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# Clifton School

ENGLISH NURSERY/KINDERGARTEN

Handbook for Parents





## Frequently Asked Questions by Parents

1) **Why do Children come to Nursery and Kindergarten?**

Social development and language development are very important to have in a Kindergarten program. Young children need daily opportunities to interact with each other. Through these daily interactions they develop skills such as talking and problem solving. They become more able to wait for their turn, share toys and materials and become an active listener in group situations. These programs provide many different situations for children to ask and answer questions, share stories, sing and add their opinions to discussions. Students will participate in a variety of activities where the children learn to listen, speak, view, represent, read and write. Through these activities the building blocks for future learning are strengthened. The focus of the programs are on the development of the child as a whole.

2) **What programs are offered in the Winnipeg School Division?**

The Winnipeg School Division offers a Nursery program to all 4 year old children whose parents/ guardians are residents of the Winnipeg School Division. The Nursery and Kindergarten program as any other Kindergarten program is centered on the whole child. It focusses on strengthening the intellectual, physical, emotional and social development of the child.

3) **Is the curriculum in Nursery the same as the Kindergarten Curriculum?**

Because the Nursery program is funded by the Winnipeg School Division, the curriculum has been developed by division staff. The Kindergarten curriculum has been developed by Manitoba Education and Training. Both Nursery and Kindergarten programs follow an early year's philosophy.

4) **What if my child has learning difficulties, how will I know?**

The Winnipeg School Division has an Assessment Program which assesses Nursery to Grade 6 students in the areas of Language Arts, Math, basic motor and social emotional skills. Also, there are services available from the Child Guidance Clinic in the areas of psychology, audiology, social work, speech and language and reading. On staff we also have services of Resource Teachers. If your child has difficulty, you will be notified. You may also request supports if you feel your child needs them.



## The Nursery and Kindergarten Teachers Answer the Children's Questions

### 1) **What will I do in the Nursery and Kindergarten classrooms?**

You will learn all about Clifton school, about yourself and other children. You will learn about colours, paper, books, letters, numbers and much more! You will play and learn with lots of materials on your own, with other children, in small groups and in large groups.

### 2) **What will my classroom look like?**

In your classroom, you can play in many different learning centers. In the water and sand center, you will be able to create sand castles or play with floating objects. There is also a Writing, Math, Science, block, house center and quiet space to sit and look at a book. These change throughout the year.

### 3) **Will I learn new songs and nursery rhymes?**

Yes! You will learn many songs and Nursery rhymes in class. Sing them to your parents at home!

### 4) **Will I be able to play?**

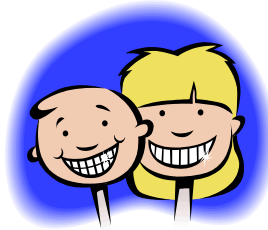
Yes, because playing is the best way for you to learn! You will have plenty of time to play in the classroom's different centers. You will also have lots of fun playing in the gymnasium, music room or outside on the playground.

### 5) **What will I do if I have a problem?**

As your teacher, I will make sure you are safe. If you are sick, I will take care of you.

### 6) **Who else will I meet at the school?**

Many other people at Clifton school care about you: the principal, the librarian, the teachers, the teacher assistants, the secretary, the custodians and other students' parents. I am sure you will learn many new things from all these new people.





## How do I prepare my child for school?

Here are a few tips:

- \* Ensure that your child can put on his/her own jacket and shoes, do up his/her zipper, blow his/her nose, etc.
- \* Help your child feel comfortable away from you.
- \* Encourage your child to make decisions, to take responsibility for small tasks and to solve problems.
- \* Familiarize your child with the school, the teacher, the playground, future classmates etc.
- \* Familiarize yourself and your child with the route to/from school.
- \* Visit your child's classroom.
- \* Familiarize yourself and your child with the classroom routines.
- \* Provide your child with early bedtimes.
- \* Provide your child with healthy nutritious foods.
- \* Encourage your child to engage in physical activity (eg: running, jumping, skipping etc.).



