



Brookton District High School

Independent Public School Since 2015

Preparing today's child for tomorrow's world.



KINDERGARTEN INFORMATION BOOK 2025

Welcome to Brookton District High School

We hope that your child's first year at school will be an enjoyable and enriching one for you and your child. This information has been compiled to give you an insight into our Kindergarten and to answer some of the questions you may have.

Our Vision

At Brookton DHS we provide our students with the skills, knowledge, and attitudes to enable them to become lifelong learners and to make positive contributions to the society in which they live.

Brookton District High School is a friendly and welcoming school, committed to providing the best possible education for the children of the Brookton community and surrounding areas. We believe that every staff member, parent, and child is a partner in that child's learning journey. Our school continually monitors the learning of each child and makes great effort to analyse student progress. We believe that every student can learn and that every student can achieve their individual excellence.

At Brookton District High School our motto is '**Strive**'.

School Context

Brookton District High School is situated in the South Avon Valley Region 137km from Perth. The area is mainly engaged in rural pursuits with services that support these activities. Students are from farming and town families and our current enrolment is 110 students, catering from Kindergarten to Year 10, with approximately a third of the student population being Aboriginal.

The school conducts specialist programs in Physical Education, Information Technology and has begun implementing STEM learning opportunities using Coding, Robotics and Multimedia. The school has invested in sets of iPads and has trained staff in their use to support STEM learning. Secondary students are engaged in several enterprise activities, for example, Design and Technologies, Home Economics, Robotics, STEM coding, Sports Academy and Outdoor Education.

The school is well resourced with facilities that include a computer lab, a dedicated science lab, a art/music building, a design and technology centre, a home economics room and a teacher resource centre. The school grounds are attractive and well maintained and provide playing areas for all groups. The school receives outstanding support from our very active School Board and P&C Association.

Our Aim

Our aim is for Brookton District High School to become the school of choice for Brookton and surrounding areas.

General Information

Contacting Us

The School and Kindergarten can be contacted on the following numbers:

| | |
|-----------------------|-----------|
| ECE 1 | 9642 5007 |
| Administration Office | 9642 5000 |

Please do not hesitate to contact the teacher if you have any queries or worries about your child. Appointments can easily be made to discuss any issues about which you are concerned.

Term Dates for Students - 2025

| | |
|-------------|--|
| Term One: | Wednesday 05 February – Friday 11 April |
| Term Two: | Monday 28 April – Friday 04 July |
| Term Three: | Monday 21 July - Friday 26 September |
| Term Four: | Monday 13 October – Thursday 18 December |

PLEASE NOTE THAT START DATES FOR THE BEGINNING OF EACH TERM MAY BE SUBJECT TO CHANGE DUE TO PUPIL FREE DAYS. PLEASE CHECK TERM CALENDARS AND NEWSLETTERS FOR UPDATED INFORMATION.

Our Program

At Kindergarten we believe that purposeful play is a powerful way for children to learn. Children will be given opportunities to choose from a wide variety of activities that stimulate, challenge, and involve them in interesting tasks to enhance their learning. During the day children will be involved in a range of structured activities and activities that the children choose to participate in. The experiences that the children will be involved in allow them to build, construct, create, change, and explore while developing the knowledge and skills that they need for their future learning.

The teaching and learning program offered to students in the kindergarten will be linked to the Early Years Learning Framework (EYLF) and the Western Australian Kindergarten Guidelines (0-5 years). The major focus being phonological awareness, alphabet sounds and number recognition. To enhance the delivery of our literacy outcomes, our program is based on the Letters and Sounds, Talk for Writing programs. To enhance the learning of the correct formation of the letters and numbers, the children are taught prompts using the Peggy Lego Writing Program. At BDHS we teach the NSW font. Please find attached a copy of the Peggy Lego Prompts for the letters and numbers, and Heggerty Phonemic Awareness program.

The Early Years Learning Framework, Western Australia Kindergarten guidelines and the Australian Curriculum are based on an outcomes approach to education. They set out a series of outcomes agreed to be essential for all students to achieve. These outcomes describe what students should know, understand, value and be able to do as a result of their learning experiences. Students achieve outcomes at increasing levels of complexity as they progress through their schooling.

