

Valley View Kindergarten

Curriculum Overview Term 1, 2021

Children have a strong sense of identity

Children feel safe, secure and supported

During the term staff will build secure and respectful relationships with all children. The children will be included in discussions and contribute to the kindergarten rules and routines. Children will be supported both verbally and visually to understand why we need to be responsible for our belongings, play space and the importance of packing away. They will be encouraged to support each other by being positive and including them in play so everyone feels safe and can learn at kindergarten. Through play activities such as dramatic play, block play, construction and table top activities children will establish friendships and build relationships with other children and develop a sense of belonging to a group.

Children are connected with and contribute to their worlds

Children respond to cultural diversity with respect

Children will explore different cultural celebrations during the term through participating in activities to celebrate events including Carnevale, Chinese New Year, Harmony Day, Holi and Easter. Some activities will include making masquerade masks to celebrate Carnevale, a home-corner with Asian props, making lucky envelopes, fireworks painting and making a Chinese dragon to celebrate Chinese New Year, making orange necklaces to acknowledge Harmony Day on the 21st of March. Harmony Day is an Australian Government commitment to promote community harmony and addressing issues of racism in Australia. Holi is the Hindu Indian Festival of Colours and each child will be given the opportunity to do a palette painting on their photo. There will be a variety of activities provided around Easter including small world play, puzzles, and picture bingo.

Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Children will be introduced to 'bucket fillers' through discussions and stories such as "Have you filled a bucket today?" The 'bucket' represents your mental and emotional self. When your 'bucket' is full, you feel more confident, patient and friendly. When your bucket is empty, it contains few, if any, positive thoughts or feelings. We will talk about how we can fill our own and others people's 'buckets'. Children will also be introduced to the 'PALS' program. Through this program children will explore a number of skills such as greeting others, taking turns (talking and Listening), taking turns at playing, sharing, asking for help, identifying feelings, overcoming fear and anxiety, managing frustrations, calming down and speaking up. Children are introduced to constructive ways to solve problems that arise in social situations. This is done through stories acted out by puppets and songs. Children will show an increasing ability to understand, self-regulate and manage their emotions and relate to other children's feelings. Staff and children will talk about their feelings and responses to situations with a view to supporting individual's understandings of emotional regulation and self-control.

Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children are curious and enthusiastic participants in their learning. Staff will provide children with activities that are flexible and open-ended to allow children to experiment, use their imagination and create what they want. Activities provided will include pasting, construction, clay, dramatic play, small world, blocks, mud kitchen, painting, puzzles, gross motor and fine motor. Through these activities and others children will be encouraged to persist and keep trying new ideas even when they find a task difficult. While children are participating in activities staff will listen to children's ideas and discuss with them how these ideas can be developed; such as helping put a collage idea into fruition.

Children are effective communicators

Children begin to understand how symbols and pattern systems work

Children will engage in the 'Michael Heggerty Phonemic Awareness' program. Through this program children will develop an understanding of the sounds that different letters make, that letters individually and in groups represent specific sounds and that groups of letters form words, identify initial and final sounds of words, blend and segment compound words, chop syllables in their name and other words, and recognise rhyming words. These skills will also be incorporated incidentally throughout the day in play, while listening to stories and at incidental teachable moments.

Our curriculum throughout the term will also be responsive to children's current interests