

Bilby's Room

Information

15mth to 2.5yrs



38 Armstrong Way

Highland Park

07 5596 3005

Daily Routine

6.30am-9.30am	Arrival, Outdoor activities
9.30am-9.45am	Wash hands, morning tea
9.45am-10.00am	Group time (songs, stories, discussions)
10.00am-10.45am	Activity time
10.45am -11.00am	Pack Away
11:00am-11.10am	Sunscreen and Group time (story, music)
11.10am-11.30am	Outside Play
11.30am-12.00pm	Lunch time
12.00pm-1.30pm	Sleep/rest time
1.30pm-2.30pm	Quiet Activities
2.30pm-2.45pm	Afternoon tea
2.45pm-3.00pm	Sunscreen, shoes, hat
3.00pm-4.15pm	Outside play
4.15pm-5.00pm	Inside activities
5.00pm-5.15pm	Late afternoon tea
5.15pm-6.30pm	Quiet activities

*Times will vary to meet children's needs

*Sunscreen is applied 20 minutes before outside play.



About the Bilby's Room

The daily routine is flexible according to individual children's needs each day.

The daily routine encompassing things such as meals, group time and outside time. Individual children's routines are developed in consultation with parents and families.

We help the children develop basic self-help skills such as washing and drying hands, feeding self using utensils, putting on and taking of our own hat, toilet training, dressing ourselves and packing up.

We help children develop cognitive skills with experiences such as songs and games to learn: colours, numbers, alphabet and shapes.

The Educators provide a happy, upbeat environment where the children can learn and grow through dance, self-expression and play.

Our carefully balanced program provides a full day of age and developmentally appropriate activities as well as plenty of outdoor time to appreciate nature and our environment.

What to bring

Water Bottle



A Hat

(broad brimmed or legionaries)



Spare Clothes



Spare Underpants (if toilet training)



Cot Sized Sheets or Sleep Set



A blanket (for the colder months)



A Milk Bottle



A Comforter if needed



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 paint)

Developmental milestones and the EYLF/NQS

1 to 2 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, climbs and runs takes two to three steps without support, legs wide and hands up for balance crawls up steps dances in place to music climbs onto chair kicks and throws a ball feeds themselves begins to run (hurried walk) scribbles with pencil or crayon held in fist turns pages of book, two or three pages at a time rolls large ball, using both hands and arms finger feeds efficiently begins to walk alone in a 'tottering way', with frequent falls squats to pick up an object reverts to crawling if in a hurry can drink from a cup tries to use spoon/fork 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. E.g. "Be open to new challenges and discoveries", "Motivate and encourage children to succeed when they are faced with challenges." (p.22)</p> <p>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Social	<ul style="list-style-type: none"> begins to cooperate when playing may play alongside other toddlers, doing what they do but without seeming to interact (parallel play) curious and energetic, but depends on adult presence for reassurance 	<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. "organise learning environments in ways that promote small group interactions and play experiences" appropriate to children's development. (p.24)</p> <p>NQS: Areas 1, 3, 5</p>
Emotional	<ul style="list-style-type: none"> may show anxiety when separating from significant people in their lives seeks comfort when upset or afraid takes cue from parent or principal carer regarding attitude to a stranger may 'lose control' of self when tired or frustrated assists another in distress by patting, making sympathetic noises or offering material objects 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children feel safe, secure and supported. E.g. "acknowledge and respond sensitively to children's cues and signals." (p.21)</p> <p>NQS: Areas 1, 3, 4, 5, 6</p>

Developmental milestones and the EYLF/NQS 1 to 2 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • repeats actions that lead to interesting/predictable results, e.g. bangs spoon on saucepan • points to objects when named • knows some body parts • points to body parts in a game • recognises self in photo or mirror • mimics household activities, e.g. bathing baby, sweeping floor • may signal when s/he has finished their toileting • spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging them • stacks and knocks over items • selects games and puts them away • calls self by name, uses 'I', 'mine', 'I do it myself' • will search for hidden toys 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. E.g. Broaden their understanding of the world in which they live. (p.26)</p> <p>NQS: Areas 1, 2, 3, 4, 5, 6</p>
Language	<ul style="list-style-type: none"> • comprehends and follows simple questions/commands • says first name • says many words (mostly naming words) • begins to use one to two word sentences, e.g. "want milk" • reciprocal imitation of another toddler: will imitate each other's actions • enjoys rhymes and songs 	<p>EYLF Outcome 5: Children are effective communicators - Children interact verbally and non-verbally for a range of purposes. E.g. "model language and encourage children to express themselves through language in a range of contexts and for a range of purposes." (p.40)</p> <p>NQS: Areas 1, 4, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> • is not using words or actions to communicate such as waving or raising arms to be lifted • is not wanting to move around • is not responding to others • is not seeking attention of familiar people 	<p>NQS: Areas 1, 5, 6, 7</p>