

Dear Families,

We would like to welcome you to the Rainbow Room. We look forward to getting to know you and your child. We have devised some information that will help you to see the direction of our program.

My Portfolio Book

My primary care givers are Jackie, Svetlana, Natasha & Vanessa at Honey Bee Preschool, who are collecting information about my development and interests. Observations will be recorded about me through photos, artwork, written observations and much more. The teachers have developed goals in which to develop my strengths and needs. The teachers program for a range of activities that would best meet my interests.

I will be working on many projects throughout my time at Honey Bee Pre School, which will be placed in my portfolio to share with you. In addition to all this information, I have also had many people come and visit me and photos of these special occasions have also been added into my portfolio.

Please take the time to read my portfolio as it documents my journey through early childhood.

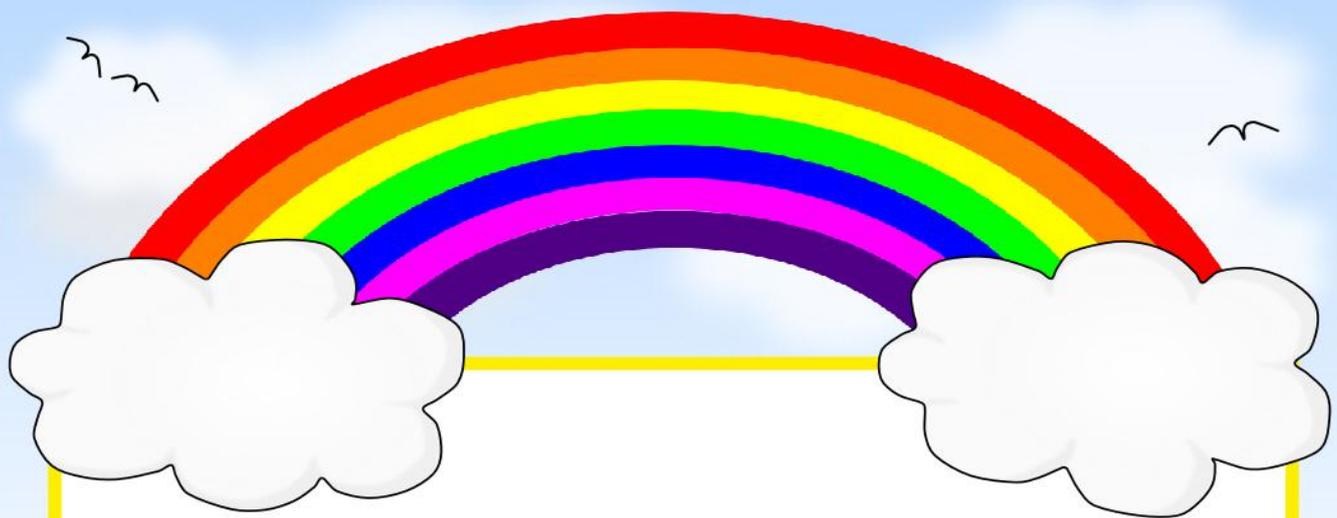


When you take this home to read, please take special care of it because I want to keep this when I leave Pre School and reflect on the special times I had with my teachers and friends at Honey Bee Pre School. You are special in my life and I would love it if you could write in my portfolio too. You can write things that I like doing at home, my interests, things that I have done on the weekend, photos of special events and outings. This will let the teachers know a bit more about my family and me.

My teachers would appreciate it if you could bring my journal back to them within one week. You can look at my portfolio at the centre whenever you like. You must ask a teacher for my book as these books are confidential. Please feel free to write in the parent input section in my portfolio or organise a meeting with my teachers about my development.

School readiness/ News

As of Monday 3rd February we will be starting home work for the children who are moving into kindergarten in 2016. These worksheets will cover areas such as English (reading and writing), mathematical concepts (addition, subtraction grouping etc.), shape recognition and understanding and colour recognition. Honey Bee will be providing the worksheets for all the children. Over the past couple of years the children have really enjoyed



participating in the program. This school readiness program prepares the children for Primary School and the concept of doing home work.

