








Bullfrog Children's Centre

Transition to school Curriculum

Children enrolled at Bullfrogs Children's Centre are provided opportunity to engage in learning that encompasses all 5 learning domains. These align with the Early Year's learning Framework and the NSW school curriculum. These learning domains ensure a smooth transition from early Learning through to school.

We believe that every child has the right to quality education and that working in partnership with families and community is vital.

We believe that children's learning is enriched with facilitation, practice, and embedded learning.

				
Physical Health And Wellbeing	Social Competence	Emotional Maturity	Language And Cognitive Skills	Communication Skills And General Knowledge
Children's Physical readiness for the school day, physical independence and gross and fine motor skills.	Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.	Children's pro-social and helping behaviours, and absence of anxious and fearful and or aggressive behaviour and hyperactivity and inattention.	Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.	Children's communication skills and general knowledge based on broad development competencies and skills measured in the school context.
NQS Quality Areas 1, 2, 3 & 6	NQS Quality Areas 1, 5, 6 & 7	NQS Quality Areas 1, 5 & 6	NQS Quality Areas 1, 3, 5, 6 & 7	NQS Quality Areas 1, 3, 5, 6 & 7
EYLF Outcome 3	EYLF Outcome 1, 2, 3 & 4	EYLF Outcome 1, 2 & 3	EYLF Outcome 4 & 5	EYLF Outcome 4 & 5
NSW Curriculum PDHPE	NSW Curriculum General Capabilities PDHPE	NSW Curriculum General Capabilities PDHPE	NSW Curriculum General Capabilities English Mathematics Human Society and its Environment (HSIE) Science and Technology	NSW Curriculum General Capabilities English Human Society and its Environment (HSIE) Science and Technology

Implementation

Planning

Part of our planning process is to be well equipped with the knowledge of each child's current stages of development. As a centre we provide continuity of education and care, this includes handover from group to group and or educator to educator. This provides meaningful continuation of educational goals and strong connections to ensure care needs are met. Skills already learnt are valued and extended on. Additionally, checklists, observations, and feedback from families, particular the year before school, helps establish a comprehensive learning cycle for each child.

Educators plan specific weekly group experiences that are carried out daily. These groups focus on key learning goals that align with the 5 domain areas and the outcomes required for school. The purposed of these groups is to teach and practice new learning. Children's learning is extended on the 2nd to 5th day of attendance each week, providing opportunity for ongoing growth and learning at their pace.

Program

Our school readiness program embeds all domain areas across several play zones (indoor and out) and routine times. The program is changed each week or to align with the children's interest and needs as they evolve. Attending two days per week enables children to practice and be extended. The more days a child attends, the more they will have the opportunity to share in group learnings, have individual goals extended and have access to the follow up learning experiences that occur.

Assessment of Learning

Each child is assessed as part of an ongoing learning cycle. Educators work collaboratively to assess and plan from the findings. Educators work collaboratively to ensure that more than one educator is aware of each children's learning needs, so that every opportunity is utilized. In addition to formal assessment, each week we assess children's' learnings by measuring against individual and group goals, adapting strategies to ensure success.

Commitment

Our educators are committed to each child's learning. They are well equipped and experienced to assess children and develop programs. Our educational program is led by our Early Childhood teacher. The commitment to our school readiness program involves families and children.

Every child is different

All children grow and develop at different stages and there are many factors that influence a children growth. It's important that children are not compared to their peers. Achievements should be celebrated, and parent input is important.

Skills and Development acquired before school

- Talks to other people about familiar objects and events
- Answers and asks simple questions
- Makes needs known
- Follows simple instructions
- Uses books for enjoyment or for looking at pictures
- Identifies pictures in books, magazines, on television or video
- Uses a variety of things (pens, pencils, textas, paintbrushes, sticks in the dirt) to draw, to scribble or to write
- Joins in singing familiar songs
- Uses understandable verbal and non-verbal language
- Takes part in conversations with peers
- Recognizes that numbers can be used to count
- Can count to 10 forwards and backwards (some schools request up to 20)
- Draws a picture with detail
- Uses words such as many, a lot, more, less
- Identifies things in a group that are different
- Sees differences in shape
- Recalls events read in a story or experienced
- Sorts objects according to similarities/category
- Can respond to a signal like the school bell
- Differentiates between opposites - up and down, under and over, in front and behind, day and night
- Demonstrates the concept of opposites
- Can follow a 2 - 3 part unrelated direction independently
- Recognises and takes care of own belongings
- Can use the toilet independently
- Can feed independently
- Adapts to unfamiliar settings and new experiences
- Can say and recognise own name, age, who they live with
- Can finish a task, and tidies up afterwards
- Plays cooperatively with other children - shares and takes turns
- Can sit still to listen to a story
- Can share an adult's attention with several other children
- Can follow group directions independently
- Is curious about the world
- Participates in imaginative play
- Separates from parents
- Tolerates noisy environments
- Can write own name
- Can recognize own name in written format
- Uses scissors to cut along a straight line
- Enjoys a variety of indoor and outdoor play
- Can put on and take off jumpers, shoes, socks independently
- Makes and designs things using a variety of materials
- Can sit with correct posture in a chair
- Can hold a pencil with a correct grasp
- Uses drawing tools with control
- Can physically participate without a day sleep
- Can use scissors
- An awareness of road safety and stranger danger

Experiences to foster skills and development before school

(not an exhausted list)

- Balance
- Beams
- Balls
- Block play and Engineering
- Board games
- Books/stories/poetry
- Camping
- Carpentry
- Climbing equipment
- Collage (box, natural, shape)
- Collecting rocks/gumnuts
- Community links
- Construction (lego, polydron, train set, roads, building, duplo)
- Cooking
- Cricket/bowling/soccer/basketball
- Cubby houses
- Cut and paste.
- Cutting (snipping, lines, shapes, complex outlines, catalogues)
- Digging (sand, dirt, mud, worm finding)
- Dolls house
- Dot to dot
- Drama
- Dramatic play (home corner, babies, hairdressers, picnic, community workers, multicultural, indigenous, vet, camping, circus, flower shop)
- Drawing (pencil, texta, crayon)
- Environmental experiences (recycling, gardening, compost)
- Excursions
- Exercise mats
- Felt board stories and songs
- Forts/fairy houses
- Group times
- Hammering
- Magnet play
- Matching and memory games
- Mathematics (sinking/floating, number games, sequencing, 1 to 1 correspondence, concept games, number recognition, number tracing and writing, dominoes, sorting, classifying)
- Mud kitchen and nature play
- Munch and move program
- Music (singing, finger plays, chants, rhymes, instruments, dancing, movement, streamers)
- Name writing/recognition/tracing
- Observe/catch bugs
- Obstacle course
- Painting (easel, bubble, marble, water, glitter, acrylic, balloon, finger paint, marble, butterfly, roller, see through easel, mixing colours)
- Pencil grip experiences
- Pin pricking (simple and complex outlines)
- Planning and sequencing
- Pre-writing/reading
- Printing (sponges, natural elements, blocks)
- Puppets
- Puzzles (table, floor)
- Rock climbing wall
- Sand play (Buckets, spades, cooking equipment, sieves, animals, cars, trucks)
- School journal activities
- Science experiments
- Sensory experiences (shaving cream, playdough, clay, putty, sand, water, moon sand, scented substances)
- Show and tell
- Stamping
- Story telling
- Tech (robotics, coding, decoding)
- Threading (beads, straws, small blocks)
- Tunnels
- Water play
- Watering cans
- Weaving (paper, string, fabric)
- Whiteboards
- Yoga/relaxation



Things you can try at home

- Provide a well-balanced diet and allowing your child to get plenty of sleep.
- Provide lots of opportunities for children to draw using a variety of materials for e.g. Textas, pencils, crayons etc. Pencils can be used with pencil grips which encourage your child to hold their pencil correctly. (These are available at the newsagent). Remember that children like it when you draw too.
- Other motor activities that can be done at home/ with the family...
 - Eating sultanas out of an ice tray/ small container encourages a pincer grip needed for writing
 - Pulling on and off shoes/ socks
 - Pressing the numbers on the phone to ring someone (this one is also great for communication and confidence skills)
 - Bike riding, ball games, bush walking
 - Playing at the park
 - Lego and constructions
- Encourage children to dress themselves.
- Encourage children to set the table, place mats out, etc.
- Encourage your child to wash, dry and dress themselves (note: children should not be left unattended in the bath/shower)
- Encouraging sharing
- Encourage children to be aware of rules and why they exist, road rules, serving others first, manners, listening to adults, etc.
- Use positive labels in front of children like kind, helpful, etc.
- Label the event during discipline rather than the child for e.g. "that wasn't a very sensible thing to do" rather than "you're naughty". Also encouraging self-thinking prompts children to make the right decisions in the future. As an example of what to say "Do we throw the ball inside?"...then "why not?" Rather than "don't throw the ball inside you will break something"
- Follow through with requests or discipline.
- Role model appropriate social and emotional skills.
- Encourage your child to label teachers / adults and peers by their name.
- Encourage your child to help you match and sort socks.
- Children can assist to pack away their toys.
- Read to your child – encourage them to sit and listen and then tell you about what happened to extend their memory and concentration. Talking about the front and back cover, the spine and learning how to turn a page.
- Talk about day to day outings and use photos to prompt their memory and recall the day's events. Kinderloop is a great place to find conversation starters about their day.
- Provide your child with simple directions.
- When a child pronounces a word incorrectly, repeat the sentence using the correct wording rather than correcting the child.
- You can use everyday things to explore language, ask questions, listen carefully to answers and encourage the asking of why.
- Encourage turn taking in conversation.
- Praise good behavior and choices