

School Readiness: Developing Key Social Competencies at the Centre

Exploration and Contribution

- Children will have opportunities to share their ideas about how things work and to be actively involved in problem solving, construction and caring for the environment.
- Children will experience a programme that inspires and motivates them to be creative. Daily opportunities will be given to role play and build confidence and positive self esteem. Time will be given to explore and discover children's interests and physical capabilities
- Children will experience environments that will encourage thinking and problem solving together with other children in partnership and cooperative play experiences

Communication

- Children will be encouraged to learn respect for others and be introduced to the role of the teacher as they interact with engaged and interested adults daily.
- Opportunities will be given to develop self confidence to interact and communicate with others in both small and large groups
- Educators will use positive language and encourage independence Children will be able to listen to others and be listened to everyday.

Belonging and Wellbeing

Children will be given:

- A place to keep their personal belongings
- Opportunities to take responsibility for their personal belongings, like clothing and sunhats, and be encouraged to put on and take off their own shoes and socks.
- A positive environment that promotes safe hygienic practises. This will include toileting and hand washing practises with positive guidance.
- Opportunities to self manage food by opening a lunch box, drink bottle and bag and to eat healthy food every day.

What can parents, family, and whanau do to support their child's learning at home?

Exploration and Contribution:

- Contribute to the life of the centre, attend parent evenings, celebration days and have regular communication with your child's educators
- Take the time to read and contribute to your child's portfolio. Your contribution is an integral part of partnership between home and the centre.
- Being active should be part of every child's daily routine – at home, at the centre and at play.
- Remember that your child is moving from an environment with 3 or 4 teachers to a classroom with one teacher and nearly the same number of children.

Children Should:

- Manage going to the toilet unassisted
- Manage their own clothing (Shoes, socks, jacket, hat)
- Open a drink bottle and close it,
- Feed themselves and recognise when they have had enough
- Make healthy choices about food

Communication

- Talk to your child about their day and develop time for private conversations together. Use language to sooth, comfort and encourage your child



Encourage your child to:

- Confidently ask for help when required
- Build friendships so that they may develop healthy social relationships and friendships.
- Confidently ask for help when required
- Experiment with music, art, dance and drama.
- Communicate their thoughts, ideas and emotions in healthy ways

Wellbeing and Belonging

- Encourage your child to be physically active for at least 30 minutes a day. Make activity fun!
- Create opportunities for healthy eating. Encourage your child to make healthy food choices and listen to their body. Children need a variety of foods to stay healthy and grow.
- Recognise when your child requires rest and quiet time to replenish their energy levels.
- Engage in positive, healthy relationships and do things together.
- Respect children's work and creations and celebrate your child's success.
- Encourage self confidence and participation and share your child's interests with other family members
- Encourage your child's independence and confidence.
- Encourage your child to carry their own bag to and from the centre each day.



What can parents, family, and whanau do to support their child's learning?

Reading and Writing

- Read to/ with your child every day from an early age
- Talk about and retell stories about experiences your child has had so that they may become story tellers themselves. Amazing language can come from the simplest walk.
- Name and label your child's belongings so that may identify for themselves that symbols represent meaning.
- Make positive memories with your child including joining the library or a book club, include the gift of books for birthdays and special occasions

- Share a wide variety of books with your child from an early age both fiction and nonfiction. Include fairytales, nursery rhymes and legends.
- Teach your child to manage books with care and respect
- Choose reading material that is about things your child displays interests
- Provide your child with the tools for writing paper, pencils, pens, crayons so that they become familiar and comfortable with using these items daily
- Create an area at home where your child can enjoy books and reading. Include books and reading stories into daily routines and family rituals such as bedtime stories or reading in the car. Point out numbers and letters as you travel to and from the centre each day to make it fun
- Share your child's portfolio from the centre with your child.
- Children learn by example. If your child sees you reading they will want to join in

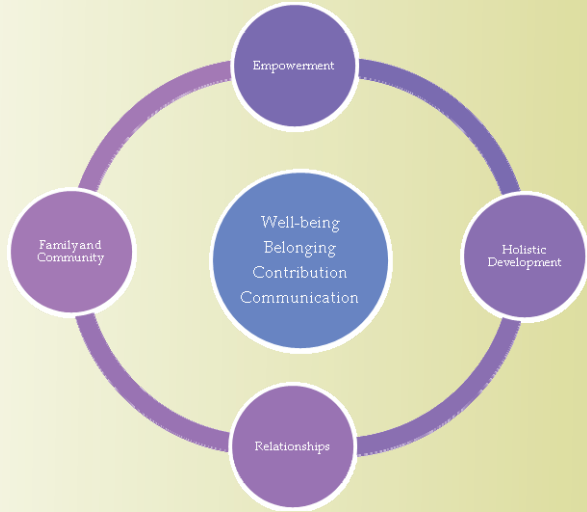
Numeracy

- Count with your child: walking up and down stairs, counting pegs, counting toys as you put them away, and read counting books with them
- Help your child to recognise numerals – look at phone numbers, car number plates, birthdays etc
- Talk as you do things together. Children learn words and ideas such as big/small, full/empty, heavy/light, short/long, over/under, up/down, on top/underneath together; matching socks, shoes, sorting forks and spoons, sorting by colour
- Threading things on a string, shoelaces or wool gives the children a chance to make patterns and count as they thread.
- Play with blocks, simple puzzles, posting boxes and pegboards help children to learn about size, shape and colour

How do we encourage reading and writing?

- By providing a wide variety of high quality books, including fiction and non-fiction
- Reading books to children every day
- Providing quality uninterrupted space for children to read and enjoy books
- Regularly updating the books available
- Role modelling respect for books and reading material
- Role modelling alongside children
- Immersing children in print rich environments
- Providing children with the tools for writing – a variety of paper, pens, clipboards, etc.
- Making children's name cards available for a variety of purposes (a child's name is the most important word in the world to them)
- Role modelling writing behaviours for children (many forms e.g. recipes, plans, stories, lists)
- Talking to them about their pictures or conversations and getting them to articulate a story

At Lollipops Educare our aim is to develop children as **Life Long Learners**. Lollipops Educare are committed to empowering and supporting children and their whanau/families in the transition to school process.



School Readiness:

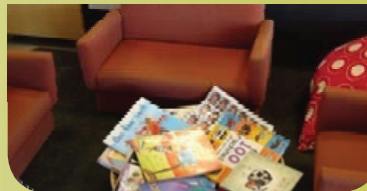
Key Curriculum Requirements:

Te whaariki the New Zealand early childhood curriculum states that it is important to make opportunities for the young child to experience new challenges, co-operative ventures and longer term projects. These experiences also help to meet their expanding capabilities and provide a smooth transition to school.

Young Children Require:

Adults and environments to provide resources, challenges, and support for their widening interests, and problem solving skills.

Adults who can encourage sustained conversations, queries, and complex thinking, including concepts of fairness, difference and similarity



Rising Fives

Engaging children for Life Long Learning and School Readiness



'Come Grow With Us'