MAKING THE MOVE TO KINDERGARTEN TRANSITIONING TO PRIMARY SCHOOL



Early Years Care FAMILY DAY CARE





FROM FAMILY DAY CARE









Acknowledgement of Country

We acknowledge the ancestors of this country and pay respect to their descendants as custodians of this land. With the greatest of respect, we acknowledge our Elders, past, present and emerging. Transition to School is a term that we hear quite often when we think of early childhood and milestones. Sometimes families may worry that children need large group experiences, lots of friends and structured learning activities so that they can 'get ready for primary school'.

Families often feel that the family day care experience provided in a home environment, no matter how wonderful the care is, doesn't quite provide the right foundations for structured schooling due to the small group numbers and a play based education.

Let's take a look at Early Years Care Family Day Care and our transition to school experience for children and why we think its an optimal start to your childs learning journey and a step towards lifelong education.





WHAT IS SCHOOL READINESS?

Many years ago we believed that children needed to write their own name, do up their shoe laces, count to twenty, and only then, they were ready for school. Thanks to research and the Early Years Learning Framework we now know that children need to be confident and resilient when starting school with a healthy sense of wellbeing. There is more emphasis on being socially and emotionally independent before heading off to primary school.

This is great news for children attending family day care with Early Years Care. We appreciate that every child is different and that every child is a unique learner at their own level of development and ability when they leave us for 'big school'. We recognise that "learning is not always predictable and linear." (EYLF, DEEWR 2009)

At Early Years Care we look at what children achieve using the five main learning outcomes from the Early Years Learning Framework.

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

By providing learning opportunities and inspiring play experiences that allow children to explore we can do our best to ensure that they are prepared for a life of curiosity, learning, identity, connectedness and wellbeing.

Confidence and communication skills are vital for young children, by fostering the EYLF outcomes, we can give children the best possible start to life and education.

WHAT SKILLS DO WE WANT CHILDREN TO HAVE WHEN STARTING SCHOOL?

- Listen to others
- Share
- Recognise own name

- Be confident wearing a uniform
- Understand their actions
- Trace basic letters and shapes
- Identify some alphabet letters
- Tell stories from pictures
- Speak clearly
- Sort and classify objects
- Use scissors
- Bounce a ball
- Basic fundamental movement skills
- Pay attention for a length of time
- Manage buttons, zips and laces
- Follow rules
- Use a toilet
- Unwrap items
- Open containers
- Ask questions
- Separate from parents

We also want children to value culture and have a sense of belonging.

Play based learning through early childhood programs incorporate choice for children and allow children to learn many of the elements of school during the early years. This could be:

- Learning about routines and what happens in our day, including the structure, time frames, starts and finishes.
- Interactions adults and children building relationships
- Expectations children learning to know what is expected of them
- Self-regulation, making judgements about their own needs and responses
- Planning choosing experiences and learning how to approach tasks
- Learning persistence, curiosity, perseverance and responsibility

At school children will be taught:

- English
- Mathematics

- Science and technology
- Human society and its environments (HSIE)
- Creative arts
- Personal development
- Health and physical education

At Early Years Care we ensure that children are ready for a school curriculum by following the National Quality Framework and the Early Years Learning Framework. These frameworks are governed by the Department of Education to ensure that all Australian children get the best possible start. The National Quality Standards gives families information about the quality of early childhood education and care services and the quality of care that children receive.

Our National Quality Rating System rates

services as excellent, exceeding, meeting standards, working towards standards or significant improvement required. The rating given is assessed against seven areas of expected quality. The standards are grouped in the following categories:

- 1. Educational Program and practice
- 2. Children's health and safety
- 3. Physical environment
- 4. Staffing arrangements
- 5. Relationships with children
- 6. Collaborative partnerships with families and communities
- 7. Leadership and service management

Early Years Care is currently rated as exceeding and our highly qualified Educational Leader guides our learning strategies.

At Early Years Care educators assess children's learning in a number of ways and plan the program with both idea based and intentional teaching experiences on a daily basis to promote skill development.

We use daily diaries and reflections to document and track children's learning to ensure that we are meeting outcomes as per our curriculum and ensure that we remain true to our image of the child. Portfolios allow educators to show families that learning outcomes are being met throughout the year, as well as showing a journey of growth through learning stories, artwork and photos.

We promote discussion and viewing of the journals. The journals belong to the child and we want them to be a part of creating them as they own these living documents.

We record conversations from the child in the journals and love the value that family feedback brings to our program.

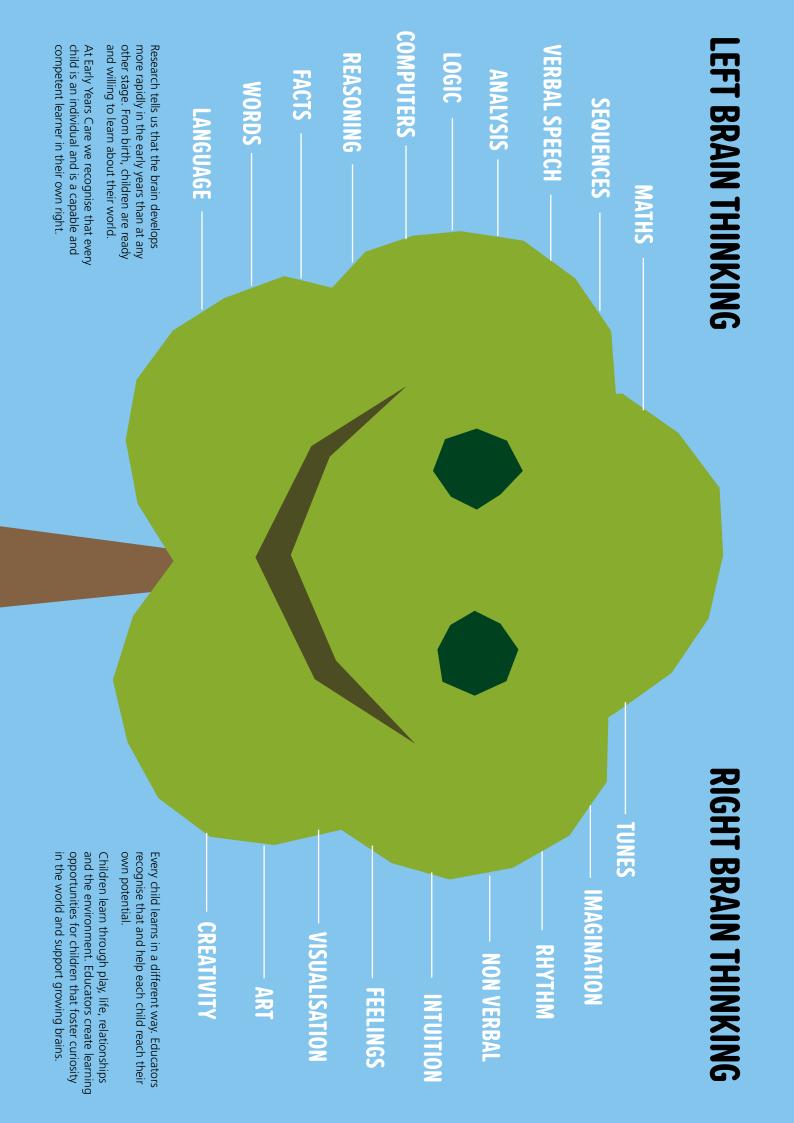
The skills that children learn within a family day care setting demonstrate that they are more than ready to enter a school setting as they progress through the early years.

The close relationships that are built on attachment between an educator and the children in small groups allows for guided learning based on the childs needs. Small groups allow for closer monitoring of skills and a trusting environment for children to learn in. No one gets left behind.

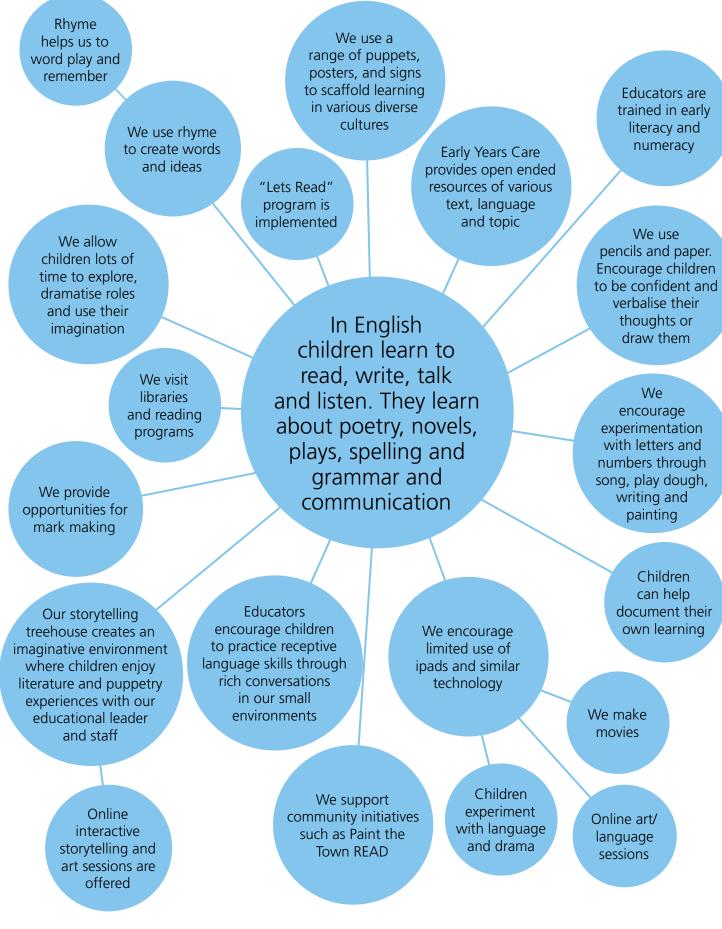


"In small group environments with a nurturing and qualified educator, children are able to develop self-confidence and a sense of wellbeing that they take with them to school. They can learn at their own pace, explore and problem solve without the worry of becoming lost in a large group of similar aged children. Research shows that the first learning environment from birth is at home with families and that the most important learning in life happens in the first three years. Therefore it makes sense that children transition to a home environment learning centre before heading to a formal school setting."

Marie Armstrong Early Years Care Approved Provider



HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR THE SCHOOL ENGLISH CURRICULUM?



HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR MATHEMATICS?

We encourage children to be curious learners and problem solve We encourage open ended use and exploration of puzzles Rote counting is encouraged through song, play, counters, rhyme. We encourage children to verbalise number sequences

> We match and classify items into groups

Shape recognition through everyday language and play

Role playing such as shop play or cooking, children learn about buying, selling and money concepts When learning maths, children develop skills in thinking and understanding. They become confident when using numbers and develop skills in addition, subtraction, decimals and more.

Counting objects

Sequencing through beads, patterns and pictures occur everyday

Children become familiar with time through routines and activities throughout the day

Cooking activities where we can measure, count and understand volume During physical play, we learn about positioned terms such as over, under, around, etc

HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATION FOR SCIENCE AND TECHNOLOGY?

Play settings are interesting and intriguing giving children the space to be creative and curious learners Children talk about the weather and changes in the environment

Bush Playschool allows children to investigate and discover nature. They learn to manage risk on their own

Loose part play

As a partner in the Fröbel "Little Scientist House" project, each Educator will provide curious children with programs from their training

> Technology such as computers, cameras, music, iPad promote modern learning and investigation

Children exploring Science and Technology develop skills in thinking, investigating and problem solving We encourage children to work together in groups to problem solve

> Children investigate ideas together

Adventure Play and loose parts

Using different mediums, different size utensils, scissors, rulers, pencils, etc

are done within the routine such as floating/sinking to investigate and form ideas

Experiments

Excursions and incursions for the children Science and concept training and Eco Smart Training for educators

Educators learn from professional development and incorporate this into their planning Cause and effect is self-explained through creative expression at art time

> Eco Warrior program for children

Children learn to grow food and learn where food comes from

HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR HUMAN SOCIETY?

Children where they feel safe and

Children become confident in small their confidence into the world

We learn about other cultures through everyday experiences

Celebrations form a big part of our learning and sense of belonging from football grand finals

> Children learn about their future, sustainability and their being

Educators Learning Framework which encourages Belonging, Being and Becoming

Storytelling is an important part of our program. To talk about time and place and our lives

Children gain a sense of responsibility and an understanding of their world through animal care, gardening and learning about life cycles

Children learn to be respectful and active citizens in our community

Eco Warrior incorporates environmental learning into the program

> We embed aspects of the Indigenous culture into our learning and are on a journey of reconciliation

Educators

work with families to incorporate cultural

values and family beliefs

We encourage families and a part of our service

We believe in respect and inclusion

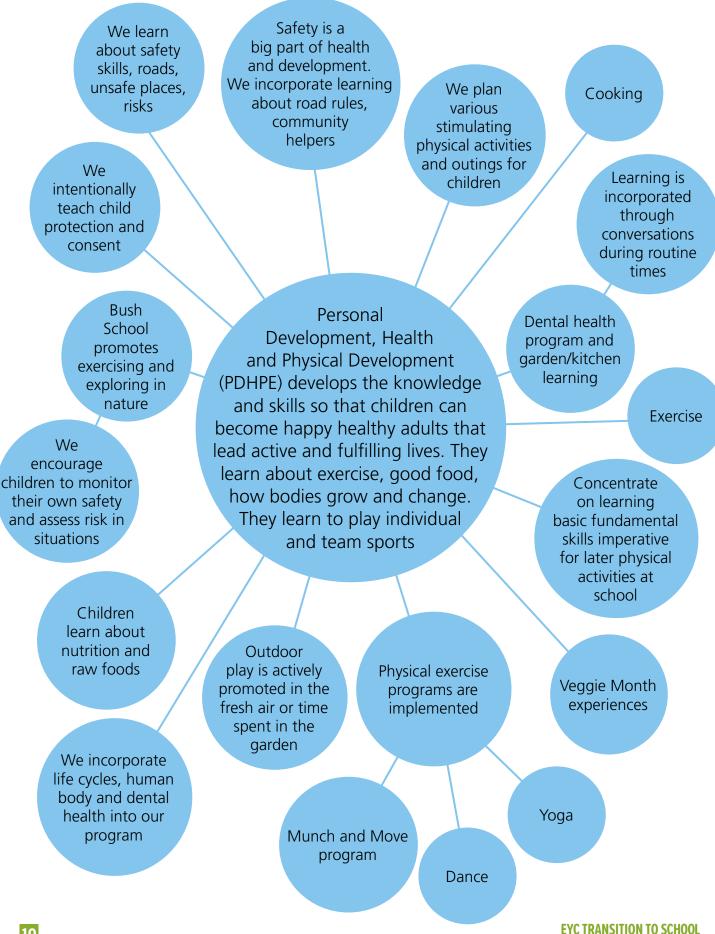
partnerships and care

Drama and role playing provide a chance to become another role and experience other cultures

of community

into the program which encourages a sense of belonging but also competence foundations begin our sense

HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION?**



HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR CREATIVE ARTS?

These skills help develop small fine motor muscles

Mosaic, clay, plaster, transient art experiences are offered to children Our art exhibitions give children creative freedom and they feel proud displaying their work

Children can express feelings through a variety of materials, paints, pastels, charcoals, felt, materials, pencils and more.

They can create real or imagined artworks and incorporate storytelling

> Building and box construction allows children to design and explore design concepts

Teamwork

They can work with friends and create large scale building formation

> Online story/art sessions

Educators are trained in a variety of art techniques that can then be adapted for children

Yoga

Writing stations stimulate curiosity but also promotes language and social opportunities Creative Arts involves music, dance, drama and art. Children explore opportunities in these areas to be creative. They can perform and express themselves through art forms. Our own atelier (art studio) promotes creativity and self-guided creation

EYC resident artist

Nature Play

Drama is encouraged through home corner and role play

Mark making is an important foundation of writing

> Different sensory experiences are implemented so children can explore texture while experimenting creatively

Puppetry

Children visit the art gallery and experience time with resident artists Music and singing programs are promoted through each setting

Children learn expression, voice, beat, tone and rhythm Circus skills and creative play ideas are encouraged Children are encouraged to create 3D pieces from found and recycled objects

Nature Art



Early Years Care is a high quality family day care Early Education Service catering to the childcare needs of families with children aged 0-12 years across NSW.

FOR MORE INFORMATION

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