Our Positive Behaviour Values

Brookton District High School has implemented a School Wide Positive Behaviour Support program to ensure that expected behaviours are explicitly taught, modelled, and reinforced. With contributions from students, staff, and community members, four expectations were developed to help every student “SOAR” to achieve their greatest potential.

- We are **Safe**
- We are **Organised**
- We are **Achievers**
- We are **Respectful**



Class Dojo

All classes from K-10 use Class Dojo. It is a behaviour management monitoring tool that encourages children to work hard and participate through the allocation of positive dojo points, however in kindergarten it is also the main communications tool to communicate to parents with.

We share news, photos and information regarding events and activities happening at school and in the classroom. We send private messages directly to you if required.

To participate you need to sign up for Class Dojo. It is a simple free app for iOS and Android, or you can login at www.classdojo.com. You will receive further information from us at the beginning of the year and any new parents will be invited to join our class.

Voluntary Contribution

In accordance with the School Education Act 1999 (Amendment) and the Department of Education – Contributions, Charges and Fees, schools can charge up to \$60.00 for students from Kindergarten to Year 6.

A voluntary contribution is requested from families to support the educational program at Brookton District High School. This contribution is used towards the cost of materials, services and facilities used by students in all educational programs. Contributions collected contribute towards:

- Photocopying for class work and homework packages.
- Classroom resources, e.g., computer and science consumables, paper, files, reading book sets.
- Physical Education, Art and Library equipment.
- Classroom activities and incentives.

Voluntary contribution payments can be made by cash, EFT or by direct deposit. School banking details are below, please use Student name as reference.

BSB: 633 000
ACC: 118772029

Payment plans are available and encouraged.

Attendance

As the Department of Education are providing education for kindergarten children, it is an expectation that the children attend on scheduled days to maximize their learning experiences. **Regular attendance is very important.** Coming every day and arriving on time reinforces to children that school is a significant experience, not to be missed. Requests for family holidays taken during school time need to be applied for in writing to the principal for approval before the date/s involved. A child is deemed 'At Risk' if attendance is below 90%.

In line with the Department of Education Attendance Policy, attendance data is recorded every day. If your child is going to be absent, please notify their teacher each day that they are absent by sending a text message to **0438 942 354**, the school's MGM OutReach message system. If an absence is unexplained prior to the morning of absence, a text message is sent to parents requesting an explanation.

Kindergarten Session Times:

First Semester (Terms 1 and 2)

Tuesday 8.45 am – 3.10 pm
Thursday 8.45 am – 3.10 pm

Second Semester (Terms 3 and 4)

Monday 8.45 am – 2.40pm
Tuesday 8.45 am – 3.10 pm
Thursday 8.45 am – 3.10 pm

STUDENTS ARE NOT PERMITTED TO BE AT SCHOOL BEFORE 8.30AM.

If children are not collected within 10 minutes after the conclusion of school, they will be taken to the Administration Office and will need to be collected from there.

Arrival and Departure

When your child arrives, please bring them into the classroom, that way we are sure they have arrived. Parents are welcome into the class each morning and encouraged to do so, to read a book or complete a puzzle with their child. Your child should be picked up at the end of the day promptly. Young children easily become distressed if they think you have forgotten them! If you are unavoidably detained, please contact ECE 1.

Administration Office 9642 5000
ECE 1 9642 5007

If someone other than yourself is collecting your child, please notify the staff verbally, or by way of a note or phone call. **The school will not release any child to non-authorized persons.** Written notification is required if there will be regular collection by someone other than a parent or legal guardian (*refer to form – Collection of Kindergarten Children*) enclosed in your child's Enrolment Pack.

*Please note that unless you have a Restraining Order or Sole Custody Order from the Family Court or other legal requirements, we are unable to refuse legal parents or guardians the right to access their child. The school must be shown the original court documentation and a copy must be retained on your child's student file.

Parking

Parents are reminded that Tiller Street parking is for staff and official visitors to our school. Please use White Street as the drop off and pick up point for your child/ren, unless specifically coming to Administration.

Bus Children

The bus bay is located in Tiller Street.

A staff member will meet the Kindergarten children at the bus bay in the morning and escort the children to the Classroom. In the afternoons a staff member escorts the children to the bus bay and makes sure they get onto the right bus.

If you do not want your child to go home on the bus for any reason, you must notify the Kindergarten staff and the bus driver, **or your child will be put on the bus**. Staff will also need to be informed if your child is travelling on a different bus.

Uniform - Kindergarten

School uniform is compulsory for all students of Brookton District High School. Uniforms help children to feel that they belong.

Uniforms are available for purchase. Orders can be placed at the Administration Office and the uniforms will be supplied as soon as convenient. The Brookton District High School P&C Association provide this valuable and voluntary service. It is advisable to label all clothing.

Although every precaution is taken, paint often ends up on clothes as well as everything else! For most stains a stain remover and cold water usually work.

Footwear

Students are required to wear footwear throughout the entire day. Sandals or sneakers are the only acceptable form of footwear to be worn as it is suitable for both indoor and outdoor play. **Please do not send your child in ugg boots, gum boots or thongs.**

Birthdays

Children love to celebrate their birthday at school. If you would like to send something to share, a cake that we can cut up or cup cakes are most suitable. Please ask beforehand how many children are in the class so there is enough for everyone, and if there are any food allergies you need to be aware of.

Confidential Declaration

All parents are asked to complete a 'Confidential Declaration' form. This allows you to participate in any activities at the school. See Attachment.

Referrals??

Allergies and Medical Conditions

If your child has a medical condition (allergies, asthma etc.) please notify the school immediately, if you have not already done so. Where necessary a Health Care Plan will be formulated in consultation with you, Administration and your Doctor so we can follow procedure for day to day care or if an emergency arises. If your child needs a Health Care Plan and does not have one in place they may be unable to attend school.

Medications

If your child is on prescribed medication you can request staff to administer it for you during the day. You must place your request through the Administration Office and sign all the relevant forms before staff will be authorised to administer **ANY** medication to your child.

Allergy Aware

Please be aware that there may be some students with food allergies who need to be considered when sending food to school. Please contact Kindergarten Staff before you provide food for other students. The school is a nut aware school and discourages the consumption of nuts and nut products at school.

Illness

It is advisable to keep your child at home when they are unwell. A child who is not well does not always cope very well during the day. Staying at home also helps curb the spread of infection to other children and staff. Please keep your child at home if they are suffering any of the following:

- Head lice (until they have been treated).
- Ear/nose/eye discharge (e.g. conjunctivitis).
- Weeping sores.
- Diarrhea.
- Fever.
- Vomiting or **has vomited within the last twelve hours.**
- Any signs of infectious disease i.e. chicken pox, influenza, mumps, rubella, ringworm and school sores.



Should your child become unwell during the day you will be contacted and asked to make arrangements for them to be collected.

Kindergarten/Pre-Primary Parents Committee

The Kindergarten/Pre-Primary Parents' Committee is a subcommittee of the Parents and Citizens Association.

A new committee will be elected for 2025. Please consider taking an active role in this committee. Not only does every child benefit from the resources the committee is able to purchase through their fundraising efforts, but it is also a great way to keep in touch with what your child is doing at Kindergarten/Pre-Primary.

The purpose of this committee is to:

- Promote the interest of the Pre-Primary and Kindergarten; and
- To represent the special interest of Pre-Primary and Kindergarten students at the P&C meeting

Kindergarten Requirements for 2025

ON THE FIRST DAY ALL STUDENTS WILL NEED TO BRING:

- Class requirements as listed on 2025 Personal Items List.
(please – all items are to be clearly labeled with your child’s name).
- A clearly labeled school hat that will stay at school. **The school has a strict No Hat-No Play rule that is enforced all year round.** Bucket hats with the school logo on them can be purchased from the school uniform shop.

