



Kensington Pre-Primary

Resources

What is Early Childhood?

Expectations

**How to help
with reading**

**How to help
with numeracy**

EARLY CHILDHOOD (typically kindergarten to year 3)

Young children have a natural curiosity about their physical, social and technological world. They have a strong desire to make sense of their world and to represent and communicate their experiences and understandings through language and various arts forms. They construct and review their understandings through interaction with others, direct and vicarious experiences and the use of their senses. Young children display increasing sophistication and control over their own learning. This is evident in their rapidly developing capacity to relate to others and to interact with their world.

It is important that learning experiences build upon each child's understandings, skills, values and experiences. Schools should foster strong relationships with families and communities, and draw upon these relationships to provide culturally appropriate programs. Teachers take account of the young child's continuing development, both inside and outside formal schooling.

Learning and teaching programs are built around knowledge about children's development; their linguistic, social, emotional, aesthetic, spiritual, creative, physical and cognitive ways of knowing. They are purposeful and appropriate to the child's current thinking, interests and ways of learning. Activities should encourage children's autonomy, intellectual risk taking, responsibility and control of learning. Effective teachers use a variety of strategies, including explicit approaches with whole class, small-group and individual encounters.

Children achieve the outcomes when their learning experiences enable them, through play and experimentation, to observe, manipulate and explore objects, materials, technologies, physical movement and other phenomena. They need frequent opportunities to make, build, design and draw for both utilitarian and creative purposes in both indoor and outdoor settings.

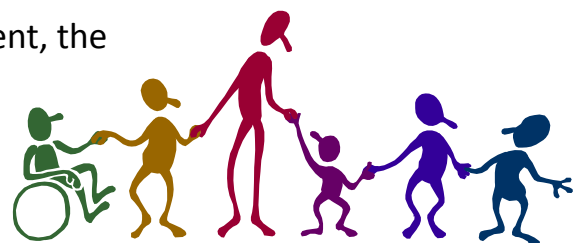
Children's exploration of their world includes reflection on behaviours, values, language and social practices as well as physical phenomena. They are encouraged to pose personally-meaningful questions and to seek ways of answering such questions.

Young children need to discuss, describe, label, classify, communicate and represent their observations and experiences in ways which are meaningful to them. They should have appropriate opportunities to develop their control and understanding of the symbolic representations associated with written language and mathematics. These skills help children to understand their world and to achieve competence and personal satisfaction.

Experiences will typically integrate knowledge, understandings, skills, and values and attitudes across learning areas.

As the child moves through this phase of development, the teacher continues to rely on close observation and responds to the child's emerging intellectual and social understandings.

(taken from 'Curriculum Framework')





PRE-PRIMARY EXPECTATIONS

Our broad **expectations** are that a child will move into Year One with:

- A helpful attitude
- Acceptable social skills / manners
- An appreciation of how others feel
- Appropriate listening skills
- Confidence in own abilities
- Confidence to question
- Enthusiasm for learning (Positive attitude)
- Expression of thoughts and feelings
- Increasing ability to make appropriate choices
- Increasing ability to problem solve
- Increasing responsibility for own actions
- Independence, yet not be afraid to ask for help
- Initiative
- Inquiring minds
- Respect for the rights of others
- Willingness to take some risks with learning

How to support your child as a Reader.

Encourage your child to read:

- shopping lists – cross off items when they are found
- recipes - follow & cook together
- captions next to pictures
- signs - street & shop
- print in the environment – McDonalds, Pizza Hut...



Help your child to read by talking about:

- things they have done
- places they have been
- favourite books & authors
- a photo album or scrapbook you have made
- ads & their messages



Encourage your child to read by:

- going to the library
- checking the TV guide – read out the titles of the TV programmes
- reading yourself – you are a great model!
- playing board & computer games – read out the instructions and moves
- choosing DVD's & discussing the covers
- finding favourite brands
- using a calendar for special events



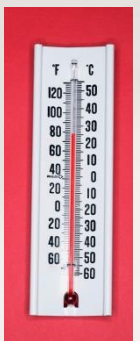
Make reading fun!



How to support your child with numeracy.

Encourage your child to:

- estimate prices, totals, and change when shopping
- compare prices in catalogues and on shelves
- count out money, and the change
- check the calendar for dates
- find, and use phone numbers
- use recipes
- count the plates, glasses, utensils....
- estimate drink quantities
- check timetables
- look for street numbers
- use the street directory together
- find and explain your route on a map
- estimate time of arrival
- look for your bus stop
- keep a record of your child's height
- tell the time with both analogue and digital clocks
- play games that involve counting –board, card, computer...
- look up the weather forecast
- look for numbers on houses or letterboxes



Make numeracy fun!

