



Carinya Christian School

From Christ and For Him



**2023 KINDY SCHOOL
READINESS
KIT**

At Carinya

WE ARE **CHRIST**-centred
COMMUNITY-minded
DISCOVERY-driven

WE BELIEVE

▶ **THAT EVERY CHILD MATTERS**

and is an individual, created in the image of God

▶ **IN INTRINSIC MOTIVATION**

by seeking the "reward in the task"

▶ **IN HOME AND SCHOOL WORKING TOGETHER**

through a community based on mutually supportive relationships

▶ **IN CHARACTER OVER PERSONALITY**

fostering qualities of self-discipline, responsibility and resilience

**Train up a child in the way
they should go and when
they are old they will not
depart from it.**

Proverbs 22:6

welcome

At Carinya, we delight in partnering with parents to develop your whole child. This Kindy School Readiness Kit has been designed to provide fun, play based activities that will support your child's transition to formal schooling.

Whilst schools exist to teach 'reading, writing, and arithmetic' this is not our only priority at Carinya. We want to support your child's whole development. It is our prayer that your child will delight in learning about God and His world by engaging their *heart, head, hands, eyes, ears* and *body*.

We look forward to sharing this journey with you and hope that the Kindy School Readiness Kit helps your child to transition to Kindergarten in 2022.



Olivia Chapman
Head of Junior School

✝
Christ
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🔍
Discovery
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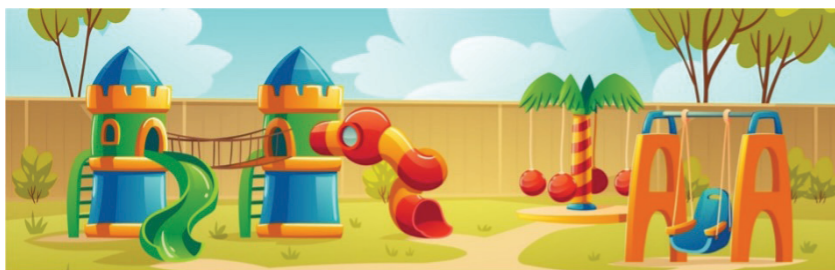
ENGAGING THE heart

1. Feelings and Emotions

Look at the playdough mat and practise making the different facial expressions on the side. Chat about the feelings connected with those expressions.

2. Social Stories

Find the Social Skills book and the two wooden people. Act out different scenarios and discuss the different choices that we can make.



3. Magent Card - Proverbs 22:6

As a parent, it is easy to get overwhelmed by the task of raising our children to follow the right path. May the magnet serve as a reminder of the bigger perspective.

Above all else, guard your heart, for everything you do flows from it.

Proverbs 4:23

For God has not given us a spirit of fear, but of power and of love and of a sound mind.

2 Timothy 1:7

ENGAGING THE head



4. Imaginative Play

Creativity is fostered through imaginative play. Play with the dinosaurs and make up adventures for them to go on.

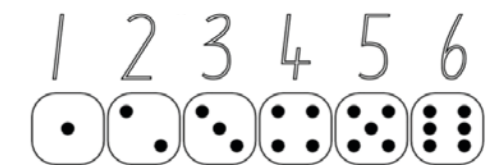
5. Pattern Matching

Use the paddle pop sticks to copy the patterns in the book. Pay close attention to the order of the stacking patterns.



6. Roll and Count

Take turns rolling the dice and counting the number of dots. Then practise recognising and tracing the numeral on the number mat.



7. Sleep

Starting Kindergarten is exhausting. We recommend that after school activities in Kindy are kept to a minimum to support all the new learning that will happen. Sleep guidelines from Sydney Children's Hospital are on the next two pages.

FACTSHEET

This fact sheet is for education purposes only. Please consult with your doctor or other health professionals to make sure this information is right for your child. If you would like to provide feedback on this fact sheet, please visit: www.schn.health.nsw.gov.au/parents-and-carers/fact-sheets/feedback-form.

Normal sleeping patterns 0-16 years

Your child needs plenty of sleep to allow their body and mind to rest and to grow and develop.

For many families bedtime can be frustrating and no fun. Most children have the ability to sleep well, so understanding what is normal and when to seek help is important.

