

Supporting your child's development




Ascot Kindergarten cohealth School Readiness Program

Language Development

What we expect for 4-5 year olds:


Talking




Use longer sentences



Use joining words such as "and" "because"



Tell simple stories




Ask lots of questions!




Take turns in conversation


Understanding




Follow 2-3 step instructions




Understand words like "before" "after" "first" "then" "next"



Recognise numbers, letters and sounds



Think about the meaning of words



Can follow instructions without stopping to listen

Play

Play is vital to the healthy growth and development of a child.

It is foundational to a child’s social, emotional, physical, intellectual and creative wellbeing. It is how children learn about the world, practice life skills, problem solve and learn how to interact with others.

PLAY IS FUN!



<u>Benefits of Play</u>	
<u>Socially</u>	<ul style="list-style-type: none"> • Learn to cooperate • Follow directions • Take turns • Share • Develop their self-esteem and confidence • Verbal and non-verbal communication
<u>Physically</u>	<p><u>Play will develop:</u></p> <ul style="list-style-type: none"> • Strength • Agility • Coordination • Stamina • Spatial awareness • Fitness

Thinking Skills



4 and 5 year olds can:

- Count to 10
- Attention-10-15 minutes
- Follow 3-step instruction
- Recognise own name
- Can follow routines
- Engage in imaginative play
- Understand concepts of same vs different; more or less
- Able to ask for help

Motor Skills

Fine motor skills refers to activities or skills using hands and fingers.

Gross motor skills refers to activities or skills using our whole body.

Fine motor skills for a 4 and 5 year old:

Holds pencil effectively

Draws recognizable pictures

Cuts shapes

Draws shapes

Attempts to write name

Gross Motor skills for a 4 and 5 year old:

Runs well changing direction

Climbs playground equipment

Catches, throws and kicks ball

Hops

Rides a bike

Independent Skills

Independence means when a child is able to complete a task from start to end without adult support. They may use pictures to help them remember the steps.

By the time children start school it is expected that they are independent in the following activities:



Lunchboxes



Managing clothing



Managing own belongings



Dental-independent with hygiene



Toileting



Blowing nose etc.



Persisting with new skills



Awareness of road safety, stranger danger, not leaving school grounds

Emotional Regulation Skills

Children in kindergarten are starting to learn how to regulate their emotions. It is okay if children still need assistance to calm and regulate their emotions.

All emotions are okay to experience it is the behaviour that happens is not always appropriate.

‘Kids do well if they can’ (Ross Greene)

3-4 years

- Sometimes works out conflicts with other children
- Uses words to communicate
- Starts cooperating with others during play

4-5 years

- More cooperative with rules in play
- Understands and is sensitive to others' feelings
- Has changes in attitudes i.e. sometimes cooperative, sometimes more demanding

Games for home

The following games are opportunities to promote listening (receptive language), talking (expressive language) skills, fine motor, thinking, independent life skills and emotional regulation skills.

I Spy



The first player picks an object that everyone can see. The player gives the first letter of the object as a clue. For example, if the player chooses a fence, they say, 'I spy with my little eye something beginning with F'.

Other ways to play:

Instead of using letters, describe the object. For example, your child could say, 'I spy with my little eye something that I can eat' or 'I spy with my little eye something that's red'.

Simon Says



One person is the leader and calls out the actions. Everyone else must follow the leader and do the action, but only when **Simon says**. For example, **Simon says**, touch your toes. If the leader does not say "Simon says" players should not follow the action. You can make it harder by giving more than 1 instruction at a time.

Mystery Bag



Place different toys and household items in a bag. Take it in turns to pick an item but don't show anyone—describe the item for players to guess. For example, if you choose a toy cow say: this is an animal, it lives on a farm, it has 4 legs, it says "moo" etc.

Other ways to play:

Players can ask questions such as: what colour is it? Where does it live? to help them guess what it is.

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Hide and Seek

One person (the seeker) closed their eyes and counts to 10 while everyone else hides. The seeker then says “ready or not, here I come!” and goes to find all the people.

Other ways to play:

Hide toys around the house and give your child directions to find them. For example:

“look under the table”, “look behind the big chair”

Pretend Play

Create different pretend play stories such as:

- Going shopping
- Going to the cafe
- Go to the zoo/farm/mechanic/museum
- Create characters such as pirates, superheroes doctors or explorers



Talk about problems and emotions that can happen at the time.



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Water play

- Play with toy animals in a tub of water
- Wash dolls, objects with a cloth
- Paint with water
- Put a range of different objects in the water and seeing which ones sink or float (i.e.. bark, rubber, paper clip)



Active play:

- Hop scotch
- Throw and catch or kick with a ball, throw into a tub or box or to each other
- Have a scavenger hunt
- Draw on the concrete with chalk
- Go to the playground and park

Messy play

- Make volcanoes by using vinegar, water, baking soda and food colouring
- Make play dough, use things from the kitchen to play with playdough, cookie cutters, forks, rolling pins etc
- Make oobleck by mixing corn starch and water together



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Quiet play

- Puzzles
- Lego
- Train tracks
- Books
- Use blankets, pillows and fur-

Drawing/Craft

- Make origami (ie, paper plane)
- Painting: use different objects to paint ie a leaf, tree, fork
- Experiment with making new colours by mixing paints
- Drawing: trace objects
- Big poster paper onto the wall
- Make creations out of recycled materials (ie. Lids, corks, boxes, containers, paper towel rolls)



Sharing stories

- Have your child choose the book
- Talk about the pictures, you don't need to read every word on the page.
- Act out stories
- Draw pictures about the stories
- Read books about emotions and problems

For more ideas and information....

<https://raisingchildren.net.au/>

<http://www.hanen.org/Home.aspx>

<https://www.speechpathologyaustralia.org.au/>