showing that they are aware of literacy in their home and in the community in which they live (such as) shop signs and printed material on cartons and packaging in the supermarket. Young children can be responsive to the purposes of different forms of print, for instance, a list for shopping, rules to play a game...the link between what they say and what is written down ...following a recipe for making a meal, giving and writing directions for someone to visit, and writing captions to family photographs that can be re-read...

Marilyn Fler and Bridie Raban (2007) Early Childhood Literacy and Numeracy: Building Good Practice.

At our preschool, literacy is embedded and extended through play and shared learning experiences. Teachers take advantage of teachable moments to extend children's interest and investigation through connecting with friends, family, experts and resources, such as props, Smartboard, books and posters.

DRAWING AND WRITING TABLE:

Having access to a wide variety of mark making materials encourages children to experiment with drawing and writing. Including mark making opportunities in play such as writing signs, making menus for café play and recording name lists for tracking scores in bowling, contributes towards understanding that writing in a purposeful means of communication.



May include various writing paper and implements, for example: blank and coloured papers, clip boards, stamps, letters, envelopes, letterbox, textas, crayons, pencils, pens, chalks, magnetic letters and words, tracing paper and tracing cards.

JAPANESE PROGRAM WITH MIKA:

We read bilingual stories such as 'Am I Small?' by Philipp Winterberg. The children learn Japanese vocabulary to describe sizes with our owl nesting dolls. Another favourite is Eric Carle's The Very Hungry Caterpillar. Children learn to count in Japanese and learn the names of fruits and the butterfly life cycle. Mika teaches us songs in Japanese such as Heads and Shoulders and Twinkle, Twinkle Little Star.



BOOK CORNER:

A cosy book corner introduces children to the world of shared story and fact finding and contributes toward the development of a love of literature. Fictional and factual texts support children to imagine, find information, broaden interests and explore various topics. Our reading area is readily accessible throughout the day and is also a favoured quiet time activity. Stories are read to individual and small groups of children during play periods and during planned whole group shared story times. Our children also visit the school Library to borrow books. Literature in our quiet pods supports a calm, solitary, relaxing mood. Reference resources such as posters in our learning centres extend discovery and understanding. Our interactive Smartboard is also used as a research tool, opening a library of shared books and readers, and supports diverse learning opportunities.



May include bookshelves with a range of print media, for example: factual and fictional texts on various topics; children's picture books, big books, bulk loan Library books, brochures, comics, posters, flashcards, alphabet puzzles and texts in different languages

Mathematics

When we talk about numeracy concepts we think about more than just number. We think about the broad areas of measurement, about spatial knowledge and the many different aspects of number...When we talk about 'edge', 'side', 'top' or 'bottom', children are learning about area. Children often don't think about area. Helping children pay attention to it helps them later on when they will measure these surfaces and make comparisons...Children hear words like 'half' or 'quarter' every day. Having lots of experiences with splitting things into equal amounts helps children understand fractions later at school... Using everyday words to describe shapes such as 'a raindrop', 'egg shape', 'curved' and 'round' are important for helping children understand shape. Over time children will use words such as 'triangle', 'square' and 'circle'. These words help children to talk about the shapes in their environment. Noticing and studying shape is important for learning geometry later at school...

Marilyn Flear and Bridie Raban 2007 Early Childhood Literacy and Numeracy: Building Good Practice

At our preschool, Mathematics is embedded in and extended through everyday play and shared learning experiences. Teachers take advantage of teachable moments to extend children's interest and investigation. Maths is incorporated in our environment, such as our garden when we count how many tomatoes we picked, heft to find out which pumpkin is heavier and discover patterns and shapes in plants, food and creatures. Intentional teaching of numeracy skills and concepts is presented and practised during Group Time experiences, and with targeted individuals and small groups of focus children to follow and extend interests and scaffold skills.