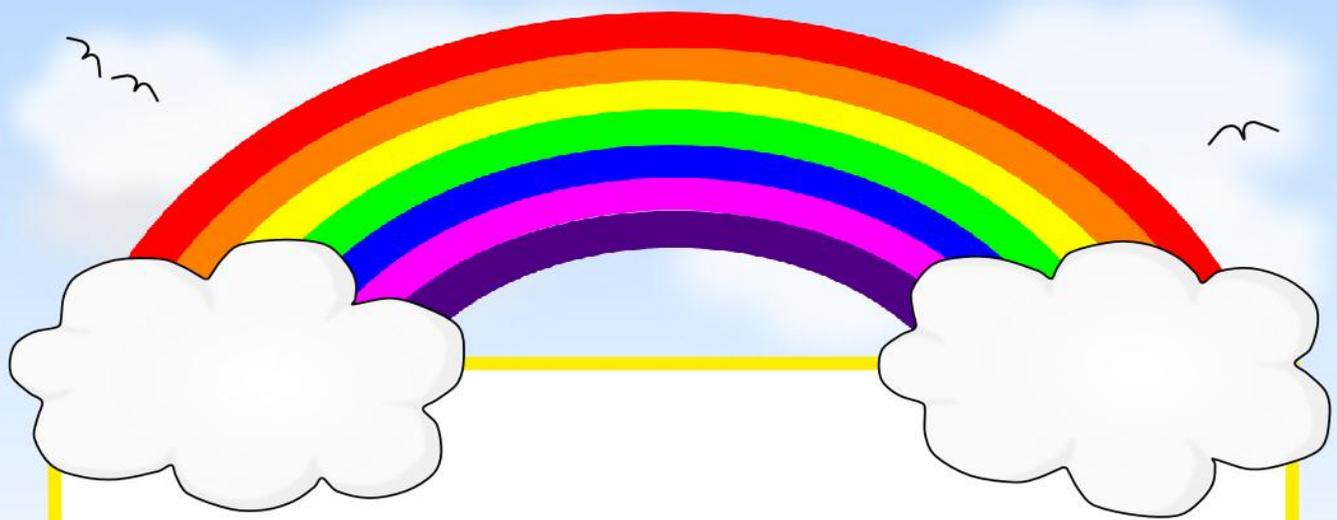
How the workbook system will be implemented;

Over each week of the school term the staff will be providing educational worksheets and activities for the children during class time focusing on the areas mentioned above. These worksheets will be put into the children's communication files. Each week there will be a homework sheet for the children to do at home with you.

Please take a home work sheet home weekly to follow up on what your child has been working on during the week. These sheets are located in the container labelled 'home work sheets'. You are also able to view your child's progress and development at different stages and understand what the centre is doing to cater for your child's learning and development.

News Day

Once a month the children are allocated a news day. During this time the children are able to develop confidence. Please look at the calendar and record your child's news day. To prepare the children for their news day please talk to your children about their news:



- *Please bring something special from home or talk about something special
- *Photo's
- *Special event's e.g. Birthdays
- *Please do not encourage your child to bring Mc Donald toys
- *Prepare at home why/what is special about their news

English

Honey Bee follows the “Ants in the Apple” program which brings children to the first steps in reading and writing using ideas from the latest research into early literacy. This program is currently being used in primary schools with the kindergarten children and has also shown great benefits for children in Pre-School. The children are learning a new phonics song from which they will be able to link the letters in the alphabet along with the sound that they make. Learning the sounds that letters make plays a very important role in learning to read and write as children can sound the letters out aloud or in their minds.

