

## News from the Committee

We say it every year, but it is incredible to think that as I write this, we only have six short weeks of term to go. The busy year that we have had at MPC has flown by in a whirlwind.

I think (in part) the year has flown because we have had such an event-packed year. Thanks to the dedication of our hard-working volunteer parent committee and helpers (and particularly our Events Co-ordinator Tienielle de Jong), MPC in 2022 has been a place of community, gathering and friendship for many. I hope you and your family have been able to join us for at least one of the multiple playdates in the community where all are welcome under the MPC flag. Perhaps you attended the excellent Paint and Sip evening a few weeks ago where a group of artistic parents (some more so than others) giggled and splattered our way through a joint art project. I must admit that having my children judge my finished artwork was a bit of an uncomfortable role reversal. I hope you enjoy some of the photos of the evening below and on facebook.



Great news too on the kindy funding front. You may have seen the Premier’s big announcement of additional funding for kindy families has finally hit the media last weekend and I’d encourage you to check out the online Kindy Savings website to see whether kindy will be cheaper for your family from next year (<https://earlychildhood.qld.gov.au/early-years/kindergarten/what-does-kindy-cost/kindy-savings>). MPC continues to work with the Department of Education and our governing body, Lady Gowrie to prepare for the big changes that will provide access to even more families from 2023 onwards. (See the Education Department announcement on the back page.)

If I don’t get a chance to say it in person, have a wonderful end of year at MPC (making time to enjoy the quiet moments in what is gearing up to be a particularly busy season) and thank you for your care and support of our beautiful community kindy in 2022. If this is your last year at kindy, please be sure to tell your friends and colleagues about your experiences here and encourage them to jump on a waitlist soon to ensure they can be offered a spot when they need it.

Belinda Hapgood (MPC President)

## News from the Director (Leanne Hunter)

This is a highly significant newsletter for me as it is my last as Director. I am feeling incredibly happy that Louise and Anna are sharing the role as Co-Directors from 2023 alongside teaching their groups. You'll see much more of them next year.

Anna and Louise will continue to lead our wonderful staff team who, just for the moment, have their two feet in different places, one in this year and one in next year. This is exactly the same for children going to Prep who are visiting their schools and then sharing their news back at kindy. It is also a time for looking both ways for parents, keeping the day-to-day happenings going while planning for to the next step.

Change is part of moving forward. Children have been experiencing a number of purposeful changes, such as having shared outdoor play where children can move freely between both playgrounds and joint morning teas. These shared morning teas will continue with children sitting in school/kindy groups enabling further connections with children from other groups who may be going to their school or kindy group.

Transitions are a part of life with some transitions bigger than others. Everyone, children and adults alike, handle transitions in different ways and need various levels of emotional support. For children who struggle with change, sometimes they have to be brave, however, remembering how brave they were builds resilience for the next time of change.

Other bits and pieces:

- Thank you very much to all the families who purchased books for the kindy and for their own families at the book fair this year. It was very successful and will allow us to purchase an additional \$500 worth of new books for the kindy. These will be added to both the central library and children's lending library.
- Shortly you will receive a link to a survey which will give you an opportunity to make comments about MPC. Children will also have an opportunity to have their say. I know many of you will have the same response as me to surveys you will make your own decision to complete or not. I would like to let you know that, as a staff team, the surveys are used as prompts for pondering and discussion. We value the voices of children and parents.
- Relationships, Play and Well-being are the foundations of MPC philosophy and are reflected in a number of articles in this newsletter. We love trees at MPC—have you seen our latest addition?



It seems way too early for whole of year reflections, however I would like to take a moment to thank parents for sharing their children with us for this part of their educational journey. It's been fun getting to know you (parents) too! I wish you well on your next step.

### MPC Enrolment Lists

### 2023 to 2025 are OPEN!

- ◆ Do you have younger children?
- ◆ Do you want the option of sending them to MPC?
- ◆ Is their name on the Enrolment Waiting List?

**Do it now! .....**you will then have peace of mind, knowing you don't have to think about it anymore. It's easy. Complete a form online or collect one from the office. Complete an additional form if you are considering MPC 3's group. **MPC does not have a sibling policy**, and offers and choice of groups for new enrolments are allocated in strict waiting list order.



# Big feelings.

Carli, Vanessa & Jo (Unit 1 2 day group)

We often hear at this time of year from parents *"I don't know what's going on she's just so emotional"* or *"he is just refusing to do anything I've asked."* Nearing the end of the kindy year can bring about some strong feelings and behaviours from children (and even us adults too!). Term 4 sees many compounding factors that can make for a turbulent time in a little person's life...

Nearing the end of the kindergarten year and the exciting (yet a bit nerve racking) big step into the unknown world of school, general tiredness from the pace of everyday life and the busyness that comes with the culmination of a big year.

It's a lot to process.