NUMERACY CENTRE:

Educators set up learning provocations on the numeracy table for children to interact with if they choose to, for example: bucket scales with objects to weigh and compare; pattern making materials; numerals with loose parts to count and match and sorting trays to make groups of coloured buttons. Children are welcome to self-select stimulating hands-on resources that support mathematical understanding and skill development: counting objects and recognising numbers 1 to 10; patterns and design; recognising, arranging and making shapes; sorting, classifying, matching, grouping, arranging and ordering objects; predicting, estimating and explaining outcomes, and using informal units of measurement to compare size, capacity, mass, length, and height.



May include bucket scales, loose parts like shells, coloured buttons, counters, 2D shapes, dice, and board games, pattern boards, mosaic tiles, card games, lotto, number puzzles, dominoes, geoboards, mini clocks, measuring tapes, number lines, grids, baskets and trays for sorting.

GAMES AND PUZZLES:

Games provide opportunities for children to explore resilience in turn taking and playing by the rules. As children play, they problem solve and learn new concepts and strategies. Puzzles allow children to exercise their cognitive problem-solving skills of predicting and reasoning, develop spatial awareness and learn about size, shape and pattern. Puzzles are also great for developing scanning skills and hand-eye coordination which supports pre-reading and writing.



May include games and puzzles of varying complexity, format, size, such as dominoes, snap and memory cards, number or picture lotto, snakes and ladders, attribute grids, barrier games, stacking and balancing games, simple peg jigsaws, framed wood puzzles, layered puzzles, large floor puzzles and freeform puzzles

STEM:

STEM is the acronym given to the integrated learning approach focusing on science, technology, engineering and mathematics. STEM learning supports critical thinking and problem solving through hands on investigation, using authentic resources, tools and digital technologies. Developing dispositions such as curiosity, persistence and creativity supports children to become collaborative, investigative problem solvers of the future. Through STEM, children develop critical and complex skills including: investigation, creative thinking, problem solving, teamwork, communicating ideas, digital technology use.

We provide a broad range of loose parts, technology, tools and equipment to investigate our natural and manmade world. Children have opportunities to ask and answer questions, lead their investigations using resources from shelves, and experiment with construction using a range of media. Our Wednesday STEM program explores exciting scientific concepts and natural systems such as microscopic and epic, germs and microbes, the largest living animals, dinosaurs and fossils, the water cycle, space and gravity, magnetism, energy, propulsion and force and small machines that help us do work.



May include the garden environment, authentic specimens, magnets, electric circuits, modelling clay, liquids, Beebots, pics of plants/animals, magnifying glasses, digital microscope & Smartboard, natural resources - shells, rocks, leaves, dinosaurs & animal models, clip boards, paper & pencils, weather displays, science books, posters, diagrams, simple machines, marbles, blocks and loose parts.

SENSORY INVESTIGATION:

Sensory play spaces provide fine-motor and eye-hand practice whilst allowing for the development of sensory perception. Walker, 2007. Sensory play helps children to develop their physical skills as incorporates actions such as shaping, scooping and moulding. These skills require multiple muscles to work together which helps a child's fine motor skills.

Sensory experiences support children to observe, respond to, make predictions and experiment with a range of engaging hands-on stimuli, including exploring colour, light, sound, perfume and texture. Sensory play also has the potential for a variety of scientific phenomena to be explored including cause and effect, gravity, balance and motion. Sensory play has the added benefit of enjoying being in the moment; which promotes mindfulness and wellbeing.



May include headphones, colour wheels, mirrors, play dough, clay, mud, bubbles, balloons, gloop, papier mache, sand, lightbox, OHP, oil, water, herbs and spices, flowers, leaves, bark, nests and feathers, rice, cornflour, fabric, paper, marbles, paint, weaving, tasting and cooking.

