

**Within the Kindergarten's play based curriculum how is the development of early learning, particularly within the literacy and numeracy domains, supported?**

As our children play and explore their environment, we use real-life opportunities to incorporate learning about number, measurement, shape and spatial concepts. These opportunities are endless and can occur whilst negotiating the obstacle course, counting birds, estimating and measuring the blocks we need for a building. Playing in the sand pit provides an opportunity to learn about measurement; heavy and light, full and empty. Gumboots lined up outside allow our children to notice different sizes and patterns which are matched in pairs. Literacy skills include pre-reading, pre-writing, speaking and listening. These skills grow and develop through play. We share our own unique stories and ideas, explore text with books, enjoy new games, chat with friends and re-tell favourite stories. We explore the use of text as children describe the work they have created and learn to recognize and write their own names. Both numeracy and literacy are explored as we sing and dance.

**What does the Kindergarten program look like in regards to routine/s and flexibility**

Our program is a reflection of our philosophy, which is based on a sound knowledge of child development and reflective practices where curriculum decisions are based on the individual needs of children and their families. We value the use of natural materials in our play. Our program includes structured routines to settle children and provide predictability, these routines are also responsive to the children and their families. We currently offer an indoor/outdoor program, which allows us to have half the group playing together. The children will spend roughly equal amounts of time playing indoors and outdoors. We have a 'come and go' morning tea and lunch time, when children can choose to eat when they are hungry. There is a balance between structured and unstructured, child initiated and adult supported learning experiences. As our children play, they are also learning about... resilience, motivation, persistence, self-discipline, compassion, leadership, collaboration, resourcefulness, initiative and creativity.

**What type of excursions/incursions are included and how are these experiences linked to the Kindergarten program?**

During the course of the year we will have a number of excursions, incursions and visitors that support the program. This will vary with the children's needs and interests. We draw on the knowledge, resources and skills each family brings to enhance the learning for all our children. Families may be invited to share their interests in various ways; cooking, talking to us about bee keeping, playing musical instruments with and for the children, or even bathing a baby sibling. We engage with our local community, developing an awareness of the wider world, and an understanding of the community that surrounds and supports our children.

Community excursions/incursions include:

The Responsible Pet Education Program

Apex Road Safety School Bike Education (Traffic School)

Smiles 4 Miles - Dental Health Services Victoria

WPAC School's Program

Visit to our local fire station, North East Health Teddy Bear's Hospital, Breakfast at The Gateway Motel.

**How does this Kindergarten support the needs of children who are experiencing difficulty separating from their parent and/or the additional needs of children?**

At Christopher Robin Kindergarten we strive for a genuinely inclusive learning environment, with respect for all abilities and diversity. Each child is seen and valued as an individual and is encouraged to develop a positive self- image. Although each child is a unique individual, they also belong to a group and are encouraged to contribute in kind, fair and respectful ways. Open Days, Orientation Days and an adjusted start (at the beginning) are ways our children and families gain a feeling of belonging within the Christopher Robin Kindergarten environment. Parents are welcome to stay and settle their child at the beginning of a session early in the year. When trusting, reciprocal relationships are established, parents and guardians will feel confident that they are leaving their children in a caring and secure environment. If parents are confident and they are developing trusting relationships with our kindergarten, this will flow onto their children.