Newborn sleep

Full-term babies will sleep 16 to 20 hours per day. They have 3 different sleep states and spend half their time asleep dreaming — called REM sleep (Rapid Eye Movement Sleep or Active Sleep). In this type of sleep they will suck, grimace, smile and sometimes twitch their fingers and feet. Sleep cycles consisting of REM and NREM sleep (Non-REM is the sleep that is not REM sleep) are evenly distributed through the night and are shorter in duration compared to older children. During periods of NREM sleep they are usually quiet and appear more settled. They wake to feed every 3—5 hours. Premature babies may sleep 20—22 hours per day with only very short periods of wakefulness. During REM sleep all newborn babies have a pattern of “brief pauses in breathing”. Some babies also have Periodic Breathing where they take a few breaths, pause, take a few breaths, pause and so on—this often can go on for long periods of sleep and can be quite normal, improving with age and maturity.

3 to 6 months

Babies start to spend more time awake, moving, rolling and learning. The time they spend asleep starts to reduce. Gradually, a baby's sleep becomes more like that

of a child and by about 6 months, all of the four sleep stages (N1 N2 N3 and REM) are defined. Infants may still wake for feeding and comfort every 4 to 6 hours. Their periodic breathing stops by 6 to 8 months of age.

Toddlers and pre-schoolers

At 2 years of age, 12 out of 24 hours is spent asleep without waking. A nap during the day averages one and a half hours ranging up to about 2.5 hours. By 3 years of age the daytime nap is reducing and then stops. The percentage of time spent in Dream (REM) sleep continues to decrease while the other stages of sleep lengthen and become more consolidated.

School age children

In primary school the average child sleeps 10 to 11 hours at night without waking, with a gradual decrease into later childhood. By 12 years of age, slow wave (deep) sleep happens mainly in the first half of the night while dream sleep (REM) decreases to adult levels of about 15-20% of the total time spent asleep. “Night terrors” — where the child appears awake but seems “not to be with it”, is frightened and is inconsolable — are not uncommon from 4 to 8 years of age.

Adolescents

As children reach puberty, they often do not get as much sleep as they need. The pressures of schoolwork, social life and peer contact can make adolescents go to bed late and sleep in half the day. This sleep pattern should not be encouraged as it can lead to an altered sleep phase where your child wakes late and is unable to easily fall asleep at night. Going to sleep late makes it difficult for

teenagers to get the 9 to 9.5 hours of sleep they need each night.

Try to help your child strike a sensible balance between late night socialising and sleeping. A normal young adult sleep pattern should be in place by 16 years of age. Dream sleep (REM) occurs 80 to 90 minutes after falling asleep and continues to cycle over 6—8 hours.

Sleep hygiene

Parents should encourage good sleep practices from an early age. A consistent bedtime in a warm (an ideal temperature is around 21°C), dark, comfortable room with light blankets and a firm mattress; helps children to feel safe and secure at night. Avoid using electronic media including television, computers and mobile phones for at least an hour before bedtime, and avoid using these in the bedroom.

Many toddlers and young children will wake after one or two cycles of sleep and wander to their parent's bedroom and climb into bed with them. Children should not be punished or scolded for this, as they may not be fully awake at the time. The best remedy is to carry or walk them back to their own bed and settle them back to sleep with the minimum of fuss and attention.

Symptoms that may indicate abnormal sleep

- Snoring.
- Sweating.
- Restlessness.
- Morning headaches.
- Daytime sleepiness.
- Bedwetting after 8 years of age or after a 6-week period of dryness.

If severe the following symptoms may also need attention

- Sleep walking and talking.
- Head rocking/banging.

Treatment for sleep problems

- Like all physical and emotional disorders, sleep disorders need to be properly investigated, diagnosed and treated.
- Discuss the problem with your general practitioner and they can refer you and your child on to a Paediatrician (or Sleep Physician) for assessment.

Remember

- Every age group has a different pattern of sleep; if you are concerned speak to your GP and seek a referral to a Paediatrician.



ENGAGING THE hands



And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

Proverbs 4:23

8. Playdough

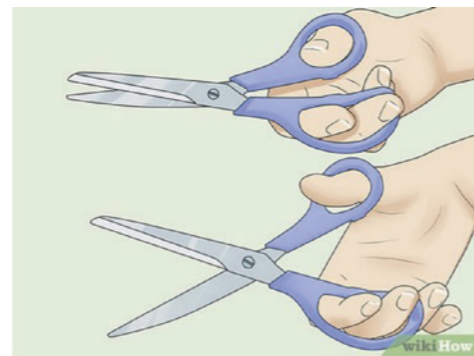
Playdough is a wonderful tool for strengthening the muscles in our hands that help us to write. See if your child can make a:

- playdough ball with two hands
- playdough ball with one hand on the playdough mat
- pancake by squashing the ball
- A snake by rolling a ball into a tube
- favourite animal



9. Threading

Holding your finger and pointer together to pick things up is called a pincer grip. Encourage your child to hold the lace using their pincer grip.