CONSTRUCTION:

Constructive play develops a vast range of skills and behaviours, including: physically controlling and manipulating using fine and gross motor skills; testing ideas and experimenting to seek out new ways to use the materials; problem solving and flexible thinking; realising an idea into reality; persevering with challenges and collaborative team work to complete a task together. Its use of open-ended materials allows children to be inquisitive about the functions and attributes of the media they are using. Children explore these materials in creative and often mathematical ways such as symmetry and role play. There is an exciting element of risk taking as children test and push the boundaries of possibilities. As children manipulate and modify constructive materials over time, the complexity increases. As children construct they exercise their spatial awareness and explore the aspects and complexities of structures. Children learn about number, quantity, connection, balance, size, capacity, weight, dimension, symmetry, pattern and shape.

A well-stocked block shelf opens up a myriad of possible design ideas. A wide assortment of loose parts provides endless opportunities to explore aspects of nature, living things, physical phenomena, laws of nature and various scientific processes such as predicting, testing, experimentation and finding solutions. Children have access to open shelving where baskets of inviting resources support exploration of various types of construction, including animal lands, dinosaur world, cities and towns, towers, castles, bridges, roads and train tracks. Trays of small construction materials are also available for children to self-select including Lego and Mobilo. Each child has a photo block to place in their construction to indicate individual or collaborative group ownership. Constructions can then be saved to revisit and extend at a later time.



May include large and small wooden blocks, tools, plastic animal models, cars and trucks, carpet map and road signs, wooden people and town buildings set, paper and pencil, maps, pictures of buildings, wood train track, car road track, masking tape, marble track, fabric, synthetic grass and fabric mats, magnetic shapes and a wide range of natural resources – bark, wood circles, stones, shells, seed pods

Creative and Practical Arts

ART & CRAFT:

At four or five, the child begins to tell stories or work out problems with her drawings, changing basic forms as needed to express meaning. Often once the problem is expressed, the child feels better able to cope with it. Betty Edwards

As children paint, they learn about size, shape, pattern and design, experiment with materials and mix colours, they are also thinking scientifically.

Our painting easel and craft trolley are available every day. A variety of paints, brushes, papers and mixed media is supplied for children to creatively explore. Pictures, photographs, artworks and authentic models are sometimes included as stimuli for experimentation.

This area provides many rich opportunities for creative expression, imagination and experimentation. Through the opportunity to visually express themselves, children also learn to make and appraise art, and to develop cognitive and language skills. Children may dictate an imaginative story or explanation connected to their creation.

At the craft trolley, we strive to provide visually appealing, accessible resources which encourage and follow children's interests, creative exploration and skill development. Children learn to manipulate tools and a wide variety of media to realise their own ideas creatively. It's a place where they can come to make props to support and extend their play. Children develop their problem-solving skills in hypothesising and selecting suitable resources and applying various fine motor manipulative skills. The craft trolley also provides the opportunity to persevere with challenges and work on ongoing projects and hone new skills from and with peers. Children adapt, practise, revise and refine with each returning visit.



May include easels, paints, dyes, crayons, water colours, paper, printing materials

(toothbrushes, paintbrushes, soft rollers) safety scissors, felt, fabric, recyclable materials, cardboard rolls, boxes, sticks, crepe paper, glue, paint, beans, seed pods, leaves, noodles, plastic bottle tops, sticky tape, stapler, pipe cleaners, foil, feathers etc.) Real art texts, mirrors, famous artworks (traditional, contemporary, Indigenous, cultural)

MUSIC CENTRE:

Music brings us joy! Singing together promotes harmony and wellbeing. Dancing to music helps children build motor skills while allowing them to practice self-expression. Children explore sounds and rhythms through playing music and singing. Music promotes creativity and active listening, as children experience the natural intonations and rhythms of musical language. It can improve literacy and can accelerate brain development. The way we process musical sound is the same way we process speech.



Children have access to baskets of percussion instruments during play sessions. They can experiment with inventing their own music and sing favourite songs with friends. Instruments are also used during Group Time to accompany movement and singing experiences. Children are also introduced to tuned percussion - xylophone and chime bells. Music includes world music – songs and dance, learning concepts: high and low, slow and fast and clapping, playing and moving to the beat.

