

At Clayfield Pre-Prep there are many learning areas for children to choose to participate in.

Book Corner

The children are given the opportunity to explore books. Although the children may not read themselves, the provision of a wide variety of beautiful books to which they have access, can be the beginning of a love of literature. Through books, a child gains an understanding of the function and purpose of the written language.

Children are learning:

- ❖ Care and appreciation of books.
- ❖ To tell stories.
- ❖ That text progresses from left to right on the page and front to back of the book.
- ❖ Concentration.
- ❖ To make similarities and comparisons.
- ❖ To share experiences and discoveries.
- ❖ To expand vocabulary.
- ❖ Book language eg. author, picture, illustrator, publisher etc.
- ❖ To recognise that symbols represent letters/words.
- ❖ To develop listening skills.
- ❖ To recognise that pictures give us clues about what the words say.



Puzzles

Small muscles (fine motor) in the hand are used in the handling and positioning of puzzle pieces in the correct places. Developing both skills is vital in the pre-writing stage. Learning to read involves the recognition of shapes and patterns of words and letters. The mastery of a puzzle is an excellent way to develop this skill.

Puzzles develop:

- ❖ Concentration span
- ❖ Hand-eye coordination
- ❖ Visual perception
- ❖ Fine motor skills
- ❖ Logical thinking
- ❖ Colour discrimination and shape discrimination
- ❖ Sequencing eg. small to large



Language Sessions

This part of the program is more teacher directed. Through language sessions the children will be provided with whole language experiences, that is, discussion, social communication, self-expression and tolerance of others through a variety of group time experiences (stories, show and tell, retelling of stories and questioning).

During language sessions children:

- ❖ Practice contributing their own ideas to group discussions.
- ❖ Develop appropriate oral expression.
- ❖ Practice sharing original ideas with others.
- ❖ Develop vocabulary.
- ❖ Provide opportunities for purposeful and attentive listening.
- ❖ Learning to share and take turns.
- ❖ Developing confidence in whole group situations.



Music and Movement Sessions

These sessions promote opportunities to hear a wide range of sounds, songs and different musical instruments. The children will also create their own sounds with voices, bodies and instruments.

These sessions:

- ❖ Give children practice in group singing.
- ❖ Provide opportunities to interpret music through bodily movement.
- ❖ Practice classifying instruments according to sound.
- ❖ Listen appreciatively to music.
- ❖ Provide experiences to use and investigate different musical instruments.
- ❖ Practice in identifying and classifying sounds and responding to rhythm with bodily movement.



Outdoor Play

Outdoor space is conducive to the development of gross motor skills in climbing, running, jumping, throwing etc. Children cannot develop the fine motor skills required for writing before the development of the large muscles in their arms and legs. Through these activities the children are learning spatial awareness and gaining full body control.

Sand Play – provides the opportunity to explore two important elements – sand and water. Children enjoy tactile/sensory experiences, with wet/dry sand and mud and can be creative as they create dams, rivers, castles and many other impressions from the mind.



Sand play helps children to acquire knowledge of volume, measurement, estimation, spatial awareness, big/little, wet/dry, and cooperation skills, and fulfill their innate desire to create.



Water Play – provides the opportunity for children to explore basic principles of science and maths eg. floating/sinking, weight, size, shape, depth, measurement etc. Water play provides an excellent sensory experience as children discover its properties. Many science and maths concepts are able to be explored through water play such as floating and sinking, depth, mass, volume etc.

Ball and Group Games – outdoors is ideal for ball and group games where the child can throw, roll, kick, bat at random or at a target. Hand-eye coordination again is an essential skill in these activities.

Dramatic Play

Dramatic play allows the child to imitate behaviour and act out adult roles. Children learn to make sense of the world and to communicate with, understand and be aware of others. This gives the child the opportunity to take control of the situation being acted out, and to experience and explore differing roles in society in a risk free and supportive environment. Children are able to work through conflicts and express emotions. Children can be a doctor, nurse, policemen, teacher, baby, hairdresser – whatever they want to be.

Through this play children are:

- ❖ Developing conversational language
- ❖ Extending vocabulary
- ❖ Interacting with peers
- ❖ Developing fine motor skills
- ❖ Developing early number skills
- ❖ Role playing
- ❖ Act out feelings and emotions in a comfortable setting
- ❖ Gain confidence from 'play' situations.



Blocks and Manipulative Equipment

Before a child becomes developmentally prepared for writing skills, they must acquire the skills of control over their hand-eye coordination. By manipulating blocks and manipulative toys – stacking, balancing, arranging, lifting – they are using the arm muscles that they must develop before they can attempt to hold a pencil.

For kindergarten children, block and manipulative tasks become more intricate, to develop precision in fine motor movements and muscle control, and therefore more control over writing implements.

Manipulation of blocks, also develops early number (numeracy) skills – ie shape, size, number, order, length, weight etc.

Blocks provide a wonderful social experience where children can work cooperatively and share ideas. Many other curriculum areas can be integrated into block play experiences. For example, writing and drawing signs for roads, shops, towers etc, which have been built using blocks; maths and conceptual development exploring number of blocks, shape, size, colour etc; and dramatic play – dressing up and acting out roles using block structures as props eg. fire engine, house. The different learning experiences block play provides are endless.



Art and Craft

Art and craft experiences excite the child's imagination and provides a sense of achievement. It is important that we develop the creative process in all children by providing opportunities to experiment with a variety of art mediums and techniques.

Art opportunities will provide a feeling of self-worth, and a sense of achievement will be gained through the creation of products independently made by the child.

Through these experiences the child develops many skills including:

- ❖ Small muscle development/control
- ❖ Hand-eye coordination
- ❖ Tactile experiences
- ❖ Shape, colour, size and texture comparisons
- ❖ Expressions of feelings/creativity
- ❖ Pre-writing skills
- ❖ Construct a practical useful product
- ❖ Develop cutting and pasting skills
- ❖ Identify and appreciate differences in textures
- ❖ Practice using crayons, felt pens and pencils
- ❖ Experiment with colour, line, shape, and texture.



Hand a child a paint brush and unlock the door to creativity, self discovery, communication, problem solving and expression. These are aspects vital to everyday living.