EVERY DAY ALL STUDENTS WILL NEED TO BRING:

- A school bag or pull along case big enough for lunchboxes, jumpers and pieces of work that your child will bring home.
- **A change of clothes to be left in their bag in case of accidents.**
- Kindergarten students have a morning fruit and snack session every day. This is a routine which provides for social learning where the children are encouraged to use acceptable table manners, and to chat with their peers. Please provide **ONE** piece of fruit/vegetable every day. If your child needs their fruit cut up to eat it, please do this at home and send it in separate container or bag in their lunch box. Please also supply a small snack for your child to enjoy after their fruit. For example a small fruit muffin or cheese and crackers.
- A healthy allergy aware packed lunch.
- Water bottle filled with **WATER ONLY**.

Some suggestions for fruit time are:

| | | | |
|----------------|------------|--------------|-------------|
| apples | nectarines | strawberries | carrots |
| bananas | oranges | watermelon | capsicum |
| dried apricots | peaches | tomatoes | cauliflower |
| grapes | pears | sultanas | celery |
| honeydew melon | plums | broccoli | snow peas |
| kiwi fruit | rock melon | beans | cheese |



The First Day

- Please do not expect or presume that you are going to have trouble in separation.
- Be positive yourself so that your child knows that you feel good about the school. Try not to show your child that you are worried or sad as this will make them feel worse.
- Tell your child of the fun they will have and some of the things they will be able to do.
- It is important that your child arrives at school on time. Children like to have a few minutes before the day starts to do things such as catch up with friends.
- So you have done your best, the big day arrives and.....your child cries! Do not be embarrassed or agitated over this. Many children have looked forward to this day for so long, been ready since 6.00 am and then suddenly - strange faces, a lot of noise and a crowd of people. All in all it can be a bit overwhelming.
- If your child is not upset we advise you to leave, and not to stay as if expecting tears. Otherwise stay with your child until they have calmed down.
- If you are going to be delayed be sure to let the school know and ask them to tell the teacher and your child what is happening.
- Make sure that your child always knows that you will always come back. Be reliable and on time when picking up your child after school.

Correct Pencil Grip

It is important to establish and reinforce a proper pencil grip as early as possible. The tripod grip is the preferred grip as it allows for proper control of the pencil. In the tripod grip the thumb, index finger and middle finger form a triangle to hold the pencil with the ring finger and the little finger supporting the middle finger. The pencil should be positioned between the three fingers so there is equal pressure. The index finger should rest on the top of the pencil. All fingers are slightly bent.





NUMBERS: LEARNING AT HOME

MAKING SENSE OF MATHS

Here are some ideas to help you bring maths to life for your child:

- Think out loud when you use numbers, time, position and measurement so your child sees how useful maths can be. For example: *I wonder if we have enough apples?* and *Let's count to make sure.*
- Encourage your child to talk through what they are doing. Ask questions and let your child ask questions too. This helps them make sense of things and helps them understand what they are doing. It is a great way to learn.
- Use maths and number words when you describe things. Instead of saying: *The bucket*, you might say: *The 10 litre bucket*. This helps your child learn about the different words that are used to describe how to measure things.

Follow the golden rule of 'little and often' – a few minutes each day learning about numbers is better than a 30 minute maths session.

It's important to remember that children progress at different rates.

Be patient, positive and supportive. Be sure to praise them for having a go, even if they get the answer wrong.

- Praise your child for trying, even if they give the wrong answer. If they don't know the answer, give them time to work it out. If you do give them the answer, talk about how you worked it out. This builds your child's confidence in learning. Give them time to think and time to answer your questions. Be patient.
- Turn off the television. It's easier for your child to concentrate if there are no distractions.



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NUMBERS: LEARNING AT HOME

NUMBER ACTIVITY IDEAS FOR HOME

Read together

Books are an easy and fun way to bring maths into your home. As you read, add to the fun by asking questions such as: *Who was the second person to arrive? How many people have brown hair? Who is the tallest person in the picture?* and *What page are we on?* Count the pages as you turn them.

Bath time is a great time for learning measurement through water play.

Food and cooking

Ask your child to help measure ingredients with spoons, scoops and cups. