



## **Bayside Childcare**

### **Funded 4-Year-Old Kinder Program**

### **Information Pack**

Is your child turning 4 before April 2016? Will your child be going to school in 2017? If so, it is time to start thinking about enrolling your child in Kinder for next year.

#### **Why Bayside?**

Our Kinder program is designed to equip children with the skills they will need to be successful at school next year. Through a variety of educational activities the children develop their abilities and understanding in the areas of social interaction, emotional management, language, literacy and numeracy. Each day we have a Spotlight Activity – Music, Science, Kiddy Gym, Art, Cooking or Drama – which are the Kinder equivalent of subjects they will be learning at school. Throughout the day children engage in individual tasks, cooperative play and group activities. Learning experiences are tailored to children's individual needs and interests to promote engagement and optimal learning and development.

#### **Program Times**

The formal Kinder program runs Tuesday to Friday from 9:30am to 3:00pm during school terms. Long day care is also available from 7:00am to 6:00pm Monday to Friday, excluding public holidays. Kinder children must be enrolled for a minimum of three days per week.

#### **Number of Spaces**

The Kinder program can hold 10 children per day. Priority is given to children who have previously been enrolled at Bayside for childcare.

#### **Fees**

As this is a government funded Kinder program the fees for enrolling your child are the same as normal long-day care fees. Additional expenditures incurred by participation in the Kinder program are covered by the government, including resources, excursions, incursions and other related Kindergarten costs. Standard fees are \$80 per day and can be subsidised by Childcare Benefit.

#### **The Kinder Teacher**

Sarah is the Kindergarten teacher and Educational Leader at Bayside Childcare. She has been working with children for 10 years and graduated from Monash University in 2014 with a Bachelor of Early Childhood Education. She joined the team at Bayside at the start of 2015. Sarah believes that the early years are the foundations for a lifetime of learning and is committed to giving children the best possible start to their education. She is passionate about music, literacy and hands-on learning. In her spare time Sarah enjoys writing stories and has even written a few picture books tailored for the children at Bayside!

## Spotlight Activities

### **Kiddy Gym**

This fun, active lesson is the Kinder-age equivalent of PE. Children will be involved in a variety of group activities that get their bodies moving. This will promote physical health and development, and help the children to hone their motor skills.

#Outcome 3: Wellbeing

### **Music**

In our music lessons the children will sing songs and jingles, play with a variety of basic instruments, develop a sense of rhythm and enjoy dancing to music. These activities will help to develop the children's early literacy skills, vocal strength, listening skills, motor skills and even early maths skills. #Outcome 5: Communication

### **Drama**

Children will explore concepts of identity while developing the confidence for public speaking and performances as they role-play familiar stories and come up with their own short plays.

#Outcome 1: Identity. #Outcome 5: Communication

### **Science**

Children will engage in inquiry-based learning as they ask questions and design experiments to discover the answers. They will investigate a variety of intriguing science topics including the five senses, weather, nature, forces, and even chemical reactions (child-safe ones, of course)!

#Outcome 2: Connected and contribute to their world #Outcome 4: Confident and involved learners

### **Cooking**

Children will love to try their hands at cooking. As they work together to make a variety of snack foods for afternoon tea, children will be learning about safety, hygiene, healthy eating practices and early maths concepts as well as developing some practical skills.

#Outcome 3: Wellbeing

### **Art**

Children will be creating artwork using a variety of mediums including pencils, textas, paints and craft supplies. This fun, often messy, activity allows for self-expression, creativity and the development of fine motor skills.

#Outcome 1: Identity. #Outcome 3: Wellbeing.

### **Literacy and Numeracy**

Embedded in group times, table top activities and learning stations are early literacy and numeracy concepts. Songs, books, flash cards, posters, signs, dramatic play and ongoing communication with peers and staff help children to extend their vocabulary, begin to learn the alphabet and develop pre-reading and pre-writing skills. Children also explore measurement, time, numbers, counting and shapes in everyday play experiences.

## Learning Stations

Our Kinder room is set-up with a variety of learning stations where the children can participate in group or individual play experiences that will extend their learning. These learning stations are dynamic, changing or adapting in accordance with the children's current interests and the learning topics of the week. Some regular play areas include the following:

### **Dramatic Play**

This play space is designed to facilitate imaginative, interactive and dramatic play. Typically a home corner with a kitchen set, the area can transform into a variety of creative settings supplemented by dress-ups to inspire the children to adopt new characters and experiment with role-play.

### **Reading Nook**

The reading nook is a comfortable, quiet area where children can explore a variety of picture books and other texts either on their own, with peers or with the teacher. They will develop pre-reading skills such as reading front-to-back, inferring the story from looking at the pictures and recognising that written text holds meaning.

### **Table of Interest**

This play space changes each week to reflect the current learning topic and is intended to engage the children with concepts explored during group times.

### **Sensory Play Table**

Sensory play is designed to engage all of the senses, especially the sense of touch. Sensory play encourages the development of fine motor skills, descriptive and expressive language, problem solving skills, mathematical and scientific concepts, and an understanding of the physical properties of different materials.

### **Block/Construction Corner**

As children build a variety of structures they are developing creative and critical thinking skills, fine motor skills, concepts of size and height, problem solving and social skills through cooperative play.

### **Drawing/Writing Desk**

Children exercise their creativity and develop pre-writing skills as they draw. They learn that real life objects can be represented through symbols which will help them gain an understanding of how sounds can be represented through letters and words through written text. Art is also a wonderful way for children to express themselves and how they are feeling.

### **Puzzles**

Puzzles help children develop fine motor and problem solving skills. Different puzzles can also supplement learning topics by exploring different images and concepts.

# Curriculum

At Bayside Kinder our learning program is based on the *Victorian Early Years Learning and Development Framework* (VEYLDF).

## **Outcome 1: Children have a strong sense of identity**

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- 1.3 Children develop knowledgeable and confident self-identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect

## **Outcome 2: Children are connected with and contribute to their world**

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment

## **Outcome 3: Children have a strong sense of wellbeing**

- 3.1 Children become strong in their social, emotional and spiritual wellbeing
- 3.2 Children take increasing responsibility for their own health and physical wellbeing

## **Outcome 4: Children are confident and involved learners**

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- 4.3 Children transfer and adapt what they have learnt from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

## **Outcome 5: Children are effective communicators**

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children engage with a range of texts and get meaning from these texts
- 5.3 Children express ideas and make meaning using a range of media
- 5.4 Children begin to understand how symbols and pattern systems work
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking

With these five key learning outcomes in mind, our program is developed based on the children's needs and interests with the goal of preparing them for school next year. We have a play-based curriculum which allows children to explore, discover and grow through rich play experiences, and we supplement this learning with intentional teaching topics each week.

## School Readiness

The Kinder Program focuses on preparing children for school next year, equipping them with foundational knowledge and skills that will enable them to feel confident learning and growing in a school environment. The following is a basic checklist you can use to help you decide if your child is ready for primary school.

- Can say his or her first and last name clearly to others (middle names cause confusion).
- Can be used to having mum/dad absent for several hours.
- Can read his/her first name in all kinds of scripts
- Can identify own belongings and care for them.
- Is used to packing away after games and activities.
- Can dress him or herself, especially shoes, socks, jackets, raincoats, etc and can manage clothes after the toilet. (Not shoe laces though!)
- Always has a handkerchief (or tissues) and can use it correctly.
- Can recognise the need to go to the toilet and can ask correctly.
- Can correctly use a toilet, and for boys, use a urinal, including flushing.
- Knows how to wash hands after using toilet.
- Knows the difference between fruit break, big lunch and afternoon break.
- Unwrap and eat packed lunch and can manage opening their lunch box, unwrap food wrap and open a drink bottle.
- Can handle small amounts of money for ice blocks etc at the canteen.
- Can count up to ten objects.
- Is used to drawing and colouring, playing quiet activities, such as puzzles and having stories read. Grips pencils correctly.
- Can use a paintbrush or small scissors.
- No longer uses baby talk. For example uses "I" and "me" correctly (never "me can do it"). Can speak in sentences. Speaks clearly.
- Knows some other children who will begin school at the same time (try to make contact with other parents in your area).
- Has a regular bedtime.

## Contact Us

If you have any questions, would like to request a tour of our facilities or want to enrol your child for the 2016 Kindergarten Program at Bayside Childcare, please do not hesitate to contact us.

Bayside Childcare

Sarah Gunn

Kinder Teacher

Phone: 9783 2804

Email: [baysidechildcare@yahoo.com](mailto:baysidechildcare@yahoo.com)

Alternatively, fill out this Expression of Interest Form and send it to 45 Queen St, Frankston 3199. We will contact you as soon as possible.

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### **BAYSIDE CHILDCARE: 4 YEAR OLD KINDERGARTEN EXPRESSION OF INTEREST FORM**

Parent's Name:

Name of child/ren:

Child's DOB: \_\_/\_\_/\_\_

Preferred start date: \_\_/\_\_/\_\_

Days required:

Contact number: