



Pre-Kindergarten Term 2 Overview

Dear Parents and Families,

Welcome to Pre-Kindergarten at Christ the King School! In this Term Two Overview, you will find information about what your child will be doing in Pre-Kindy in Term 2, 2025. If you have any queries or concerns, please contact me via email or Seesaw.

With warm regards
Mrs Jenni Dunne
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Pre-Kindergarten Program

Belonging, Being, Becoming

The Early Years Learning Framework is a national early learning framework from birth to five years. The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life. Educators use the framework to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through play.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming. Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationship they have with their family, community, culture and place.

Being is about living here and now. Childhood is a special time in life and children need time to just 'be' -time to play, try new things and have fun.

Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become. It is well known that children learn best when they have secure relationships with caring adults. When children develop trusting relationships they feel more confident and able to explore and learn.



Learning in Pre-Kindergarten

This overview is subject to change based on school factors, and the interests, needs and abilities of the class and is based on informed Early Childhood Pedagogy where children learn best through play opportunities, both unstructured and spontaneous and intentional.

Literacy

Using language to ask and answer questions, greet people, recall personal experiences, negotiate, tell stories, express feelings, play, communicate information and solve problems. Reciting and dramatising nursery rhymes.

Numeracy

Reciting number names in order, counting objects, recognising same and different, categorising objects. Use of concrete resources to solve problems and expand knowledge of shape, area and location.

Fundamental Movement skills

Jumping, throwing, rolling and beginning to catch large balls, running, climbing, balancing, digging, pedalling the trikes and cars.

Fine Motor

Holding pencils, crayons and paint brushes, gluing, snipping, playdough, puzzles, blocks and construction, putting on and taking off own shoes and dressing self. Finger gym tasks-threading, strengthening hand/finger grip through use of tongs, threading and manipulating items.

Social and Emotional

Forming relationships within the Pre-Kindy environment, initiating and joining in play with others, solving social problems with scaffolding from Educators, participating in routines, building knowledge, confidence, cooperating, commitment and persistence to foster a growth mindset for learning.

Creative

Choice and experimenting with mark making through different mediums and materials. Experimenting with colour, line and shape. Reflecting upon and discussing the process involved in the production of their artwork. Expanding the library of known songs and rhymes. Responding to musical pieces through movement, use of musical props- instruments, scarves etc to accompany and recreate musical pieces. Use of loose parts to build, construct, create and experiment with.

Spirituality

Family Prayer Box- Each week, one family is invited to bring in several items symbolic of their family and to share a prayer of special significance with the class. Prayer focus area, thank you prayer before meals, Godly play-Bible stories.

Sustainability

Caring for our Pre-kindy environment, using recyclable materials where possible, and encouraging children to turn the taps off when they have washed their hands. Awareness of sustainable practices in the outdoor environment-caring for the plants in the playground. Awareness of change in the outdoor environment.

Diversity

Embracing differences in ethnicities, gender, disabilities, age, social and economic backgrounds.

