

Getting Ready for School



SEPTEMBER
2024

How we prepare children for
school at THCK

At Terrey Hills Community

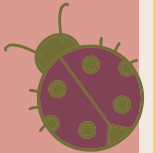
Kindergarten, we believe in a play-based curriculum, where children learn through their play. Children's individual interest, strengths, ideas, and knowledge form the foundation of our program and these are extended upon.

Our educators also plan purposeful, meaningful and deliberate experiences to further interest and challenge the children, as well as prepare them for future learning.

Our learning environment's are set up to prepare children for school and a love of learning.



Where can you see
children preparing for
school during their
Kindy day?



- It is learning to separate from Mum and Dad at drop off and independently unpacking their Kindy bag.
- Playing cooperatively with friends in the playground.
 - Being able to focus on table top activities for short periods of time.
- Playing and socialising with friends and engaging in problem solving together.
- Learning interpersonal qualities such as empathy and cooperation.
 - Conflict resolution and resilience.
 - Listening at group times, following instructions and following the daily routine.
- Independently eating morning tea and lunch.
- Joining in with music and movement experiences.
- Playing games and following rules!

ENCOURAGE

INDEPENDANCE:

WE SUPPORT CHILDREN IN HAVING SUCCESS IN INDEPENDENTLY DOING THINGS BY THEMSELVES AND FOR THEMSELVES. SUCH AS TOILETING, GETTING DRESSES AND LOOKING AFTER AND PACKING AWAY THEIR OWN BELONGINGS.

IDENTIFYING AND OPENING THEIR OWN MORNING TEA AND LUNCH BOXES AND FILLING UP THEIR WATER BOTTLES WHEN EMPTY.

DEVELOP PROBLEM SOLVING SKILLS:

Giving children the opportunity to work out a problem by themselves and giving them the skills and knowledge of how to best solve a problem independently. "what do you think we can do? You have a go first and then I can help you if you need help" "Can I join into this game"?

Sharing and taking turns

RESILIENCE:

- Separating from Mum and Dad in the morning and unpacking their Kindy bag independently.
- Conflict resolution with peers.

LISTENING:

Group time experiences, where children sit for a short period's of time and listen to stories, sing songs and join into group discussions with a chosen topics.

READING & WRITING:

- Name cards and games for recognising names
- Letters and words at the writing table
- Rhyming games and songs
- Books and literacy experiences
- An introduction to phonics and phonemic awareness.

HAVE FUN!!

Learning happens in everyday experiences and making it fun to encourage children to develop a lifelong love of learning.

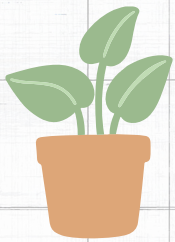
ALL THINGS FINE MOTOR:

Participating in drawing, writing and craft experiences, using scissors, and pasting and painting. These experiences are helping to develop children's fine motor skills to develop strong finger and hand muscles for lots of writing and learning at school. (Different experiences are set up to extend individual children's interests)

LEARNING NUMBERS AND MATHEMATICAL CONCEPTS THROUGH:

Board games.
Counting and waiting for a turn on the trampoline.
Counting small amounts of objects.
Measuring and cooking experiences,
Estimating, height and measurement at the block building.
Counting songs and games.

WHAT DO WE DO TO GET YOUR CHILD READY FOR SCHOOL??





THE DEPARTMENT OF EDUCATION LISTS THE FOLLOWING 3 POINTS AS BEING IMPORTANT FOR 'BEING READY FOR SCHOOL':

- BEING READY FOR SCHOOL IS MORE THAN BEING ABLE TO READ, WRITE AND DO BASIC MATH'S. RATHER, IT'S AS MUCH ABOUT DEVELOPING A CHILD'S: SOCIAL AND EMOTIONAL SKILLS TO GET ALONG WITH OTHERS.
- PHYSICAL CAPABILITIES, LIKE IMPROVING HAND/EYE COORDINATION, AND PERFORMING MORE COMPLEX CRAFT ACTIVITIES.
- COMMUNICATION AND COGNITIVE ABILITIES TO FOLLOW INSTRUCTIONS AND EXPRESS THEIR NEEDS.

Sophie Gould our 3 Day Group Early Childhood Teacher has written some words below about 'Getting ready for school'.

The transition to school is an exciting time. Our job as early childhood educators is to assist with this transition by helping set the children up for success. As a former Primary School Kindergarten teacher, I would like to share some of my experiences and what I see as 'getting ready for school'.

The children will transition from having an open, play based environment to a classroom environment. Having strong executive functioning will help them with this change and ensure they are at the required level for learning.

In a classroom setting children are expected to cope with transitions throughout the day, practice self-control, make decisions, have some independence and hold their attention for periods of time (this will increase as the year goes on).

I've had children walk through the door who couldn't write their name but had the grit and passion to work hard which allowed them to thrive. I've also had students arrive who could count beyond 100 but struggled when faced with a challenge.

When we think about traditional schooling it may seem like knowledge of literacy + numeracy = school ready but a successful formula for school looks more like independence + autonomy = ready to learn.



Handwriting in the early years

In New South Wales public schools, students learn to use the **NSW Foundation Style** writing font. The following resource may provide guidance and activities to use with students in the early years. This resource will complement the phonics sequence activities. Each letter has a short script to support students in forming letters.

The following is an overview of lower case and capital or upper case letters and numbers in the **NSW Foundation Style**.



TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months
Pincer Grasp



12-15 Months
Palmar Supinate Grasp



2-3 Years
Digital Pronate Grasp



3-4 Years
Quadrupod Grasp

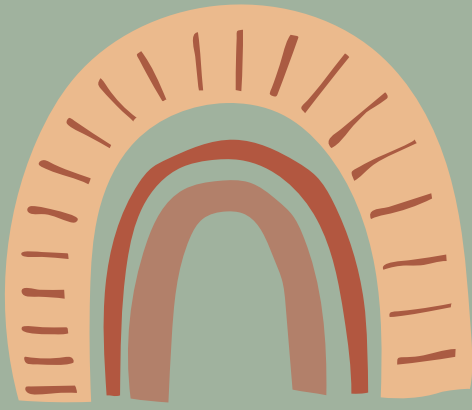


3-4 Years
Static Tripod Grasp



5-6 Years
Dynamic Tripod Grasp





Click on the link to
find out more
information from the
Department of
Education about
your child's
transition to school



Supporting the Transition to School Video Series

For Parents and Carers

