

KINDERGARTEN ~ Where Play = Active Learning

Play is the perfect tool for education. The perfect activity for developing listening skills, adaptability, responsibility, social skills, knowledge of the world and self, the ability to cope with change, language skills, the ability to have fun, learn, respect, concentration, tolerance, young scientists and inventors.

Play determines whether a child will be a passive learner or an active learner, who gains new information by discovery and invention.

Life Readiness = is my child ready for the next step in their learning?

School readiness has traditionally been thought of as a simple outcome of maturation or chronological age, and has focused on particular qualities and capacities in the child (Crnic & Lamberty, 1994; Kagan & Rigby, 2003). Once these were demonstrated (or achieved), the child was considered to be ready for school. The implication was that early childhood services and communities did not have any role to play in promoting school readiness, nor did schools have to do anything about getting ready to meet the child's needs. This "individual child maturation" view of school readiness has been shown to be too limited.

Readiness does not reside solely in the child, but reflects the environments in which children find themselves – their families, early childhood settings, schools, neighborhoods, and communities (Kagan & Rigby, 2003).

School readiness is now seen as having four interrelated components:

1. children's readiness for school
2. school's readiness for children
3. the capacity of families to provide developmental opportunities for their young children
4. the capacity of communities to provide developmental opportunities for their young children

(Emig et al, 2001).

This has been represented as an equation:

**Ready families + Ready early childhood services + Ready communities + Ready schools
= Ready children**

(Kagan & Rigby, 2003; Rhode Island KIDS COUNT, 2005).



Social, Emotional	Independence	Communication	Fine & Cognitive Skills
<p>Face a person when they are talking and give 'eye contact'</p> <p>Comply with requests, cease activity when requested</p> <p>Manage frustration and avoid tantrums</p> <p>Wait patiently for several minutes for adult attention</p> <p>Sit at a table and work for 10 minutes with assistance</p> <p>Separate from parents & independently begin an activity</p> <p>Ask for and accept help if necessary</p> <p>Play at an activity for 20 minutes or more and play co-operatively with friends</p> <p>Share own toys with friends</p> <p>Take turns in a small group game without assistance</p> <p>Understand the needs and feelings of others</p> <p>Manage unfamiliar environments</p> <p>Move with a line of children at routine times</p>	<p>Put on/remove socks, shoes, jacket</p> <p>Do up buckles/Velcro [not laces] on shoes/sandals</p> <p>Do up large buttons</p> <p>Go to the toilet independently</p> <p>Wash and dry hands independently</p> <p>Blow nose and wipe efficiently</p> <p>Unwrap and lunch, peel fruit, manage lunch box</p> <p>Use a spoon and fork independently</p> <p>Unscrew a drink bottle</p> <p>Recognise belongings amongst others – hats, jumpers, coats</p> <p>Take care of own belongings – put bag in the designated place</p> <p>Tidy up own things, pack away</p> <p>Begins to understand – time concepts</p> <p>Understands simple Math concepts</p>	<p>Initiate and sustain conversations with adults and other children</p> <p>Speak clearly and audibly and maintain eye contact</p> <p>Speak without shouting or whispering</p> <p>Answer inferential questions – Why? What's next? Also- How? Who? When?</p> <p>Describe recent experiences</p> <p>Recite rhymes & sing songs</p> <p>Retell stories</p> <p>Understand requests and seek clarification</p> <p>Carry out three directions in sequence</p> <p>Listen attentively and answer questions in a group situation</p> <p>Talk reciprocally with peers and take part in conversation</p> <p>Interrupt conversations appropriately</p> <p>Understand spatial concepts – up/down, next to, left/right</p> <p>Play imaginatively both indoors and outdoors</p> <p>Tell simple jokes</p> <p>Begins taking turns and negotiating</p> <p>During Circle Time they can engage children in conversation with you and each other</p>	<p>Recognises own first name</p> <p>Isolate fingers – to point</p> <p>Understand reading conventions – tracking left to right across a page</p> <p>State full name, address, age</p> <p>Hold pencil in an appropriate grip</p> <p>Draw recognisable pictures of people</p> <p>Copy simple shapes: circle, triangle, square</p> <p>Cut along a 10cm line with scissors, cut simple shapes</p> <p>Complete interlocking puzzles of 8-10 pieces</p> <p>Name primary and secondary colours</p> <p>Name 6 geometric shapes</p> <p>Sort and classify objects – by colour, function, size</p> <p>Attempt to solve problems independently</p> <p>Describe concepts – big/small, more/less, same/different' in front of/behind' under/over, actions</p> <p>Count objects with 10 or more in the group</p> <p>Concentrate on a story being told in a group setting, despite distractions</p> <p>Enjoy interactive reading and answer questions about stories in a 1:1 setting</p> <p>Attempt to solve problems independently</p> <p>Catch and throw a ball with a partner and kick a ball</p>