

## 3 - 4 YEARS

## 5 - 6 YEARS

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| <ul style="list-style-type: none"> <li>The next immunisation is due at 4 years. Further information is available from your health professional.</li> <li>Check that all previous immunisations have been completed to this age.</li> </ul>  | <ul style="list-style-type: none"> <li>In Victoria, you must present a School Immunisation Certificate detailing your child's immunisation status when enrolling your child at primary school. Check your <i>Child Health Record</i> for further details.</li> </ul>  |
| <ul style="list-style-type: none"> <li>A child safety seat is required for car travel until your child weighs 18 kg.</li> <li>Continue to supervise outdoor activities particularly near roads, water and in crowds.</li> <li>Remember to check that play equipment and surrounds are safe.</li> <li>Provide adequate protection from the sun.</li> <li>Encourage your child to sit when eating or drinking to prevent choking.</li> </ul>                                | <ul style="list-style-type: none"> <li>Discuss bicycle, pedestrian and road safety with your child.</li> <li>Make sure your child wears an approved bicycle helmet when riding.</li> <li>Warn against going with strangers.</li> <li>When your child reaches 18 kg, use a car booster seat with a back and sash guide.</li> </ul> |
| <ul style="list-style-type: none"> <li>Check-up for general health and development.</li> <li>Supervise teeth brushing and begin to floss your child's teeth.</li> <li>Increased contact with other children may lead to minor illnesses, for example, colds.</li> </ul>   | <ul style="list-style-type: none"> <li>School nurses visit primary schools in Victoria. You can talk to them about your child's health.</li> <li>Encourage your child in personal and dental hygiene.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Feeds self completely using spoon and fork but needs help with cutting up food.</li> <li>Average weight: 16 kg (increase of 2-3 kg per year).</li> <li>Average length: 98 cm (increase of 7-9 cm per year).</li> </ul>   | <ul style="list-style-type: none"> <li>Time of rapid growth and development.</li> <li>Offer a varied and nutritious diet from all the food groups.</li> <li>Prepare healthy snacks for after school that won't spoil their appetite for dinner.</li> </ul>  |
| <ul style="list-style-type: none"> <li>May balance on one foot, walk on tiptoes, walk upstairs using alternate feet and begins to walk downstairs using one foot per step.</li> <li>Rides tricycle using pedals and dodges obstacles.</li> <li>Builds a tower of 9-10 blocks and builds bridges.</li> <li>Holds a pencil in mature grip using preferred hand.</li> <li>Copies drawings of both circle and cross. Draws a person with three identifiable parts.</li> </ul> | <ul style="list-style-type: none"> <li>Improves walking, running and climbing skills.</li> <li>Introduce a bicycle with training wheels.</li> <li>Improves drawing skills and learns to write some numbers and letters.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Constantly asks questions.</li> <li>Listens to and tells stories.</li> <li>Knows own name and age.</li> <li>Understands adjectives, adverbs and some prepositions; uses plurals.</li> <li>Uses less 'baby talk' in speech.</li> </ul>  | <ul style="list-style-type: none"> <li>Take time to talk with your child about their day.</li> <li>Continue reading to your child as well as listening to your child read to help them to learn.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Sees the world only in relation to self.</li> <li>Recognises and names 2-4 colours.</li> <li>Counts by rote to ten.</li> <li>Active imagination</li> <li>Asks questions about surroundings.</li> </ul>   | <ul style="list-style-type: none"> <li>Understands meaning of numbers.</li> <li>Learning to add and subtract.</li> <li>Identifies four colours and shapes.</li> <li>Can repeat sentences.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Shows independence by feeding, dressing and toileting self.</li> <li>Shows pride in accomplishing new tasks.</li> <li>Selects own books, games, toys and friends.</li> </ul>   | <ul style="list-style-type: none"> <li>Enjoys discovering, learning and new experiences.</li> <li>Shows definite personality traits.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Can still need daytime rest but not sleep.</li> <li>Protests less at bedtime.</li> <li>Sleeps between 8-14 hours at night.</li> </ul>  | <ul style="list-style-type: none"> <li>Sleeps for an average of 12 hours.</li> <li>May be irritable and tired in early evening.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Toilet trained in daytime and increasingly at night.</li> <li>May have 'accidents'.</li> </ul>   | <ul style="list-style-type: none"> <li>Toilet trained in daytime.</li> <li>Bedwetting may still occur at night.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Knows gender of self and others.</li> <li>Adopts culturally prescribed behaviours and roles.</li> <li>May be curious about body differences between genders.</li> </ul>  | <ul style="list-style-type: none"> <li>Play generally represents typical sex roles, for example, 'mothers and fathers'.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Separates more easily from parents.</li> <li>Likes to help adults with home activities.</li> <li>Plays well with other children and begins to understand how to share and take turns.</li> <li>Develops a sense of humour and a concern for others.</li> </ul>   | <ul style="list-style-type: none"> <li>Develops relationships with school peers.</li> <li>Learns about basic social structures.</li> <li>May show signs of sibling rivalry at home.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Decreases temper tantrums.</li> <li>Beginning to understand the need to defer some pleasures to the future.</li> <li>May revert to earlier behaviours at times of change, for example, a new baby in the family.</li> <li>May develop fears of the dark or animals.</li> </ul>   | <ul style="list-style-type: none"> <li>Shows independence but may become frustrated when tired, angry or embarrassed.</li> <li>Responds to consistent management and needs limits set.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Shows willingness to accept parent's expectations, views and rules but finds them difficult to follow.</li> </ul>  | <ul style="list-style-type: none"> <li>Adopts values that reflect those of parents.</li> <li>Questions issues such as life/death, right/wrong, existence/non-existence of God.</li> </ul>   |



# Developing together at Wattle Park PS.

- Praise
- Specific feedback
- Focus on the positives
- Get advice

### NOTES:

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Health Promotion

Development

Socialisation

# Literacy Development

## *Reading and Viewing*

- Students use predicting and questioning strategies to make meaning from texts
- They recall one or two events from texts with familiar topics
- They understand that there are different types of texts and that these can have similar characteristics
- They identify connections between texts and their personal experience
- They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters
- They identify the letters of the English alphabet and use the sounds represented by most letters

## *Writing and Viewing*

- When writing, students use familiar words and phrases and images to convey ideas
- Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops
- They correctly form known upper and lowercase letters

## *Speaking and Listening*

- They listen to and use appropriate language features to respond to others in a familiar environment
- They listen for rhyme, letter patterns and sounds in words
- Students understand that their texts can reflect their own experiences
- They identify and describe likes and dislikes about familiar texts, objects, characters and events
- In informal group and whole class settings, students communicate clearly
- They retell events and experiences with peers and known adults
- They identify and use rhyme, letter patterns and sounds in words

# Numeracy Development

## *Number and Algebra*

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond
- Subitise small collections of objects
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning
- Represent practical situations to model addition and sharing
- Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings

## *Measurement and Geometry*

- Students make connections between number names, numerals and quantities up to 10
- They compare objects using mass, length and capacity
- Students connect events and the days of the week
- They explain the order and duration of events
- They use appropriate language to describe location
- Students count to and from 20 and order small collections
- They group objects based on common characteristics and sort shapes and objects

## *Statistics and Probability*

- Students answer simple questions to collect information

