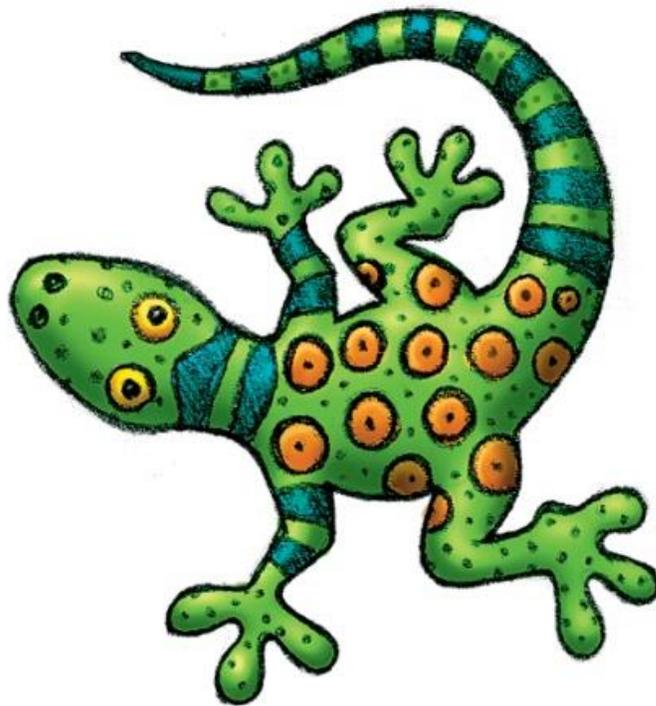




**Kindergarten Class  
"Geckos"**



**Information Booklet  
(2016 – 2017)**

## Welcome to Kindergarten – Here's to an exciting year in **Gecko Class!**



What a great renewed partnership in Kindergarten we have this year! Miss Gemma and I are very excited to work together again after our brief time alongside each other in Year 2.

After working for two years in Foundation (the UK equivalent of Kindergarten) before moving to Year 2 at Provo Primary, I am looking forward to returning to lower down the school.

Both Miss Gemma and I are passionate about teaching and working with children. We look forward to continuing the fantastic work of Provo Primary School's JK and Early Years setting and further supporting the children on their learning journey.

*Miss Claire and Miss Gemma*

### **GENERAL EXPECTATIONS:**

Respect, kindness and positive behaviour and attitude towards school life and those around us are the normal expectations at Provo Primary School. In order that everyone knows what is expected of them and others around them, we have golden rules, which are:

-  Care for myself and others
-  Be honest
-  Work hard
-  Listen
-  Look after property



Our school logo is a flamingo. It is made from a handprint. The fingers and thumb help us to remember our five golden rules.

### **STRUCTURE of the DAY:**

-  School day begins at 8.15a.m. (students may come into school from 8.00 a.m. but must remain in the walkway and be supervised by a parent until they have access to their class at 8.10a.m.). Learning activities and circle times will begin at 8:15 a.m. so please make every effort to arrive on time. Children will be marked late in the register if they arrive after 8:15a.m.
-  It is very important that all children have plenty of water to drink throughout the day. Please check that the bottles you are sending contain enough water to last the day. If not, please feel free to send a second water bottle.

- ✿ We will play outside in the whole-school playground this year! Play will take place around the basketball court and junior climbing frames. As these areas are not entirely shaded, all children must wear a hat during their break times. Please ensure your child's hat is labelled with their name and is kept in their bag.
- ✿ Morning play and snack is between 9.30 to 10.30a.m. For a snack, we encourage the students to bring fresh fruit as it helps give energy and focus for the rest of the morning. I encourage all children to bring plenty of water to drink throughout the day. Being well hydrated is an essential ingredient for having a healthy and happy mind!
- ✿ Lunch play and lunch is between 11.45 to 1.00p.m. A varied and healthy menu of cooked lunch is offered or students may bring their own packed lunch. Please try to keep lunch healthy and nutritious. Again, water comes with our highest recommendation!
- ✿ School day ends at 3.00p.m. (unless clubs are being attended, which finish at 4:00p.m.). Students should be collected on time – after 15 minutes, a 'late fee' is charged as teachers have other responsibilities from 3.15p.m.
- ✿ Should anyone other than a parent be collecting your child at the end of the morning, please make sure you let us know in advance. We will not allow a child to leave school with anyone other than a parent unless we have the necessary permission.

### **UNIFORM:**

Provo Primary School uniform is a turquoise T-shirt (available from the Office), khaki shorts, trousers, skorts or skirt and 'suitable' shoes. Shoes should enclose the whole foot so that recess activities are safe – 'flip-flops', heeled sandals etc. are not suitable. Socks should be white. Hats are a necessity on our island – we have hats as part of our uniform.

No jewellery should be worn – although watches and small stud ear-rings are permitted. Nail varnish should be removed before coming to school. Long hair should be tied back off the face, to ensure safety in science, PE and other curriculum areas.

### **P.E. Kit:**

Our PE kit is a white, Provo Primary School T-shirt, navy shorts and trainers/sneakers. A hat is essential for all PE sessions.

We have two PE sessions each week. Our PE days are Tuesday and Wednesday afternoons.

Children should come to school wearing their uniform and bring their P.E. kit in their bag ready to change into.

Sensible shoes are also a must! No flip flops or crocs please. Girls should tie back long hair. Extra water is needed on these days and a hat is needed for outdoor PE.

When swimming, a one-piece swimsuit should be worn, although UV shirts can be worn on top. Children will need their own towel.

### **An 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.

### **SPECIALIST / SUPPORT TEACHERS:**

We are fortunate at Provo Primary that we can have specialist teacher to further enrich our children's learning. This year they include:

Mrs. Yorka – Spanish Immersion Teacher

### **CURRICULUM:**

The Kindergarten programme follows the Early Years Foundation Stage (EYFS). It is our 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 areas 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.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

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

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: SELF-CONFIDENCE AND SELF-AWARENESS**

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

#### **Early Learning Goal**

**Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.**

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: MANAGING FEELINGS AND BEHAVIOR**

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

#### **Early Learning Goal**

**Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**

### **COMMUNICATION AND LANGUAGE: LISTENING AND ATTENTION**

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

#### **Early Learning Goal**

**Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.**

### **COMMUNICATION AND LANGUAGE: UNDERSTANDING**

- Responds to instructions involving a two-part sequence. Understands humor, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

#### **Early Learning Goal**

**Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.**

### **COMMUNICATION AND LANGUAGE: SPEAKING**

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

#### **Early Learning Goal**

**Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**

### **PHYSICAL DEVELOPMENT: MOVING AND HANDLING**

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

#### **Early Learning Goal**

**Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

### **PHYSICAL DEVELOPMENT: HEALTH AND SELF-CARE**

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

### **Early Learning Goal**

**Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**

### **LITERACY: READING**

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

### **Early Learning Goal**

**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

### **LITERACY: WRITING**

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

### **Early Learning Goal**

**Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

### **MATHEMATICS: NUMBERS**

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.

- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

### **Early Learning Goal**

**Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

### **MATHEMATICS: SHAPE, SPACE AND MEASURE**

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

### **Early Learning Goal**

**Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

### **UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES**

- Enjoys joining in with family customs and routines.

### **Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **UNDERSTANDING THE WORLD: THE WORLD**

- Looks closely at similarities, differences, patterns and change.

##### **Early Learning Goal**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### **UNDERSTANDING THE WORLD: TECHNOLOGY**

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

##### **Early Learning Goal**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### **EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS**

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

##### **Early Learning Goal**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### **EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE**

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

**Early Learning Goal**

**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**

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

In Kindergarten, we 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.

**ASSESSMENT:**

In Kindergarten, children will receive feedback while they are working on a given task. This may be given in a variety of ways including a written comment in their book, 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 seven areas of learning. As individuals, students are encouraged to achieve their full potential. However, we realise that all students have different strengths and weaknesses, so their rate of progress is judged accordingly.

Written reports will be sent home during the year. Numeracy, Reading and/or Writing are assessed regularly in class. The results of some of these assessments will be included in these written reports, discussed at Parent-Teacher Consultations and used to create individual targets for your child.

## WEEKLY TIMETABLE:

Our weekly timetable is as follows:

<i>Time</i>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8 <sup>15</sup>	Arrival Self-registration and play	Arrival Self-registration and play	Arrival Self-registration and play	Arrival Morning Activities	Arrival Self-registration and play
8 <sup>30</sup>	Whole class register Calendar Timetable				
8 <sup>35</sup>	Literacy	Literacy	Literacy	Literacy	Literacy
8 <sup>55</sup>	Literacy focus groups Play				
9 <sup>30</sup>	Outdoor Break Time				
10 <sup>00</sup>	Snack	Snack	Snack	Snack	Snack
10 <sup>30</sup>	Math	Math	Math	Math	Math
10 <sup>50</sup>	Math focus groups Play				
11 <sup>40</sup>	Phonics	Phonics	Phonics	Phonics	Phonics
12 <sup>00</sup>	Outdoor Break Time				
12 <sup>30</sup>	Lunch	Lunch	Lunch	Lunch	Lunch
1 <sup>00</sup>	Topic	Guided Reading	Guided Reading	Guided Reading	Topic
1 <sup>20</sup>	Play	PE	PE	Play	Play
2 <sup>00</sup>	Spanish			Topic	Spanish
2 <sup>20</sup>	Spanish focus groups Play			Topic focus groups Play	Spanish focus groups Play
2 <sup>40</sup>	Talk4Writing Singing Story time				
3 <sup>00</sup>	Home time				

### Please note:

Literacy and Numeracy times include whole class, individual and small group work. Children will also learn Literacy and Numeracy skills during our hands-on centre times each day.

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 seven areas of learning.

Play and 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 and crafts, etc.)

These daily schedules stay flexible and may change a little based on interests, moods, special events, etc.

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.

### **Home Reading Books:**

Home Reading Books have been sent home from the first week of term. These started with class story books for you to share with your child. After our Reading Meeting these will change to Reading Scheme books that support our reading activities in class.

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

### **HOMEWORK:**

Homework will be set very occasionally when it can enhance a concept introduced in class or allow us to share some in-class learning with you at home effectively. Kindergarten homework may consist of a short Literacy, Numeracy and/or Topic activity or game. Typically, no more than 20 minutes should be spent on any of these activities, although they can be repeated if your child is motivated.

### **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 shelf space) to ensure that the item(s) are not lost.

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.

### **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 have 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 us, along with how you would be willing to help.
- ✉ Open door policy: if you have any questions or concerns, PLEASE come and speak to us. After school usually works best since the morning is busy with preparation and greeting children and parents.

Thank you,

*Miss Claire and Miss Gemma*