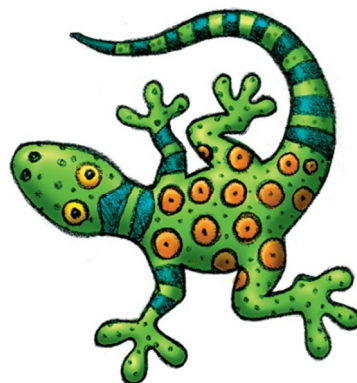




## Kindergarten Class Information Booklet (2011 – 2012)



Welcome to Kindergarten at Provo Primary!

For some of you it is a new welcome to the school and for others a welcome back. My name is Tracy deCarufel and I am so excited to be teaching Kindergarten again this year! It is my fourth year teaching at Provo Primary and my fifth year teaching Kindergarten.

I attended Queen's University for both my undergraduate degree (History) and my Bachelor of Education. I've taken a number of additional qualification courses from Queen's University including Kindergarten, English as a Second Language, Mathematics Education, Special Education and Librarianship. I am from Toronto, Canada. I'm very excited to get to know and work with your child. I think we will have a great Kindergarten community and we'll have a wonderful year together.

Please take a moment to read this booklet and familiarise yourself with our school routines, the Kindergarten Curriculum and our class timetable and if you have any questions, feel free to come and see me at any time.

I look forward to the fun year ahead!

Miss Tracy

## **General Expectations:**

Effort – and positive attitude – in kindergarten is rewarded by staying on green on our behaviour stoplight system. Children, who stay on green for an entire week, will have the opportunity to be chosen as our Greenie of the Week and receive a certificate during our end of the week celebration.

## **Curriculum:**

In Kindergarten, I will provide a half-term newsletter detailing the topic and curriculum goals being covered in that time. It will also include information relevant to our classes, detail of visits / visitors and special events taking place.

The Kindergarten programme follows the Early Years Foundation Stage (EYFS). It is my aim that our programme will encourage creativity, curiosity, discovery, understanding and a love of learning. The classroom is set up with a variety of inviting centres and children are encouraged to visit these throughout the day. The curriculum is broad and balanced, giving our students the opportunity to learn and practise the skills needed within individual subjects, helping them become independent learners.

The Early Years Foundation Stage Curriculum and Educational Programmes are organised into the following six areas of learning:

- ❖ Personal, Social and Emotional Development
- ❖ Communication, Language and Literacy
- ❖ Mathematical Development
- ❖ Development of Knowledge and Understanding of the World
- ❖ Physical Development
- ❖ Creative Development

## **Six Areas of Learning--Early Learning Goals:**

### **Personal, Social and Emotional Development**

- Continue to be interested, excited and motivated to learn
- Be confident to try new activities, initiate ideas and speak in a familiar group
- Maintain attention, concentrate, and sit quietly when appropriate
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings to others
- Have a developing respect for their own cultures and beliefs and those of other people
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right, what is wrong and why
- Consider the consequences of their words and actions for themselves and others
- Dress and undress independently and manage their own personal hygiene
- Select and use activities and resources independently

- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

### **Communication, Language and Literacy**

- Interact with others, negotiating plans and activities and taking turns in conversation
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs, and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Extend their vocabulary, exploring the meanings and sounds of new words
- Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Explore and experiment with sounds, words and text
- Retell narratives in the correct sequence, drawing on language and patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

### **Mathematical Development**

- Say and use number names in order in familiar contexts
- Count reliably up to 10 everyday objects
- Recognise numerals 1 to 9
- Use developing mathematical idea and methods to solve practical problems
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting
- Use language such as 'more' or 'less' to compare two numbers
- Find one more or one less than a number from 1 to 10
- Begin to relate addition to combining two groups of objects and subtracting to 'taking away'
- Use language such as 'greater', 'smaller', 'heavier' or 'lighter to compare quantities

- Talk about, recognise and recreate simple patterns
- Use language such as 'circle' or 'bigger' to describe the shape and size of solid and flat shapes
- Use everyday words to describe position
- Use developing mathematical ideas and methods to solve practical problems

#### **Development of Knowledge and Understanding of the World**

- Investigate objects and materials by using all of their senses as appropriate
- Find out about, and identify, some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
- Select tools and techniques they need to shape, assemble and join materials they are using
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- Find out about past and present events in their own lives, and in those of their families and other people they know
- Observe, find out about and identify features in the place they live and the natural world
- Find out about their environment, and talk about those features they like and dislike
- Begin to know about their own cultures and beliefs and those of other people

#### **Physical Development**

- Move with confidence, imagination and in safety
- Move with control and coordination
- Travel around, under, over and through balancing and climbing equipment
- Show awareness of space, of themselves and of others
- Recognise the importance of keeping healthy and those things which contribute to this
- Recognise changes that happen to their bodies when they are active
- Use a range of small and large equipment
- Handle tools, objects, construction and malleable materials safely and with increasing control

#### **Creative Development**

- Explore colour, texture, shape form and space in two or three dimensions
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
- Use their imagination in art and design, music, dance, imaginative and role play and stories
- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments

The six areas of learning will be fully integrated through an emergent curriculum, where children's interests and curiosity are encouraged and built upon. The six areas of learning will be woven throughout the year and within our topics.

The topics being covered this year are:

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
❖ Transportation & Travel ❖ Toys	❖ Dinosaurs ❖ Families & Animals	❖ Space ❖ Under the Sea

**Assessment:**

In Kindergarten, children will receive positive reinforcements while they are working on a given task. This may be given in a variety of ways including a written comment in their book, reward stickers/smiley face, verbal praise and a variety of body language such as smiles, thumbs up, eye contact or a high five.

The children will be observed throughout the day in all six areas of learning.

**Timetable:**

Our weekly timetable is as follows:

	8:30-9:00	9:00 – 10:15	BREAK	11:00-12:15		LUNCH	1:00 – 1:30	1:30 – 2:00	2:00 – 3:00
<b>MON</b>	Calendar	Literacy		Numeracy	Topic		Story-time	Letters & Sounds	Play & Learning Centres
<b>TUE</b>	Calendar	Literacy		Numeracy	Topic		Story-time	Letters & Sounds	Play & Learning Centres
<b>WED</b>	Calendar	Literacy		Numeracy	Topic		Soft Play & Activities		
<b>THUR</b>	Calendar	Literacy		Numeracy	Topic		Story-time	Letters & Sounds	P.E.
<b>FRI</b>	Calendar	Literacy		P.E.			Play & Learning Centres		Greenie of the Week Celebration

Please note:

- ❖ Literacy and Numeracy times include whole class, individual and small group work. Children will also learn through weekly, hands-on centres.

- ❖ Topic times include whole class, individual and small group work. Half term topics are fully integrated through rotating centres, storybooks, videos, poems and hands-on activities, as well as links to the six areas of learning.
- ❖ Play & Learning Centres include options to play in our learning areas (Science, Water & Sand table, Role Play area, etc.) as well as free play throughout the classroom (construction, dress-up, arts & crafts, etc.)
- ❖ The Greenie of the Week Celebration is a time to celebration children who stayed on green for the whole week on the behaviour stoplight. Each week, one child will be chosen based on their positive behaviour throughout the week to receive a Greenie of the Week certificate. The celebration will also integrate music, dance, story-time and social skills. The celebration will include Mrs. Myrna's JK class on a weekly basis.
- ❖ The timetable is subject to change. Updated timetable will be posted outside the classroom.

### **Additional Literacy Information:**

Our Literacy programme this year will combine the best parts of Letterland and Jolly Phonics. This allows the children to learn all the sounds and letters in a multi-sensory way. In class, the children will learn about sounds and letters using the Letterland characters and stories and combine them with the Jolly Phonics sound actions.



- ❖ The first six weeks, we will focus on learning the letter sounds, names, actions and beginning blends. The next six weeks will serve as a review of the letter sounds and actions and also a large focus on letter formation.

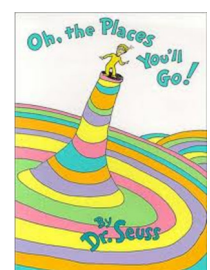
I will send home a Letter and Sounds newsletter in a few weeks, detailing more of our Literacy programme (including how your child will be learning their letter sounds in the first six weeks), letter formation, pencil grip and the Kindergarten sight words.

### **Homework:**

Homework will be given out on Friday and will be due the following Monday. Homework will consist of a Literacy, Numeracy and/or Topic activity that relates to the current week's work. The homework should act as a reinforcement of our learning in class.

### **Buddy Book Home Reading:**

Every Monday, Wednesday and Friday, your child will have the opportunity to choose a book from our class library. At home, your child should pick a "buddy" who will read the book to him/her and practice the strategies we are learning at school. In order to take a



new book out, the previous book must have been returned in its labelled zip lock bag (for safe keeping). Children will be expected to put the book and bag into the “Buddy Book” bin.

- ❖ Please ensure that the books are returned to school in good shape. Parents will be expected to pay or replace any books that are damaged or lost.

### **Home Reading Books:**

After the first six weeks or so, Home Reading Books will be sent home.

- ❖ Home Reading Books allow a gradual introduction and reinforcements to new sounds, blends and key words introduced in class.

### **Items from Home:**

Please ensure that all items from home (clothes, toys, water bottles, etc.) are labelled clearly with your child’s name. If an item is brought onto school grounds, your child is responsible for taking care and taking precautions (by keeping the item in their backpack or cubby space) to ensure that the item(s) are not lost.

Our school is well stocked with toys, games and equipment. I would prefer children not to bring in any toys from home, unless it is a special occasion and parents have spoken to me prior.

- ❖ At the end of each topic, I will send home a newsletter about our upcoming topic. It would be wonderful for families to lend topic related books, videos, toys, dress-up clothes or posters to our classroom at that time. Please do ensure that names are clearly labelled on each item so that they can be returned promptly at the end of the topic. Thank you in advance.



### **Shoes:**

Kindly ensure that your child wears shoes that he/she can take off and put on independently. This will be a huge time saver, especially on P.E. days.

- ❖ Velcro or slip-on shoes (unless your child is competent lacing up shoes) tend to be the best option.

### **Extra Pair of Clothes:**

Please always keep a complete set of clothing in your child’s backpack (shirt, skirt/shorts, underwear) in case of accident.

## **P.E.:**

In Kindergarten we have P.E. on Thursday and Friday. Kindly ensure that your child comes to school wearing their P.E. kit and sensible shoes (no flip flops) on the days above.

## **Scholastic Book Orders:**

Your child will have the opportunity to order from Scholastic this year. From past experience, I know that the children love seeing the Scholastic boxes because they know the books they've chosen have arrived. As you order books for your child, our class gains points to use towards buying books and resources for your child to use and enjoy in the class. Kindly ensure you place the book order under your Kindergarten child's name. Let's order some great books!



## **And Finally. . .**

- ❖ There may be trips organised throughout the year –notice of times and costs will be given as early as possible.
- ❖ Parent helpers in classrooms: any offer of help - whether regularly or for specific events – will be gratefully received. Please give your name and contact information to me, along with how you would be willing to help.
- ❖ Open door policy: if you have any questions or concerns, PLEASE come and speak to me. After school usually works best since the morning is busy with preparation and greeting children and parents.

Thank you,

*Miss Tracy*