May include lessons with our school Music teacher, musical games, number songs and rhymes, playing various musical instruments –xylophone, bells, shakers, wood clapping sticks, triangles, bells, castanets etc. and home-made instruments such as old kitchen utensils, pots, boxes and containers, links to stories and festivals, recorded music and music videos on our Smartboard.

DRAMATIC PLAY:

Role play in the Home Corner provides a great social opportunity for contributing creatively and expressing a range of emotions. Shared language provides experience in conveying messages and ideas and learning new vocabulary; further enriching dialogue for storytelling.

Children build resilience through negotiating and turn taking in sharing resources and character roles, such as; being a leader or following a friend's cues. Children make and strengthen connections to feelings, words and actions of others. They connect to their home culture and personal experience; further building on social experiences and exploring other ways of being. Children need a range of socio-dramatic play opportunities. This type of play is central in promoting oral language, problem solving, decision making, persistence and creativity. (Walker 2007).

Children explore socio-dramatic play within our indoor Home Corner, comprising a kitchen, dining and shop areas or our outdoor café, mud kitchen or campsite areas. We have a wide range of character dress ups. Educators facilitate and extend creative dialogue, role play ideas and social skills, through engaging in play and also incidentally provide additional props to extend creative ideas and scaffold literacy and numeracy skills where appropriate.



May include dress ups, old mobile telephones, computers keyboards, doctor, vet & hospital equipment, shop front, BBQ, microwave, oven & sink, cooking utensils, wood & plastic food, pots & pans, scales, handyman tools, doll beds, prams & clothes and multicultural baby dolls, iron, broom, menus, shopping list notepad & pencils, baskets & bags, food packets, chairs & steering wheel and large outdoor blocks, puppet theatre.

Health, Wellbeing & Physical Development

Australia's Physical Activity and Sedentary Behaviour Guidelines outline how much physical activity a person should do, the importance of reducing the time spent sitting or lying down, and how much sleep children and young people should get. Active play is essential for all children. Preschool aged children should be physically active for at least three hours throughout the day, every day.

Regular physical activity has many benefits for children. These include developing: physical fitness; strong muscles and bones; spatial awareness and co-ordination; social interaction skills and emotional wellbeing including resilience and positive self-esteem.

Children who are competent in Fundamental Movement Skills are more likely to have a positive attitude to physical activity, enjoy sports and develop a lifelong commitment to physical activity and fitness. Regular activity and play has many benefits for children. These include: building strong hearts, muscles and bones, developing movement and co-ordination, encouraging self-esteem, fostering social interaction skills, improving thinking skills, and developing emotional skills.

Children are encouraged to engage in active play including in the main school woodland and tiger turf areas and our marked path which is used for locomotive play including jogging and tricycle play and soft fall area for obstacle courses and ball games. We also have a large sandpit and garden to engage children with various play interests. A wide range of sporting equipment is readily available for children to use in their play and support team games such as cubby building blocks, soccer, playing a bat and ball game with a partner. Children are familiarised with the additional storage shed resources that they can also request. Children are involved in physically assisting to set up and pack away.

Educators target specific Fundamental Movement Skill Development through set up active play and intentional skill development lessons set up activities such as soccer and net, bowling, wall target throwing, hoops and stilts play, sacks races etc. so there are some ready to play games which may encourage sedentary children to join in.

Fundamental movement skills are the building blocks for movement. They are the skills which children need to participate successfully in all types of games, physical activities and sports:

- locomotor skills, such as the run, jump, hop, skip, gallop, leap and dodge
- non-locomotor skills, such as the static balance, bend, sway, twist and turn
- manipulative skills, such as the catch, throw and kick



May include obstacle course, soccer, bats and balls, target throwing and bowling, circle games, hide and seek, catching, balance beams, fixed equipment, step and ladder climbing, mini stilts, hoops, ropes, targeted skill development lessons, riding scooters and tricycles, navigating and moving through open shared spaces.