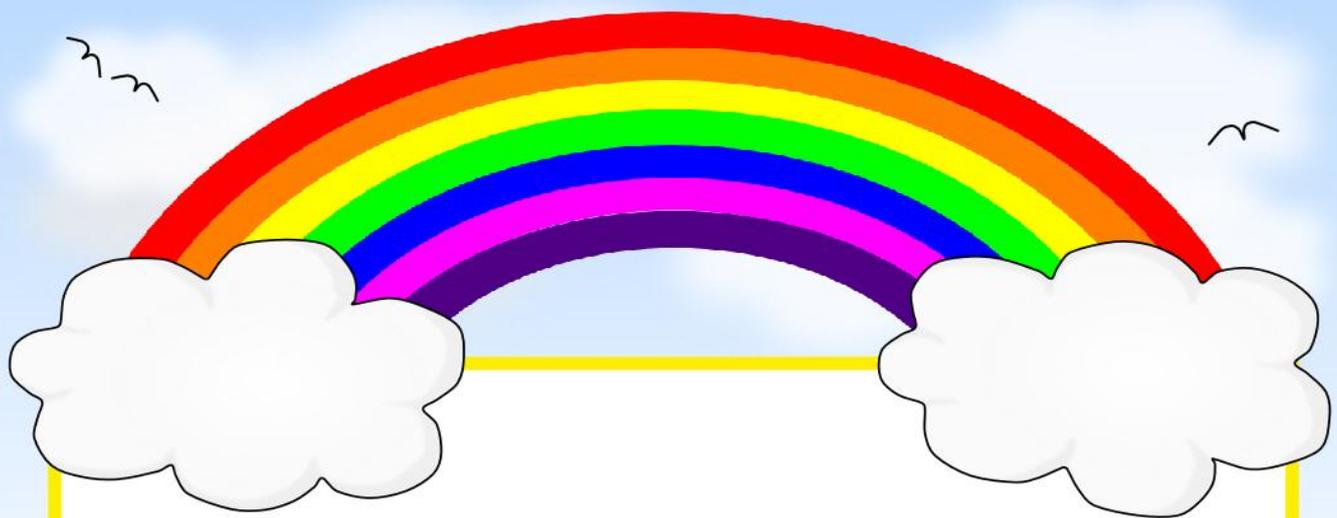
The “Ants in the Apple” program that the centre will be implementing also presents handwriting worksheets for the



children to develop their fine motor skills, writing and letter recognition skills. With most handwriting programs, they place a heavy reliance on dot-to-dot tracing techniques. The problem with these techniques is that they do not encourage children to see the writing of each letter as one complete movement. Rather, they focus on small parts of the whole movement.

e.g. If we were teaching the children to perform a gross motor activity such as jumping, we would not just spend our time doing knee bends and arm swings, rather we would encourage successive attempts at the whole movement.

Thus the strategy presented in the “Ants in the Apple” program encourages practice of the whole movement and gradually encourage the child to refine the movement by providing them with an outer shadow of the letter which they have to trace between and a further worksheet where they have the opportunity to copy the letter by themselves. In addition, research tells us that copying a shape is a better method of learning than tracing because that child must attend to the letter shape more intently. The child has to make decisions about where to start, which way to go first, how to shape any tricky bends in the letter and where to stop the movement. You can trace a shape or letter without much notice of how it is constructed.