"My Kindergarten class is just like my friend's class."



## ABOUT THE NURSERY & KINDERGARTEN PROGRAMS

### Communication with Parents

Conferences are usually held in November and April. These conferences give the opportunity to show you first-hand what your child is learning in the classroom. These conferences also ensure a communication about your child's adjustment to school and general development.

Also, report cards are sent home at the end of each term. At Clifton School, we believe that communication between home and school is important. Meetings can be set up at any time as parents or the teacher feels it is necessary. Class newsletters will be available to view online each month, letting you know the themes and special activities your child will be involved in.

### Call Back Program

Clifton School wants to ensure your child's safety. In order to do so, please call the school's "Safe Arrival" system when your child is away due to illness or appointments.

You are asked to report your child's absence using one of the following convenient methods: Phone 1-855-278-4513 Call the toll-free, interactive telephone system. Website [wsd.schoolconnects.com](http://wsd.schoolconnects.com) Set up your Parent Portal account then log in. Mobile App SafeArrival app Set up your Parent Portal account, download the Apple or Android app, then log in.

### Clothing

Children's clothing should be clearly marked with your child's name, as children often do not recognize their own clothes. The classroom ends up with a box of unclaimed quality and pricey clothing.

Nursery and Kindergarten classrooms are based on hands-on activities. Please ensure your child wears clothing appropriate for these types of activities. You can expect your child to go back home a little dirtier than when he/she left home. Remember we are playing with water, sand, paint, glue etc.

Your child must bring a water bottle and a school bag to school every day to bring home letters, priceless art projects and snacks (snacks are provided for Nursery students). Please label your child's school bag.

Your child must have a pair of running shoes to keep at school all year. Please do not buy runners with black soles.





Nursery Program

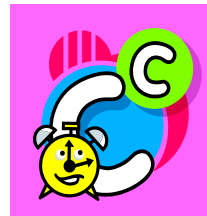
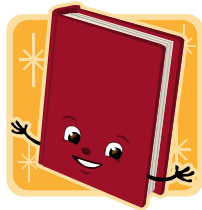
Certified teachers are hired for the Nursery programs in the Winnipeg School Division. Nursery students receive the same services available to all other students in the school division.

Toys

All toys must be left at home. When children of this age bring toys to school they are often misplaced, broken, or they cause arguments between the children. Cooperation is very much appreciated. Show and Tell days offer special times to share various items from home.

Nursery and Kindergarten Entry & Dismissal Times

School begins at 8:50 a.m. for morning Nursery and Kindergarten classes and ends at 11:30 a.m. Afternoon Nursery and Kindergarten programs begin at 1:00 p.m. and ends at 3:30 p.m. Please ensure you arrive on time to pick up your child daily.





## KINDERGARTEN CURRICULA

(As prescribed by Manitoba Education & Training)

Mathematics	Social Studies	Science	Health
Patterns/Relations <ul style="list-style-type: none"> <li>Reproduces</li> <li>Describes</li> <li>Patterns</li> <li>Sorts</li> </ul>	Myself & Others	Paper	Social & Emotional well-being  Fine and gross motor skills
Statistics/Probability <ul style="list-style-type: none"> <li>Collects, organizes data with assistance</li> <li>Has one to one correspondence</li> <li>Graphs</li> <li>More/less/same</li> </ul>	My school and its neighbourhood	Colour	Physical well-being
Shape/Space <ul style="list-style-type: none"> <li>2D concepts</li> <li>Long/short</li> <li>Full/empty</li> <li>More/less</li> <li>3D objects in environment</li> <li>Position words</li> </ul>	Changes in me and in my world	Trees	Nutrition  Personal hygiene & interaction with others
Number <ul style="list-style-type: none"> <li>Awareness + and + operations</li> <li>Rote counting orally from 1 to 10 using one to one correspondence</li> <li>Extends counting from 1 to 20</li> <li>Reads and writes numbers from 1 to 10</li> <li>Builds sets</li> <li>More/less/equal</li> </ul>			Dental Health  Healthy lifestyle
Problem solving, reasoning			Safety