10. Cutting Practice

Cutting with scissors is always a two-handed skill. Encourage your child to use their dominant hand to open and close the scissors and to use their other hand as the 'driver' hand that steers the paper. Tear a page at a time from the book for your child to refine their skills.

11. Developing Good Pencil Grip

In Kindergarten, your child will continue the move from mainly spoken communication to written communication. This may start as a picture and progress to familiar letters and simple words and then turn into sentences.

To support this progression, encourage your child to draw. They may seek inspiration from the 'Drawing is Fun' booklet or create their own masterpiece. Further information about developing a pencil grip can be found on the next two pages.



Definition

Pencil grip is only one component of handwriting. Most children naturally develop a pencil grip that is comfortable for them. In any kinder or school class a variety of pencil grips will be seen. Acceptable pencil grips include those shown in Figure 1.

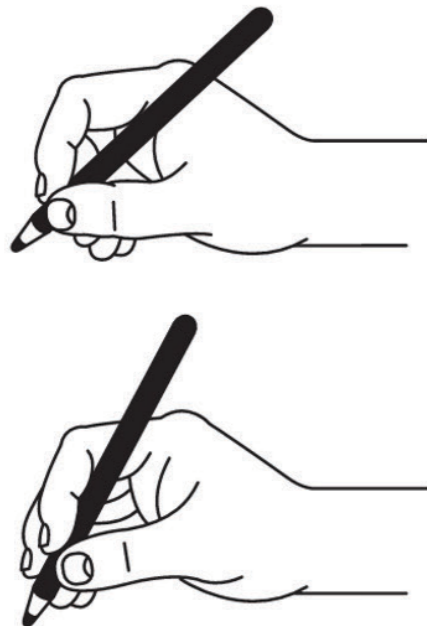


Figure 1: Acceptable pencil grips.

A pencil grip is only a problem if a child has difficulty writing legibly, at a reasonable speed, or complains of a sore or tired hand when writing.

If an awkward grip pattern becomes a habit it is more difficult to change later. Pencil grips are easier to change in kinder and the early school years.

Encourage your child to hold her pencil in a way that allows her hand and fingers to move freely and easily when writing or drawing. General guidelines for a good pencil grip, as shown in figure 2, include:

- ▶ the pencil is held in a stable position between the thumb, index and middle fingers
- ▶ the ring and little fingers are bent and rest comfortably on the table
- ▶ the index finger and thumb form an open space
- ▶ the wrist is bent back slightly, and the forearm is resting on the table
- ▶ the pencil is held about 1–2 cm from the tip.

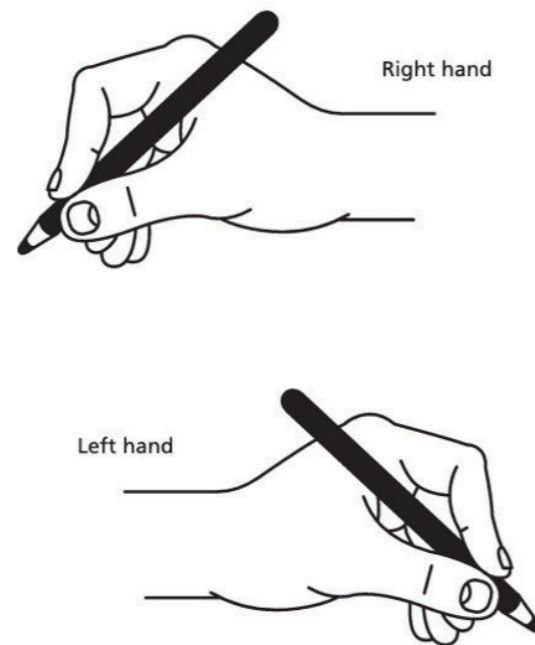


Figure 2: A good pencil grip.

Helpful strategies

- ▶ Show your child the correct finger and thumb positioning for holding the pencil and help him place his fingers and thumb in these positions.
- ▶ Try a commercially available pencil grip. Your child, however, will need to learn how to correctly and consistently hold the grip. Pencil grips are available from your occupational therapist.
- ▶ Encourage your child to practice for a few minutes each day until your child automatically and consistently uses a suitable pencil grip.
- ▶ Give feedback to your child to help him become aware of his finger and thumb positions and praise him whenever he demonstrates a suitable pencil grip.
- ▶ Encourage your child to do lots of fun and interesting drawing and writing activities using different types of texts, coloured pencils, crayons and chalks so he is motivated to practice.

