

FULHAM GARDENS PRIMARY SCHOOL PLAYGROUP

PinS

(Playgroups in Schools)



LEARNING TOGETHER

Please contact the school for details.

**Rita Lornie is our co-ordinator and is happy to discuss your
playgroup enrolment and participation.**

83563726

WHAT SHOULD A POSITIVE PLAYGROUP LOOK LIKE AND FEEL LIKE

- The Playgroup leader knows families and children by name.
- Sets up welcoming environment which is inclusive of the community context.
- Supports families to connect with each other.



- The Playgroup leader is a good communicator and listener, empathetic, has good conflict resolution skills and has knowledge of the school and local community and is able to link families with appropriate services.
- Children and their families are engaged together in playgroup activities.
- Playgroup is a safe and secure environment for all children and families.
- Play is valued by playgroup. Parents and children involved together in Playgroup activities such as art/craft, construction/puzzles/home corner with other children. (Activities child centred and age appropriate – process of playing and learning together valued).
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- Children's and families interests reflected in a program which is displayed, reflecting the Learning Together approach and evaluated for future planning.

FAMILIES

enjoy themselves and have fun – laughing together.

feel like they belong to playgroup – by attending regularly, contributing and being involved.

are aware of rules, policies, routines and structures which ensure a smooth operation of a playgroup (such as playgroup policies eg grievance procedures, outside play and supervision, reading time, fruit times, pack up time).

are involved and engaged in routines such as fruit time – cutting up fruit, welcoming new families, setting up and packing up time.

connect with other families in playgroup activities and routines, chatting together and planning out of playgroup activities such a play dates.

ask questions and talk about learning with playgroup leader, school staff and other parents.

LEARNING TOGETHER FOLLOWING ARE KEY FOCUS AREAS OF THE LEARNING TOGETHER FOCUS

TALKING TOGETHER

Children's oral language and vocabulary being extended through adults and children engaged in activities together.

Use of naming words and routines to build children's vocabulary.

Two way conversation process between families and their children engaging with each other in play and routines. Use of "say what you see technique" to give children chances to respond.

The playgroup leader providing opportunities and modelling talking together in playgroup



SINGING TOGETHER

A regular song time with known songs for the Playgroup to sing.

A song bag may be used by playgroup for children to select which songs to sing.

Playgroup leader may sing without background music and at other times using a CD player or musical instruments.

Adults singing with children in song time and engaged in songs and actions.

Songs with rhymes and actions.

Songs may also be used for routines such as packing up and going home

LOOKING TOGETHER

Interesting displays (like shell collection) where adults and children can have a conversation about what they are seeing and opportunities for sorting eg shells, leaves.

Water/Sand play - Families and children looking and talking about numeracy and science concepts such as pouring, floating, sinking, full and empty. In the sand – tipping, digging and building in sand.

Games which help children and families look for details or patterns. They could be puzzles or games such as “I spy”.



SCHOOL CONNECTIONS

All School staff involved in playgroup (eg promotion).

Leadership staff attending playgroup and spending time talking with families.

Playgroup using school facilities (eg library, hall).

School Newsletter supporting playgroup and activities.

School leader supports the development of the program with focus on Numeracy and Literacy.

Parent sessions re Numeracy and Literacy for all school families including playgroup.