## KINDERGARTEN ENGLISH LANGUAGE ARTS CURRICULA

(As prescribed by Manitoba Education & Training)

Language Arts "French Immersion"	Language Arts "English Program"
<p>Oral Comprehension</p> <ul style="list-style-type: none"> <li>•Active listening is viable through reactions and comments in the first language.</li> <li>•Understanding the global meaning of a story.</li> <li>•Knowing the routine.</li> </ul>	<p>Outcome 1:</p> <ul style="list-style-type: none"> <li>•Develop understanding between old and new experiences.</li> <li>•Group sharing.</li> <li>•Respectful listening.</li> <li>•Story predictions.</li> </ul>
<p>Written Comprehension</p> <ul style="list-style-type: none"> <li>•Understanding messages by looking at the picture.</li> <li>•Understanding the global meaning of a story using the pictures.</li> </ul>	<p>Outcome 2:</p> <ul style="list-style-type: none"> <li>•Recognize labels and environmental print.</li> <li>•Understand print is organized left to right and top to bottom.</li> <li>•Recognize that letters represent sounds.</li> <li>•Distinguish between reality and fantasy.</li> <li>•Shared reading.</li> <li>•Curiosity about language.</li> </ul>
<p>Oral Production</p> <ul style="list-style-type: none"> <li>•Imitating, repeating and using some words.</li> <li>•Singing songs.</li> <li>•Repeating short sentences.</li> </ul>	<p>Outcome 3:</p> <ul style="list-style-type: none"> <li>•Use illustrations to understand ideas.</li> <li>•Ask and answer questions.</li> <li>•Seek information.</li> <li>•Discuss personal knowledge.</li> </ul>
<p>Written Production</p> <ul style="list-style-type: none"> <li>•Transmitting ideas using pictures.</li> <li>•Copying words correctly using patterns.</li> <li>•Forming some letters of the alphabet.</li> </ul>	<p>Outcome 4:</p> <ul style="list-style-type: none"> <li>•Connect sounds with letters.</li> <li>•Recognize name and letters.</li> <li>•Story retelling.</li> <li>•Print letters.</li> <li>•Active listening and viewing behaviour.</li> </ul>
	<p>Outcome 5:</p> <ul style="list-style-type: none"> <li>•Celebrate community.</li> <li>•Demonstrate curiosity.</li> <li>•Work and cooperate with others.</li> </ul>





**KINDERGARTEN ENGLISH VISUAL ARTS, MUSIC AND TECHNOLOGY  
CURRICULA**

(As prescribed by Manitoba Education & Training)

**Visual Arts**

Expresses their ideas through images and responds to them:

- Gestures related to different techniques
- Drawing
- Painting
- Collage

Structural elements of form:

- Dot
- Line
- Texture
- Colours and volume

**Music**

Explore elements of the language of music. Recognizes certain musical elements:

- Loud and soft volumes
- Slow and rapid tempo
- High and low register
- The source of sound
- Differences between a speaking and singing voice
- Strike a beat
- Produces simple melodies

**Technology**

- Develops basic computer awareness skills
- Keyboard and mouse skills
- Introduction to educational software

**PLEASE NOTE:**

The outcomes are similar for Nursery, however, adjusted to the child's level of development.



## NURSERY CURRICULA

Nursery children learn best through play. Play helps children learn about themselves and their world. Play is the "hidden curriculum."

Children develop skills in all the subject areas as they play. Here are a few examples:

### Motor Development

Children are provided with ample opportunity for fine and basic motor activities. Handling small toys, cutting, drawing, tracing, painting, etc., all help to develop fine motor muscles. During play children are also physically active. Opportunities to lift, climb, jump, run, etc., help develop the large muscles. This also helps to maintain physical fitness.



