ECC Early Childhood Program
Introduction

At Kesser Torah College, we see 'play' as the 'heart beat' of our early childhood program. In keeping with our motto of 'Live It', the children experience their Jewish heritage through a variety of play-based opportunities.

Our integrated curriculum is woven around the Jewish Calendar and punctuated by Shabbos parties and Jewish holidays. We are committed to the successful implementation of The Early Years Learning Framework (EYLF) which is characterised by Belonging, Being and Becoming. Learning is defined by the ELYF as "a context ... through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations" This approach to teaching is 'child-centered' and is focused on nurturing the individual gifts that each child brings to share with us.

Our teaching team provide resources that encourage children to experiment, create, construct and problem solve. Children are encouraged to talk, listen and explore their language skills. We maintain a balance between child initiated experiences and intentional teaching.

In partnership with our parents, school and community we are committed to fostering the foundations for the future growth of the children’s social, academic and spiritual aspirations.
Classroom Checklist

Items that the children must bring to school with them each day.
It is very important to label all your child’s possessions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Backpack</td>
<td>(30x40cm largest to fit lockers) Needs to hold craft and personal items (spare clothes, etc.)</td>
</tr>
<tr>
<td>2. Spare Clothing</td>
<td>At least 1 set, clearly labeled, including underwear &amp; socks</td>
</tr>
<tr>
<td>3. Hat</td>
<td>Wide brimmed or legionnaires hat</td>
</tr>
<tr>
<td>4. Healthy lunch</td>
<td>Easy to open, labeled lunch box (child friendly)</td>
</tr>
<tr>
<td>5. Jumper</td>
<td>In case of change of weather</td>
</tr>
<tr>
<td>6. Kippah</td>
<td>For boys.</td>
</tr>
<tr>
<td>7. Nappies (if needed)</td>
<td>Clearly labeled with child’s name</td>
</tr>
<tr>
<td>8. 1-2 pieces of fruit</td>
<td>To share for the class platter.</td>
</tr>
<tr>
<td>9. Medicines/Medical needs</td>
<td>Inform the nominated supervisor of your child’s medical requirements during drop off at the centre.</td>
</tr>
</tbody>
</table>
Learning through play.
Every child is an individual. We cater for these differences by supporting children across four key areas of development:
- Social
- Emotional
- Cognitive
- Motor Skills.

Through play, children learn about themselves, the world around them and the people in it. They learn to:
1. solve problems
2. think creatively
3. become confident in themselves
4. get along with others

To help our children flourish, our main aims for the year are:
- building self-esteem so children feel confident and can become resilient;
- encouraging independence so children can take responsibility for themselves and their belongings;
- fostering positive relationships so children have a sense of belonging and can work together as a team;
- to create a supportive and inclusive classroom where children feel valued and can follow directions;
- to introduce early literacy and numeracy skills
- support their creativity
Simcha, Mitzvah & Menorah Classes

Our **school readiness** program → the daily program which is implemented all year round to promote the development of skills which are optimal for children to possess before commencing school.

Our **transition to school** program → the additional activities that are offered towards the end of the year to help prepare children for a smooth transition to a school environment.
**Outcome 3:** Children have a strong sense of wellbeing

Independence & Self Help Skills (*encouraged daily*) are developed through:

- Toileting & washing hands with correct hygiene procedures
- Dressing and undressing (including putting on socks and shoes)
- Morning tea, lunch and afternoon tea experiences
- Blowing their nose
- Packing their bags (we provide an environment that facilitates children’s learning to be responsible for their own belongings – lunchbox, artwork, clothing)

Fine motor experiences developed throughout the year:

- Abilities in dressing themselves especially with zippers, buttons and shoelaces.
Jewish Studies

Learning through experience to ensure all our children feel proud of who they are!

Shabbos Parties

Focus on good Middos and Derech Eretz

Daily Davening and Torah learning

Special Yom Tov activities
Outcome 5: Children are effective communicators

The children’s skills in these areas will be challenged and developed in all areas of the classroom through whole group, small group and individual experiences.

Literacy is the capacity, confidence and disposition to use language in all its forms.

Children have the opportunity to engage with:

- Various writing tools
- Alphabet
- Phonics material
- Rhyming words
- Letter sounds
Literacy Development
Language Development

**Outcome 5: Children are effective communicators**

- **Child’s conversational skills**
- **Clarity (pronunciation of sounds)**

**Language skills are developed through:**
- **Vocabulary**
- **Controlling the volume, pitch and tone of voice**

Book corner is available for the children every day and is **vital** in supporting each child’s development and love for ‘reading’.
Outcome 5: Children are effective communicators

**Numeracy** is the capacity, confidence and disposition to use mathematics in daily life.

- Counting & number recognition
- Sequencing activities
- Measurement experiences
- Calendar & Time
- Science and cooking experiences
**Outcome 2:** Children are confident and involved learners

It is a major cognitive accomplishment for young children to be able to think about something that is not present and find a way to express it clearly.

Producing art requires children to think of an experience, idea or feeling and then find symbols to express it.

As children create art, they must organise their thoughts and actions into patterns.

Self-expressive materials are readily available for your child’s use to develop their:
- Fine motor
- Eye-hand co-ordination
- Drawing skills
- Writing skills
Music & Movement

**Outcome 3:** Children have a strong sense of well being

- Assist in the development of the children’s sensory motor skills and movement patterns.

- Meaningful movement experiences assist learning to move and learning through movement.

- Children’s natural energy and enthusiasm can be channeled into experiences where they learn about their bodies, about themselves and how to relate to others when sharing in movement, games and skill-based activities.

Our Movement Activities will help your child develop:
- Body awareness, their senses of touch, hearing and sight, balance, upper body and lower body strength as well as co-ordination (eye-foot and eye-hand).
Gross Motor Development
Small Group Experiences

Outcome 1: Children have a strong sense of identity

Activities in the classrooms and outdoor environments are set up to include small group experiences. These might be:

- Manipulative and Construction activities
- Cognitive games
- Water play activities
- Gardening
- Cooking experiences
- Science experiments

In these small groups children learn to:
- Share and take turns
- Use language to accompany their activities (expanding their vocabulary)
- Collaborative problem solving
Outcome 3: Children have a strong sense of wellbeing

- Confidence & optimism helps maximise learning potential
- Opportunity to build resilience – learn to deal with emotions
- Interact with peers
- Resolving conflict and gaining a strong sense of competence