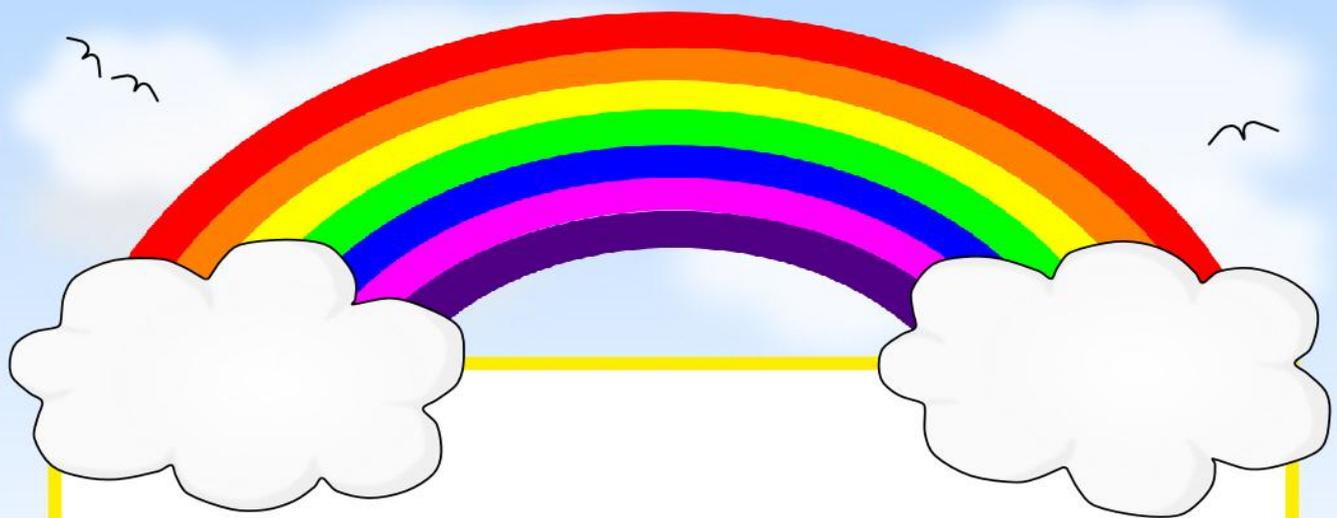
Mathematical Concepts

Through much personal study (Bachelor of Teaching at Uni) and experience in Preschools and Long Day Care Centres and also through observing how children learn, it has come to my attention that children learn best by doing. That is, having a hands on experience with the concrete materials. The program which will be used with the children will be derived from the Department of Education K-6 syllabus document and adapted to suit the ages of the children in the centre. The children will be doing worksheets during class time along with activities with materials such as sorting and matching cards, adding and subtracting small and large objects, ordering objects according to size etc.

Colour and shape recognition and understanding is catered for during group times, with the use of worksheets spontaneously throughout the day. The children will have worksheets to complete during class time and at home which will foster their development in this area. The children are encouraged to write their own name at the top of their work to encourage writing skills also.

If you have any further questions or comments, please talk to me and I will be very happy to help you.

Jackie,
Nominated Supervisor



Skills and goals we will be developing....

Pincer grip.

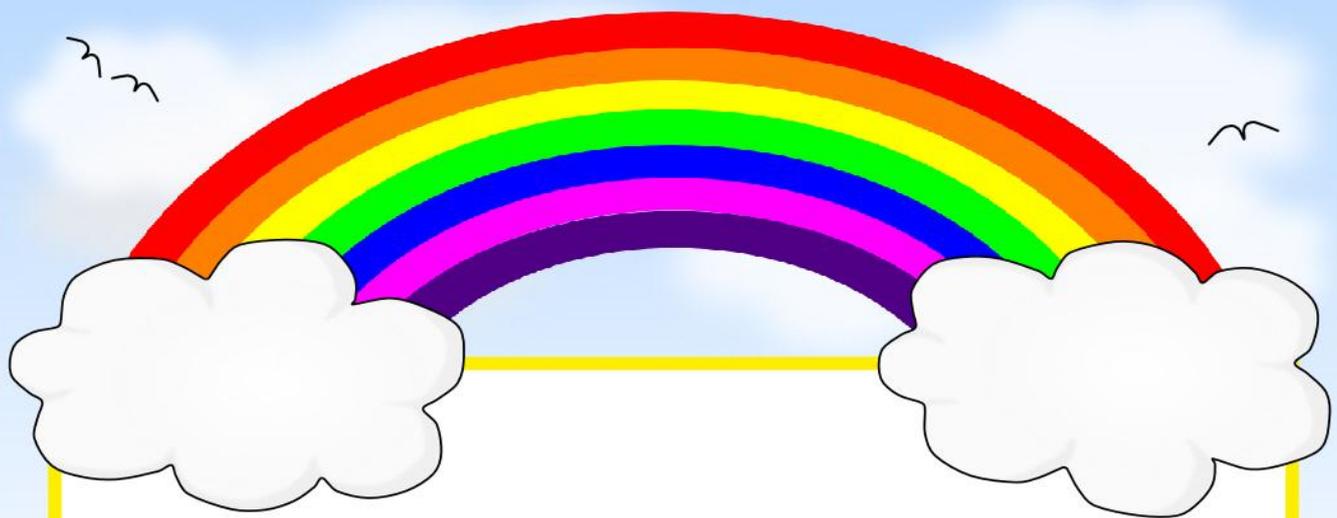
Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zipper, and use crayons or pencils with precision etc.

Activities and experiences that will be implemented:

- Cutting paper.
- Finger painting.
- Making scrunchies (Scrunching paper with hands).
- Moulding play dough.
- Threading beads.
- Drawing with pencils, textas and crayons.
- Stickers.
- Collage.
- Peg boards & peg activities.

Recognising & Writing Names: Activities and experiences we will implement:

- The use of name tags during meal times.
- Encouraging children to write names on art works.
- Sand writing names.
- Searching for letters in newspapers and magazines.
- Copying names from name tags.



Numbers and counting: Learning to identify numerals, learning to count using one-to-one correspondence from 1-20 (building up to 100).

Activities and experience that will be implemented:

- Drawing numbers.
- Songs and felt stories/ rhymes.
- Books with numbers.
- Counting from 1-20.
- Sand writing numbers 1-10.
- Simple pegged number puzzles.
- Hop scotch.
- Bean bag games.
- Dice games- snakes and ladders and physical movement e.g. 5 star jumps etc

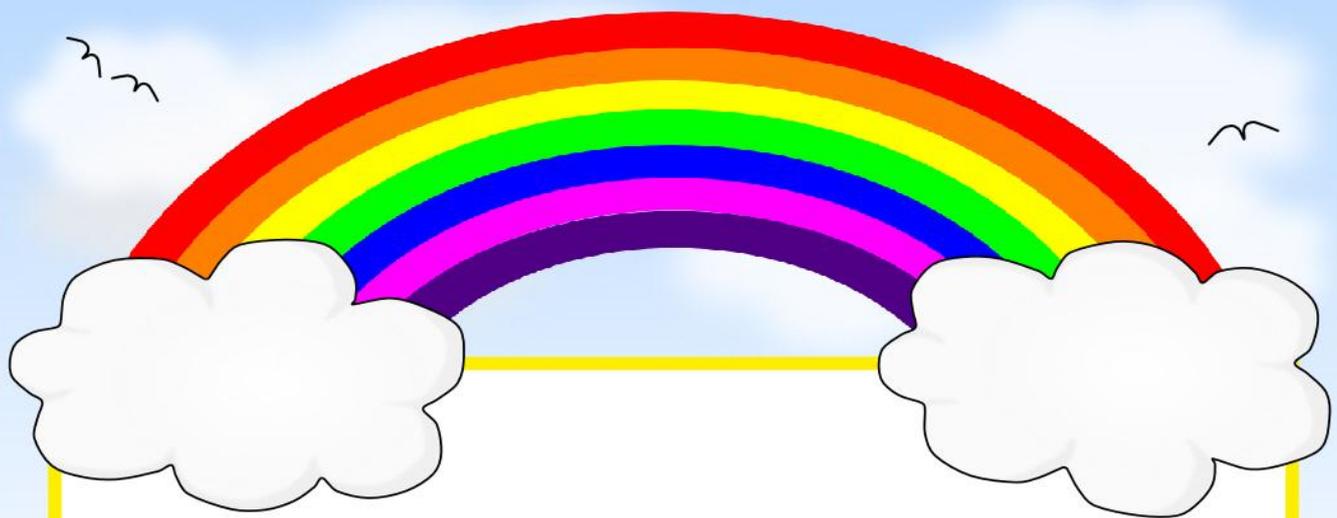
Getting along wit others: Developing social skills.

- Take turns
- Dealing with conflict
- Sharing

Looking after belongings/ developing self help skills:

Children will develop a strong sense of identity as they develop their self esteem, self identity and self worth.

- Packing hats and water bottles in bags daily.
- Keeping bags in lockers with belongings secured inside bag.
- Putting on shoes and socks.
- Washing hands and faces after meals.
- Toileting independently
- Applying sun cream.



Gross motor skills:

- Jump forward with both feet together
- Jump backward with both feet together
- Stand on one foot unsupported for 2 or more seconds
- Coordination leg/hand
- Steer and pedal a tricycle
- Push the scooters
- Pass a ball underhand
- Pass the ball between legs
- Kick and throw the ball
- Locomotor skills

What goal would you like your child to achieve over the next couple of months?