### Literacy Development

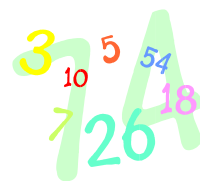
Many and varied opportunities for speaking, listening, viewing and representing provide children with ways to master speech sounds, speech structures, grammar, enjoyment of language and self-expression, while also meeting children's need to be listened to, understood and valued.

Through rhymes, songs, chants and stories, concepts of print will be developed including tracking (left-to-right orientation), letter recognition, and sound-letter relationships. Beginning writing skills can develop naturally in a play environment. Children's names are a good starting point in learning to write.



### Mathematics

It is important to have an environment in which children are free to explore and where there are many and varied materials available for math exploration.





### Mathematics (Cont'd)

Basic attributes of colour, shape and size are learned in a play environment. Sequencing, patterning, spatial concepts, one-to-one correspondence, number recognition, counting, creating sets of objects, non-standard measurement and learning about time (night and day, yesterday, today and tomorrow) can all be taught and learned through the medium of play. It is fascinating to observe children as they play and watch them experiment with and develop their mathematical skills.

### Science

One of the joys of being a Nursery teacher is to witness young children discovering and exploring their world. Classroom science activities can range from experimenting with mixing primary paint colours to doing research on dinosaurs. The students' interests are considered when planning science activities. Science can be observed as children play at the sand table, water table, block center and more.



### Social Studies

Children need time to become comfortable in their classroom and then they can become familiar with their school environment. Trips to the gym, library and playground help them to learn about their school.

Learning about families, babies, pets and homes helps children to learn about each other and builds tolerance. Children naturally act out their understanding of the world in drama and block centers and props are often used to enhance this process.

**In the Nursery classroom the goal is to provide joyful experiences that will create a disposition to learn in all the subject areas, in the social/emotional area and that will nurture creativity.**



## WHAT COULD I DO AT HOME

Read, read and read some more!

Discuss the pictures and the story after you have read.

Track the print—left to right—top to bottom.

Provide a good role model. Read and write at home yourself.

Sing songs.

Teach your child rhymes, emphasizing similarities and differences in sounds.

Model proper speech.

Count with your child.

Make sets with the numbers from 1 to 5.

Help your child print his/her name.

Make little books with the common logos on flyers (like Safeway, McDonald's).

Make patterns with construction paper, beads etc.

Play with the alphabet letter tiles, magnetic letters etc.

Build alphabet trains together.

Encourage your child's successes.



Try this with your child:

My name is:

Date: \_\_\_\_\_



I can write these numbers:

I can count up to \_\_\_\_\_

Date: \_\_\_\_\_



I can write these letters:

I can say my alphabet: Yes \_\_\_ No \_\_\_



These are my favourite signs/logos (glue them here).

Date: \_\_\_\_\_





This is my family and me:





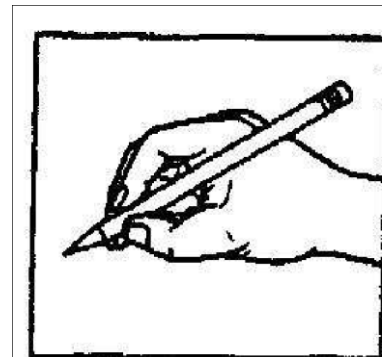
The way your child holds onto the pencil is really important.

- ⇒ Encourage your child to hold his/her pencil correctly.
- ⇒ See example.
- ⇒ Encourage your child to use and cut with a pair of scissors.
- ⇒ Visit the website [www.crayola.com](http://www.crayola.com) for ideas and activities.

Description of Grasp

Mature Dynamic Tripod (4 1/2 to 6 years)

- Wrist extended up
- Grasp pencil with opposition of thumb, index and middle fingers in a triad
- Open web space with thumb stable
- Fingers move during tool use



example

“Car” Analogy

Thumb = driver  
Index = passenger

(They can't sit on each other's laps or the car will crash!!)

Middle = pet  
Ring & Little = kids seat belted in the  
back

(Keep them in place and out of the way.)