Sitting and paper position

General guidelines for a good sitting position, as shown in figure 3, include:

- ▶ bottom back on the chair
- ▶ feet flat on the floor
- ▶ forearms rest comfortably on the table
- ▶ table and chair suitable for your child's size.

The paper position should be sloped at the same angle as the writing arm and steadied with the non-writing hand (Figure 4). This will help your child see what she is writing and make it easier for her writing hand to move across the page.

Please talk to your occupational therapist if you have any queries about the above information.



Figure 3: A good sitting position.

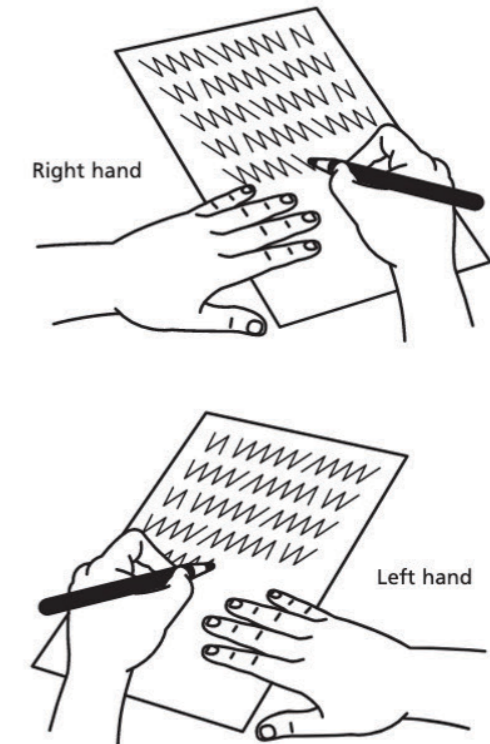



Figure 4: Correct paper position.

ENGAGING THE *eyes*



12. Name Recognition

At Carinya, we use the NSW Foundation Font. You will find a copy of your child's name written in this font in your kit. It is helpful for your child to be able to visually recognise their first and last name prior to commencing Kindy.

*PLEASE do not feel any pressure to teach your child to write each letter. We would prefer to cover this early in Kindergarten so that we can teach your child how to efficiently and accurately form each letter.

13. Jigsaw Puzzle

Visual Discrimination is the ability to recognise different shapes, colours and sizes. This can be developed in many different ways, including a jigsaw puzzle. Let your child attempt the puzzle independently and offer verbal prompts as required.

14. Paper Glasses

This is a friendly reminder to have your child's eyes checked by a behavioural optometrist prior to starting Kindergarten.



Your eye is the lamp of your body. When your eyes are healthy, your whole body also is full of light.

Luke 11:34

So faith comes from hearing, and hearing through the word of Christ.

Romans 10:17

ENGAGING THE *ears*



15. Read, read, read!

When you read to your child, you are helping them to not only love books, but to engage with language, imagination, thinking, reasoning and so much more. We have a great local library located at 291 Conadilly St, Gunnedah NSW 2380.

16. Rhyming Words and Sounds Booklet

Playing with words by finding rhyming words and listening for the beginning and end sounds for each word, develops phonemic awareness, an early reading skill. Use the Rhyming Words and Sounds booklet to explore this concept.

- sun – sound it out s-u-n
- Rhymes with run
- Beginning Sound - 's' like sausage
- End sound - 'n' like run
- End sound - 'n' starts the word nest



17. Action Songs for Little Hands

Engaging in songs with actions helps children to develop a love for music and movement. This in turn helps a child's brain to develop neural pathways that facilitate coordination and balance. Some song ideas with actions are included in this kit.

ENGAGING THE *body*



18. Bottles of Bubbles and Sticks of Chalk

In Australia, children are increasingly spending less time outside. This is impacting their gross motor development. Sometimes all that is needed is sunshine, a hat and perhaps a little bubble encouragement.

Chalk can be used to draw a hopscotch, practise various shapes or to draw. This is a great outside activity as children can draw in large spaces that are not confined by the edges of paper.

19. Egg and Spoon Races

A classic egg and spoon race helps children to develop balance, coordination and speed as they transport an egg to the finish line. Change this up by asking your child to walk sideways, backwards or use their non-dominant hand.

20. Tennis Ball

Use the tennis ball to practise throwing, catching, rolling and bouncing. This could be done with a partner or against a wall.



For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.
Psalm 139:13-14



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**For in him all things were created:
things in heaven and on earth, visible
and invisible, whether thrones or
powers or rulers or authorities; all
things have been created through him
and for him.**

Colossians 1:16