

Wombats Room Information

3yrs to 4yrs



38 Armstrong Way
Highland Park
07 5596 3005



Daily Routine

6.30am-8.00am	Morning activities and sunscreen at 7:40am
8:00am	Outdoor activities
9:15am	Wash hands, morning tea
9.35am	Group time and discussions
9:50am	Morning activities
11.00am	Pack away
11.10am	Story time
11.30am	Wash hands
11.40am	Lunch time
12.00pm	Sleep/rest time
2.00pm	Quiet activities
2.30pm	Group time and sunscreen on
2.45pm	Wash hands for afternoon tea
3.00pm-5.00pm	Outside play
5.00pm-5.15pm	Wash hands for late afternoon tea
5.15pm-6.30pm	Quiet activities

* Times may vary to meet children's needs

* Sunscreen is applied 20 minutes before outside play.

About the Wombats Room

In the Wombats room we are becoming more independent and we develop our self-help skills more. The children become more confident in going to the toilet, washing and drying hands, dressing themselves, getting their own drinks, packing up, using manners, applying sunscreen, hanging up artwork and much more. The children learn to share, take turns, speak confidently, respect others and develop friendships.

The children will start to learn more about themselves, their name, their age, hair colour, eye colour, body parts and other family member's names.

The children also learn the alphabet, start recognising letters, counting and recognising numbers, shapes, colours, and days of the week and start to learn Spanish.

The Educators in the Wombats room provide a welcoming, happy, relaxed and fun environment, where all children spend quality time getting to know their new room.

Remember to Bring

- Water Bottle
- A Hat (broad brimmed or legionaries)
- Spare Clothes
- Spare Underpants
- Cot Sized Sheets or Sleep Set
- A blanket (for the colder months)

Don't forget to name all your belongings, so the Educators can ensure that all items make their way home again.

Our purple broad brimmed hats can be purchased for \$8 each (Ask an educator to write your child's name in the special orange paint)

Developmental milestones and the EYLF/NQS

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> • dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> • enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p>
Emotional	<ul style="list-style-type: none"> • understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p>

Developmental milestones and the EYLF/NQS 3 to 5 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours 	<p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. "use language and engage in play to imagine and create roles, scripts, and ideas." (p.42)</p> <p>NQS: Areas 1, 5</p>
Language	<ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words 	<p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. "Provide children with access to a range of technologies." (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p>
Seek advice if:	<ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself 	<p>NQS: Areas 1, 5, 6, 7</p>