NATURE PLAY:

“The land is where our roots are. The children must be taught to feel and live in harmony with the Earth.” Dr. Maria Montessori.

...humans possess a biological need to affiliate with natural systems and processes, particularly during the important formative childhood years, and this relationship is critical to children’s health, productivity, physical and mental wellbeing.

Kellert and Wilson 1993, Kellert 2005, Children and Nature Network 2009

“We need to appreciate that children require as well unstructured, unmediated, even risk prone opportunities for free, spontaneous, and frequently unsupervised contact with the natural world in the context of everyday life. We need to recognize that restoring children’s contact with nature is not just about enhanced intellectual understanding and support for conservation, but also about the chance to experience a sense of wonder, joy, exuberance, awe, even fear and trepidation, all and more, the raw stuff of normal and healthy development.”

Stephen R. Kellert Reflections on Children’s Experience of Nature

Health benefits of gardening for children By getting involved in gardening, children have a chance to take care of their own vegetables and fruits. They will soon learn to love eating spinaches, pumpkins and even broccoli. As time passes by, the importance of healthy eating will, therefore, ripple throughout their lives.

The Spoke: Early Childhood Australia’s Blog July 7, 2017 by Richard Clayton



Our playground and wider school woodland play areas connect to and support nature play as children observe and engage with living creatures and habitat, trees and edible plants, seasonal changes and uneven natural terrain.

Our large garden is wonderful for children to connect with nature and nurture living things. Children love to dig in the dirt to discover what lives and grows there. Children can learn about the life cycle of plants, types of plants, and name plant parts; seeds, stem, roots, leaves, flowers, fruits and vegetables. A vegetable garden provides great opportunities to learn about sustainability, nutrition, growth and life cycles.

May include main visits to & playing in the school playground & woodland areas, collecting natural resources, mud kitchen, pretend campfire, tepee, cubbies, stepping stones, sandpit, wood, sticks, river stones, dry creek bed & water pump, digging, gardening: flower pots, vegetable gardens, weeding, planting, watering & harvesting, compost, worm farm.

NUTRITION:

The food, and ultimately the nutrients, that children consume in the early years of life are the building blocks that will see them grow and thrive physically, mentally and emotionally...Healthy eating is all about getting back to basics by using whole food...Using whole food means thinking about where our food comes from – thinking about what it takes to get it to our plates. It means appreciating and understanding the nourishment that good food provides...

*ECA Learning Hub Early Childhood Nutrition - nutritionist
Katie Harding Nourished Beginnings*



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The Australian Dietary Guidelines recommend children should enjoy a wide variety of foods from these 5 food groups: fruit, vegetables, grains, proteins and dairy:

4 to 8 years: 1½ serves of fruit; 4½ serves of vegetables; 4 serves of grains; 1 ½ serves of meat/poultry; 1½ to 2 serves of dairy.

Children should limit their intake of foods that contain saturated fat, added salt or added sugar.

They should also be encouraged to choose water to drink.

Cooking and eating healthy foods together as a family can help your child develop healthy eating habits for life. Healthy eating in childhood means they will have less chance of developing chronic diseases like heart disease, type 2 diabetes, obesity and some cancers. To stay healthy and maintain a healthy weight, children need to be physically active and eat the right amount of nutrients to balance the energy they use. www.healthdirect.gov.au/healthy-eating-for-children

We enjoy cooking with our home grown produce to enjoy a shared snack or meal, e.g: pumpkin soup, herbal tea, rosemary potatoes and salad.

Parents/carers provide a water bottle and food for their own child. Please provide a nutritious lunch and morning tea such as fruit, vegetable sticks or cheese and crackers in a labelled cold chiller bag to maintain freshness and ensure food is consumed by the child it is intended for. Educators will top up the bottle with fresh water and inform parents/carers if there are any issues regarding their child's eating e.g. if they require more or less food, aren't eating certain foods, etc.



We look forward to meeting you at our Preschool Orientation and welcoming your family to our school community.

Kind regards,

Rozelle Public School Preschool