So how do we support children feeling their way through the changes and challenging emotions?

*By building Self-regulation skills -The ability to monitor and manage emotions, thoughts, and behaviours.*

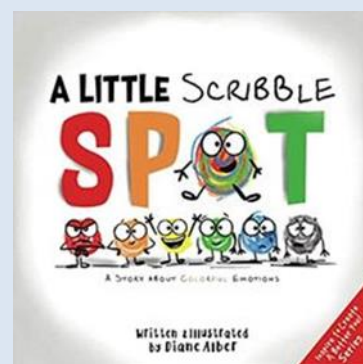
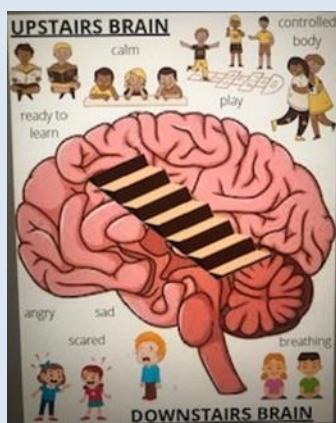
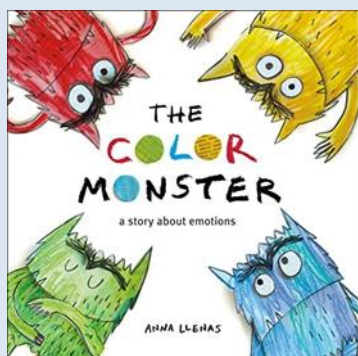
In our group we will be supporting self-regulation skills by:

- Creating a 'safe space' in our room - a comforting area where all feelings are welcome
- focusing on naming our emotions
- modelling a range of strategies to help calm our minds and bodies, for example the song...
- 'S.T.A.R' (Stop take a deep breath and relax)
- learning about how our brain works (upstairs and downstairs brain – when we are upset our 'upstairs brain (thinking brain) shuts down
- Reading stories like "The Colour Monster" and listening to songs like 'scribble spot feelings song' will help us to identify and name our feelings which then allows children to process what they are feeling before moving on
- Being mindful of our self-talk and 'having a go'
- Encouraging children's persistence at less desirable tasks.

By supporting children's competency at self-regulation, we are paving the way for them to develop a strong set of lifelong skills that is essential to responding to not only their own, but others emotions, differing situations and their overall enjoyment of life.

*'Emotional intelligence means being able to read your own and other's emotions, and being able to respond to the emotions of others in a cooperative, functional, and empathetic manner.'*

John Gottman



Video readings of these books can be accessed online, however, review yourself before watching together with children to ensure they are suitable for your family.

Science is incorporated into all aspects of our day at Kindy. Children are naturally inquisitive about the world around them, and can construct new scientific information individually, in groups or alongside teachers. Working scientifically focuses on the development of the skills required to generate, understand and solve problems. Children create range of evidence through their own or group experimentation. They discuss and process the information gathered, they evaluate their findings, and they build new theories or understandings based on the evidence or outcomes.

Some of the wonderings the children have investigated this year include:

- Properties of magnetic and non-magnetic materials.
- What happens when volcanoes erupt? The 'Ground is Lava' game prompted thinking around what causes eruptions, what gasses and molten materials are made of, how eruptions impact the Earth and humans.
- Plant lifecycles. Our seedling experiments are being closely monitored at the moment. We shared information about the steps in planting and growing, and the elements needed to control healthy growth- sunlight, water, and air. Experiments are tracking the development of different seeds, including sunflowers, beans, nasturtium, capsicum, and tomatoes.
- Learning about stingless native bees and other bees that come into our garden. We watched closely the Resin Bees build cells into one of our solitary bee hotels. This inspired us to build our own insect hotel from recycled materials, wood, and clay. It is hanging in our big tree and we have noticed some insects have moved in. In November we are inviting Melissa to Kindy to split our Native Hives so we can look inside.
- Bush Park offers opportunities to take count of the birds, reptiles, insects and different plants that inhabit the area. We also are mindful of our footprint when we visit and actively remove rubbish from the park, bush and creek areas. Sustainability is at the heart of everything we do at Kindy.
- Why materials float or sink? A water trough experiment that started as a child driven investigation.
- Chemical reactions. A planned experiment that showed how gas is emitted when chemicals are mixed.
- What is an insect? What is a spider? We took a closer look at the attributes of these animals and compared the differences.
- Who was Muttaborrasaurus? Prompted by Museum items, we researched the length, height, and habits of this Australian Dinosaur.
- What is a reptile? We discussed new words- nocturnal, cold blooded, venomous, and non-venomous. Much of these discussions were prompted after Claudine presented her Reptile Adventures show.
- Fresh water invertebrates. A visit from Water Bug Wonders started us thinking about what animals might live in our local creek at Bush Park and about the water quality. On our last visit we spotted Water Striders in the creek.
- Animals in our local area. We noticed different nests, tree hollows and ground burrows at Kindy and Bush Park.
- Investigations into the difference between the echidna and the platypus.
- Weather events- What causes lightning, thunder, hail and rainbows?
- Frog lifecycles. Prompted the construction of our own Frog Hotel.
- Learning about worm farming and composting. The children know how to recycle their food scraps and change these into compost for our gardens.





Trust me, in all my years of teaching, I have encountered a lot of rough and tumble, goodies and baddies, police and robbers, army and spy, alien and stormtrooper battles and many, many, many, types of weapons! I too, take a breath each time as bodies instinctively know how to play dead (with a tongue hanging out of the mouth to one side), watch as the bodies get dragged to jail or hospital, and the sounds of blasters, pistols, guns, light sabres, the whoosh of a bow and arrow, and axe, are used to protect homes, bases and stop the threat of invasion! So why don't I just say, NO GUN PLAY, NO WEAPONS, GO AND PLAY SOMEWHERE ELSE! The answer is that it is not my job to shut down ideas. My job is to help this type of play work the way the children want it to. It takes time and a lot of patience, I need to watch, sit back and see how the play is evolving. My job is to work with the play to allow the wide variety of skills and emotions to be learned and respond appropriately and help to co-construct a safe haven for the children to take on some skills that will actually last them for a long time!

## What is actually being learned:

- Physical – fine and gross motor skills, cognitive, social-emotional and language skills
- Practice learning balance and body control, nurturing body awareness
- Working in collaboration with peers, team work, listening skills, being brave to take on a role or have a voice with ideas or to argue a point, problem solving skills, using imaginations, building friendships, cooperation...
- Understanding the signs of, 'Yes I'm interested and want to keep playing' OR 'No I've had enough and I feel threatened/unsafe'
- Rules – how to make your game safe for all participants and onlookers and how do you need to keep it that way (what happens when someone becomes overwhelmed)
- Learning the difference between play fighting and real fighting. The essence of that is when **play** fighting children will come back to this many times, they are willing participants, their intention is to have fun. If it was **real** fighting the intention is to inflict pain (verbal or physical) and the body language is not relaxed, not everyone is a willing participant. If real fighting takes place – the learning is NO, this is not appropriate, and this how we learn about bullying and being brave to tell others you have a problem and to stop ongoing issues.

When discussing the children's ideas and incentives for this type of play, the interesting change in language that is happening is the comments – 'there are troublemakers, so we have got cameras to see them at our house'. The children's own awareness of the world around them, even though you may not want 'battle' play, does have their brains thinking about good and bad. The age old wonderings of Nature vs Nurture can also come into play. So at Kindy we play, we support and guide, and we encourage all that want to take part to find a safe way, the individual imagination around designing weapons, enlisting hospital games to be part of respite and care and when the battles are over...they move on to something else. So,...Oh no ,it's gun play...but look at all the learning that has taken place.



Children, adults and even animals need to play to make sense of the world, practice skills and face new challenges. Play is human nature and its pivotal for survival! Louise, Kim and I recently attended the Early Childhood Australia Conference in Canberra, and we were lucky enough to hear the ECA's draft statement on play.

*"Play is essential to childhood and all children, everywhere, have a right to have play in their life- at home, in learning environments and in the community- so that they can thrive and learn, now and in the future."*

Early Childhood Australia Draft Statement on Play 2022

Play is critical for children's development, combined with good nutrition and quality sleep, PLAY builds healthy brains. Neurological pathways, synapses and neurons are made strong when children engage in play and repetition of play.

In the research of this statement, it was discovered that barriers to 'play happening' in children's lives were time, safety and children's preferences to screens.

We are lucky at MPC that our days operate with lots of opportunities to play.

As we get to this time of the year we look back and reflect on all the wonderful play moments at Kindy. These play opportunities have allowed our individual group members to share their identities, build social competence, develop language and thinking skills, build healthy minds and bodies.

If your child is heading to Prep next year, look for opportunities to allow time for child-initiated play before/ after school or on weekends. Anyplace! Anytime!



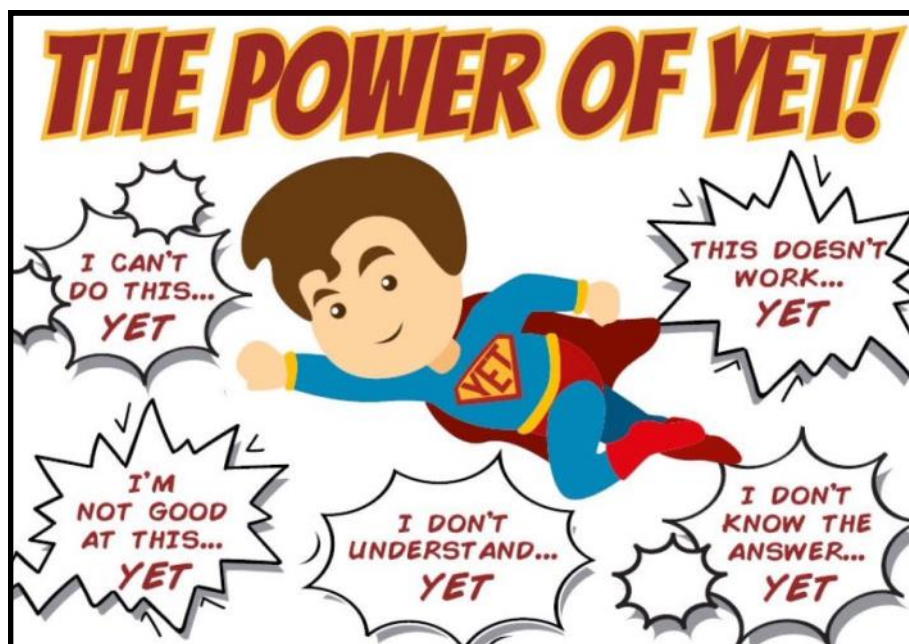


Half way through term 4 already! Term 4 is significant, in that it consists of beginnings and endings for the children and you, their families. As some children start to have school visits in our group, they have been sharing stories of what they did at these visits and who they saw from kindy. For some children this is an exciting time of new beginnings. For others they may feel a bit nervous or express that they will miss kindy and their friends. These feelings are all normal! Think about when you may have left a job to start another or joined a new club or group. You may have felt excited, nervous, apprehensive, confident, or all of these!

Talk positively with your child about these changes and remind them that they may not know everything about their new prep class or kindy group **yet**, but that with time they will learn. Just like when they started in our kindy group at the beginning of the year – we didn't know each other yet, or how to do things they are now able to do, but with persistence, learning and support they now know all about being part of our kindy group. The power of adding the word YET, is really helpful in these conversations, if they are expressing things they may be unsure about. (You don't know how to write your name yet, but with practice you can learn).

In our group we have been talking about things the children have seen or done at school visits that are the same as kindy and different to kindy. Things that are the same, they have already learnt about and know. Things that are different they might not know yet, but they will learn. They already know so much and add to this list each time we have these discussions.

There are some more positive tips for talking with your child about starting at prep or with a new kindy group at the back of the newsletter.



You may have noticed the carpet of yellow tipuana flowers in the playground growing. We love this tree and it provides us with great shade and a safe place for animals to nest, rest or live and it provides us with another opportunity to investigate bees which may be visiting the flowers to collect nectar and pollen. Some will be our stingless native bees and other varieties with stingers.

Children are working out ways to be safe alongside the bees with making bridges, sweeping and the like, however the most effective way is for children to wear closed in shoes while in the playground. Could you please prompt your child about the importance of wearing shoes to kindy at the moment.



After my recent discussions with parents I have been prompted to revisit the book "Personality Plus for Parents" by Florence Littauer which highlights some insights into children and how their personality type affects their day to day interactions with those around them.

In the book Florence says "Studies have confirmed that children are born with pre-packaged personalities that largely determine how they will interact with the world around them. Environment does play a role in the expression of a person's inborn personality, but the existence of a personality that is present from birth is undeniable."

While recognising there are 4 personality types, some children may be a combination of one or more, while they can also change between types during their lifetime. Gaining a better understanding of your child's personality type can often be a way of helping to navigate the world they live in while helping parents decide how to respond to their behaviours.

## **Choleric – the powerful lion, this is the most powerful type**

- Strong willed
- Adventurous
- Outgoing
- Bright and wide eyed
- Born leader
- Energetic
- Must be first
- Never wrong

### **Controls with ANGER**

- Throws things
- Not sleepy
- Demanding
- Loud
- Temper tantrums

### **Supporting the Choleric**

- Appreciation – give them responsibility
- Patience
- Understanding
- Strength
- Pick your battles

## **Melancholy – the organised child**

- By themselves
- Serious
- One toy or activity at a time
- Quiet
- Introverted
- Pessimist
- Likes things done correctly

### **Controls with EMOTION**

- Clingy
- Whingy
- Soft voice
- Suspicious
- Cries easily

### **Supporting Melancholies**

- Routine and order
- Sympathy
- Empathy
- Solitude
- Space
- Time

## **Sanguine – the social child**

- Bright eyed
- Charming
- Enjoys company
- Responsive
- Curious

### **Controls with CHARM**

- Screams for attention
- Easily distracted
- Clumsy
- Doesn't cope with silence
- Cries when not being picked up
- Into everything
- Know they are cute

### **Supporting the Sanguine**

- Fun
- Don't drag things out
- Attention
- Spontaneity
- Succinct
- Playful

## **Phlegmatic – the chilled, golden child**

- Easy going
- Adjustable
- Introvert
- Pessimist
- Happy
- Loves sleep
- Understanding

## **Controls with PROCRASTINATION**

- Guarded
- Lazy
- Fearful
- Indifferent
- Slow
- Unresponsive
- Stubborn

## **Supporting the Phlegmatic**

- Comfort, Time and Patience
- No stress
- Food

Children are just so unendingly interesting!





I've always known that Playgroup is a wonderful addition to the happenings at MPC however I appreciated in a different context last week when I took my grandson for a play. It's so inclusive being open to any child in the community and a truly lovely, safe environment for children to explore, experiment and play knowing their parent/grandparent is by their side. Having that security for children is so grounding for children and gives them confidence to branch out.

And then there's Jo! A friendly supportive person who listens so well to children and parents. Some parents wondered how to make play dough. "Well, let's make some," was Jo's response. Sometimes, when there are a lot of families and Jo has welcomed everyone, I can see why it can be difficult for Jo to have longer conversations with everyone.

I was very interested to see the various reasons parents came. For children who are coming to kindy next year, it's a great introduction. For some parents, it's a safe place for their children to play and manage a coffee and chat. For me, I knew the verandahs and sandpit cover would provide shelter on a rainy day along with really engaging new things for Harry to explore.

Thanks Jo. We had a wonderful time!

Leanne



## News from Before & After Kindy Care



The campfire/meeting place play was prompted after Rhian's aboriginal discussions and canvas painting with children. (Check out the stories in the central foyer.)



Drawing is always available and is currently a clear favourite. When children have blank paper, drawing materials and encouragement, there is no limit to what they can express.



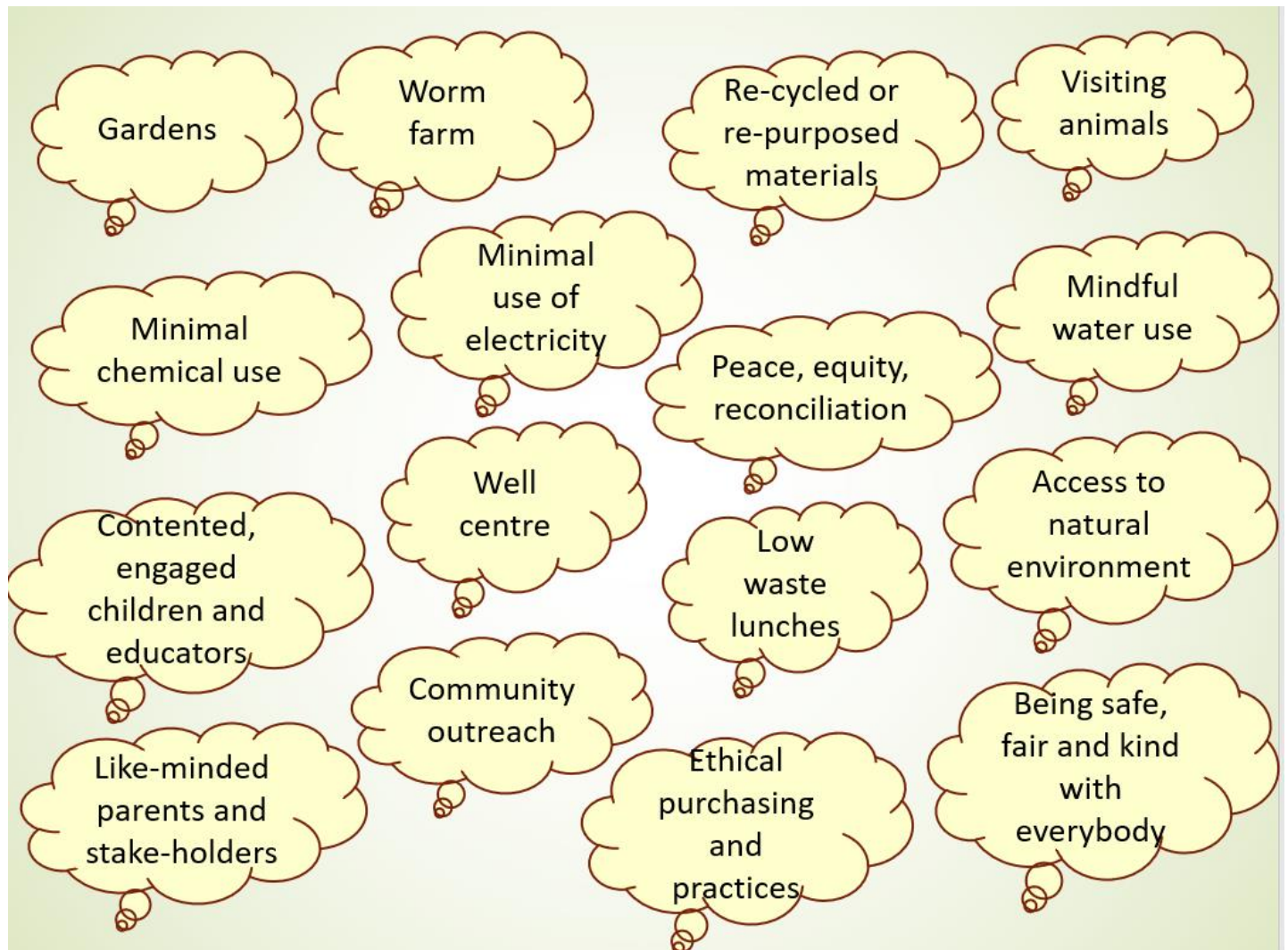
Kim is always up for reading a story to one or many!

The ethos of Before and After Kindy Care is to provide a safe, relaxed play environment where teachers and educators listen and support, valuing children's ideas. Supporting children's individuality along with being one of a group can be a balancing act and something we are committed to as these everyday experiences, and sometimes challenges, continue to help children build their confidence and resilience.



# Sustainability

As a community of children and adults, we consider both the big and little ways we can build understandings and sustainable learning for all: that's ourselves, children, parents and the broader community. Here are some of the areas we're thinking about and actioning!



## What do you think?



*Young children are both current and future citizens with already existing capabilities to shape sustainable societies. Investments to build their awareness, values, knowledge and capacity for sustainable development will serve to set the world on more sustainable pathways now and into the future (UNESCO, 2014, p.78).*



# Transitioning to school...

You can access a video of Leanne and Louise talking about *Preparing for Prep* at <https://youtu.be/pjY45fJLcj0>

Bob Perry, an Australian academic and member of an international research team, believes we should change the term school readiness to **transition readiness**. We should be building children's transition capital; ingrained dispositions such as resilience and flexibility. He believes that **discontinuity** is as important as smooth **continuity** in transitions with children **understanding the tensions in change and accepting these**. The sentence starter, "*When I started....., I felt ....., now I feel .....*" may be a useful way to bring the acceptance of tension into conversations with children.

**Some parents have and are continuing to question whether their child and school are ready for each other. Decision-making considerations include:**

- **Your child's personality and personal skills and dispositions - ability and capability to manage/thrive with the prep curriculum;**
- **Clarifying what you believe your child would achieve with an additional year at kindy?**
- **Extending thinking beyond being ready for prep, thinking ahead to teenage/end of school life challenges.**

**Some helpful skills to start Prep from a Prep teacher's perspective:**

- Independence
- Responsibility
- Listening (actively, not passively)
- Separating easily
- Mixing with others; caring/respect for others
- Taking turns; cooperation
- Initiating conversations, games
- Managing possessions, clothing, materials, shoes; eating and managing food and drinks independently
- Personal hygiene skills: using the toilet independently at appropriate times; nose blowing

**More helpful skills that a Prep teacher might like:**

- Co-ordination, physical control of both small and large muscles including ability to sit still (more exhausting for young children than activity)
- Risk taking; a 'have a go' attitude
- Accepting and dealing with winning and losing
- High self esteem; seeing self as competent and capable
- Speaking in front of an adult
- Organising belongings, self into routines
- Awareness of language skills – oral and written
- Awareness of mathematical concepts such as size, colour, weight, patterns
- Following instructions, clarifying information, checking for understanding .

What if my child doesn't have all these? They will be like most other children! However...

**Some helpful dispositions and skills (and words) for children to practice before starting Prep.**

**Independence.** At kindy children build this by unpacking jobs on arrival, looking after and organising and packing belongings into their bags eating and managing food and drink containers, managing personal hygiene, managing separation. Our goal is to help the children do things for themselves. So while it's easier to sometimes answer a child's question about where something is or how to do something, we often answer questions with another question! Such as "*where could you look for that?*" or "*Which friend could you ask for help?*"

**Interdependence.** Willing to work with others, negotiate and compromise, take turns. (Problem solving in social context – talking and listening with others, accepting different perspectives, thinking about others feelings). Being part of a group. Again, support but let them try to come up with solutions.



**Resilience, perseverance and moving on.** Children need to experience success to believe in themselves and build self-esteem. Children also need to be given the opportunity to make mistakes. Focus on process over product (effort over results) helps instil a growth mindset where you believe you can improve through your own effort. Eg. Rather than “that’s a beautiful picture” try commenting on how you noticed they concentrated for a long time, or how they drew the lines so carefully, or kept cutting out the shapes until they were all done, even though that took a long time. Praise for effort, progress, learning from a mistake, being brave.

If they ask for your help, rather than telling them what will work, let them think with you and work out together. – ‘*What have you tried? What happened?’, I wonder what else you could try?*’

Some powerful words in encouraging your child to think, question and wonder with you:-

**I wonder....**

**I can’t do it YET!** You don’t know it YET! But if you learn and practice you will. When you learn your brain grows. That feeling of things being hard is your brain growing.

**Flexibility.** Being able to cope with change, when something doesn’t go as planned, and move on- ask for help as final response. Treat mistakes as learning experiences.

**Self-regulation.** Strategies such as recognising feelings, breathing to calm themselves and slow their bodies down, pushing palms together, count to 5.

Many of these dispositions and skills contribute to your child’s developing **Executive Functioning Skills** – more specifically working memory; inhibitory control and self-regulation; cognitive flexibility.

**What to expect for the first few weeks.**

- Your child will be tired!
- Lunch boxes may come home not eaten. There is often only 10 minutes to eat before playing. Send limited items in the lunch box in easy to open lunchboxes/containers.
- First term there will be group work and getting to know you games.
- Prep classes will have a Teacher Aide.
- Some schools won’t have toilets in the Prep rooms.
- Managing the playground can be a challenging time for some children. Talking together about ways to problem solve issues in classroom and the playground.

**Helping your child get organised for school and other practical tips.**

**At home:**

- Set up a good morning routine
- Get your child to pack and unpack their own bag and be able to zip it up.
- Consider velcro shoes for school until they can tie shoelaces.
- Label everything! Use a bag tag to help your child identify their bag as they are all the same.
- Send spare clothes and a waterproof bag to put soiled clothes in.
- Give your child time to be themselves when they first get home. They may need time before responding with questions about their day.
- Afternoon tea may be dinner – make it healthy and a big one!
- If appropriate use “what if” questions to practise problem solving skills in classroom and the playground. (e.g. What if, you asked to join a game and someone said no, what could you do? What if you can’t see your teacher in the playground and you’ve got a problem, what could you do?)
- Consider stopping extra-curricular activities for the first term and slow down the weekends: be kind to the whole family.





**At school:**

- Be an informed parent.
- If it's been a difficult decision to send your child to school, be confident with the decision and support the school and teachers.
- Make use of any visiting opportunities including OHSC.
- Get to know your child's teacher and communicate any concerns. Advocate for your child.
- If possible, get involved in the class/school. Be pro-active. Be helpful. Your child's recall of events may not give the whole picture. Ask your child's teacher for clarification (don't just rely on car park information).
- Make sure your child is physically and mentally ready for each day. Sick children need to be at home. Healthy breakfasts and lunch boxes are vital.
- Be prepared for change.
- Be prepared for your child to grow up!
- ENJOY!

***It's much better to praise effort than innate ability. I don't think that an occasional comment that a kid is smart or "a natural" will scar them for life, but the general theme of praise should focus on how effort, and learning from mistakes, is the reason for success. That's what REALLY motivates kids keep learning and improving.*** Carol Dwek

**FINE MOTOR SKILLS**

Fine motor skills are very important as many of the early processes and procedures in Prep require some competence in this area. If the child takes too long to get ready, they'll miss the start of the class and the teachers don't wait. (E.G Opening a pencil case to get out the scissors, opening glue.)

To strengthen fine motor skills we suggest a few activities;

Playdoh	Bubble wrap	Pegs on the washing line	Paint with cotton buds
Weaving	Cutting with scissors	Stickers onto paper	Using tongs/tweezers

Kate Kleinau, an Occupational Therapist has provided the following information...

*Cutting with scissors is a fantastic way to build foundation skills such as hand strength, bilateral integration (the ability to coordinate both sides of the body together) and eye-hand coordination.*

**SCISSOR SKILLS PROGRESSION:**

*Single snips (playdough, straws, streamers, paper plates, fringing)*

- *Straight lines (spider legs, jelly fish tentacles)*
- *Straight sided shapes*
- *Curved lines*
- *Provide explicit rules for cutting. Using 'doing hand' and 'helper hand' terminology can be helpful.*
- *Doing hand: holds the scissors, the thumb is placed in the smaller hole and is positioned on top and the scissors point forwards at all times.*
- *Helper hand: holds the paper, the thumb is placed on top and it turns the paper to make sure the scissors stay on the lines.*
- *When learning the roles of each hand it can be helpful to take turns completing the 'doing hand' and 'helper hand' actions (e.g. your child turns the paper while you cut with the scissors). This will allow your child to focus on one hand at a time. Once they are able to complete each role in isolation they are then ready to put it together.*
- *Discussing the plan before your child starts cutting can assist with accuracy. e.g. encourage them to point out where they will start, trace their finger along the line to be cut and indicate places where they will need to stop and turn the paper.*
- *You can also add in visual cues such as a green dot to indicate the starting point and red dots at the corners to display when they will need to stop cutting and turn the paper.*



**Literacy and Numeracy Learning.**

- Children develop strong oral language skills and rich vocabulary through sustained conversations with family and friends', and through hearing 'book language'. When we share stories with children and read aloud, children are learning how to have conversations, how to listen and respond to questions, how to ask questions. They are learning about how books and written texts work and that print has meaning. They learn to concentrate for sustained periods.
- Statistics tell us that around 25% of young children arrive at Prep without the oral language they need to support their learning. Refer to Links for Mem Fox's *10 Read Aloud Commandments*.
- Speech Pathology Australia states that by 4 years old, children should be intelligible to family members and to their teachers. By 5 years old, children should be intelligible to all people.
- Read aloud every day with your children- make time throughout the day to enjoy a variety of books together. Share information books, picture books and short chapter books. Wonder about what could happen next-read picture cues.
- When parents share a book they usually read and the child listens. Encourage your children to be the teller of the story. The adult becomes the listener, the questioner and the audience.
- Encourage your children to develop a love of storytelling. These are real life imaginations that connect to children's own experiences. Parents model rich descriptive language when they make-up stories alongside their children.
- Play listening games, sing, recite rhymes, play with words.
- Join the local library.

**Numeracy is in the everyday.**

- Talk about size, shape, length, capacity and the number of things.
- Connect events and the days of the week.
- Describe the location of things- over, under, higher, behind, beside.
- Point out numbers in the environment- on buses, letterboxes.
- Explore numbers with a mobile phone or calculator.
- Sort and count groups of objects into similar or different categories- emptying the dishwasher
- Practice counting objects-1:1 correspondence- Peg out the washing or setting the table- 4 chairs, how many placemats, plates, knives, forks.

**Useful Links.**

Transitioning to school

[Transitioning a child to school | Starting Blocks](#)

<https://www.qld.gov.au/education/earlychildhood/prep/preparing>

<https://raisingchildren.net.au/school-age/school-learning/school-choosing-starting-moving/starting-school>

Play School episode: <https://www.abc.net.au/abckids/shows/play-school/ready-set-big-school/12922838>

Executive Functioning

[www.self-regulationinyoungchildren.com/list-of-self-regulation-skills-that-are-developed-in-the-early-years.html](http://www.self-regulationinyoungchildren.com/list-of-self-regulation-skills-that-are-developed-in-the-early-years.html)

[What is Executive Function? How Executive Functioning Skills Affect Early Development \(harvard.edu\)](#)

Literacy/Numeracy

<http://memfox.com/for-parents/for-parents-ten-read-aloud-commandments/>

[Supporting your child's reading in Prep \(education.qld.gov.au\)](#)

[How to include maths in children's play | First Five Years](#)

[Reading with preschoolers \(startingblocks.gov.au\)](#)

[Communication Milestones \(speechpathologyaustralia.org.au\)](#)

Fine Motor

[Fine Motor Skills Explained - Occupational Therapy Helping Children](#)

[Fine Motor Activities - Kid Sense Child Development](#)

Well-being

<https://raisingchildren.net.au/school-age/health-daily-care/mental-health/children-s-mental-health>



Kindy is about to be cheaper for many Queensland families. From 1 January 2023, the Queensland Government is making kindy cheaper and many families will see savings and for some it could be free. The Queensland Government kindy savings will help ease cost of living pressures for families and enable more children to access a kindergarten program. We know attending kindy offers lifelong benefits. The new kindy savings mean every family enrolled in a sessional kindergarten will see a reduction of \$1,500 per year in their kindy fees to help with out-of-pocket costs. There are additional subsidies that provide more support for families who need it most. Families who receive Family Tax Benefit will be eligible for a further reduction in fees from 2023. This means a family will save up to \$3,500 per year in a sessional kindy. Kindy will be free for families eligible for Kindy plus! The Kindy plus criteria has been expanded to help even more families attend kindy next year. The new Queensland Government subsidies will make kindy cheaper and help families access kindy. Make sure to visit the website to check your family's eligibility and find out how much you can save – [www.qld.gov.au/Kindysavings](http://www.qld.gov.au/Kindysavings) Talk to us to learn more about how much you could save on kindy from 2023.

Department of Education



## Making kindy cheaper from 2023

From 1 January 2023, the Queensland Government will introduce new kindy funding to give every child a great start. Kindy will be cheaper for many families and for some it could be free – it doesn't matter if your child attends a sessional kindy or a kindy program in a long day care.

### Find out how much you can save

- 1 See if you're eligible for Kindy plus – Kindy may be free!
- 2 Are you receiving Family Tax Benefit? Kindy is cheaper!
- 3 Jump online to learn about kindy savings, find your nearest kindy and confirm eligibility upon enrolment.



**What is kindy and when can my child start?**  
Kindergarten is a Queensland Government approved program for children who are at least four years of age by 30 June. The Queensland Government kindy funding is for children who attend a kindy program for at least 15 hours a week or 30 hours a fortnight over 40 weeks a year.

**Discover cheaper kindy!**



[www.qld.gov.au/kindy](http://www.qld.gov.au/kindy)

