

Possum Room Information 2yrs to 3yrs



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 etc)
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 Possums Room

In the Playful Possum room our program is focused on providing a positive initial learning experience for each child in preparation for early success in education. Through games, art, songs and finger play, children's literature and activities, the children learn and grow at their own pace. Classroom activities follow our Early Years Learning Framework, with an emphasis on Social/emotional development, Language Development, Physical Well Being, Becoming confident and involved learners and building a sense of belonging to communities.

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.

With our support and partnership with parents, our Possum program is an introduction to the learning process and a wonderful way for each child to begin a life-long love of learning.

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

2 to 3 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> walks, runs, climbs, kicks and jumps easily uses steps one at a time squats to play and rises without using hands catches ball rolled to him/her walks into a ball to kick it jumps from low step or over low objects attempts to balance on one foot avoids obstacles able to open doors stops readily moves about moving to music turns pages one at a time holds crayon with fingers uses a pencil to draw or scribble in circles and lines gets dressed with help self-feeds using utensils and a cup 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5</p>
Social	<ul style="list-style-type: none"> plays with other children simple make believe play may prefer same sex playmates and toys unlikely to share toys without protest 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children become aware of fairness. E.g. "Engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources." (p.28)</p> <p>NQS: Areas 1, 5</p>
Emotional	<ul style="list-style-type: none"> shows strong attachment to a parent (or main family carer) shows distress and protest when they leave and wants that person to do things for them begins to show guilt or remorse for misdeeds may be less likely to willingly share toys with peers demands adult attention 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children become strong in their social and emotional wellbeing. E.g. "Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control." (p.31)</p> <p>NQS: Areas 1, 5, 6</p>

Developmental milestones and the EYLF/NQS

2 to 3 years *continued*

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • builds tower of five to seven objects • lines up objects in 'train' fashion • recognises and identifies common objects and pictures by pointing • enjoys playing with sand, water, dough; explores what these materials can do more than making things with them • uses symbolic play, e.g. use a block as a car • shows knowledge of gender-role stereotypes • identifies picture as a boy or girl • engages in making believe and pretend play • begins to count with numbers • recognises similarities and differences • imitates rhythms and animal movements • becoming aware of space through physical activity • can follow two or more directions 	<p>EYLF Outcome 5: Children are effective communicators - Children engage in a range of texts and gain meaning from these texts. E.g. "Take on roles of literacy and numeracy users in their play." (p.41)</p> <p>NQS: Areas 1, 3, 5</p>
Language	<ul style="list-style-type: none"> • uses two or three words together, e.g. "go potty now" • 'explosion' of vocabulary and use of correct grammatical forms of language • refers to self by name and often says 'mine' • asks lots of questions • uses pronouns and prepositions, simple sentences and phrases • labels own gender • copies words and actions • makes music, sing and dance • likes listening to stories and books 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children feel safe secure and supported. E.g. "children initiate interactions and conversations with trusted educators." (p.21)</p> <p>NQS: Areas 1, 3, 5, 6</p>
Seek advice if:	<ul style="list-style-type: none"> • is not interested in playing • is falling a lot • finds it hard to use small objects • is not understanding simple instructions • is not using many words • is not joining words in meaningful phrases • is not interested in food • is not interested in others 	<p>NQS: Areas 1, 5, 6, 7</p>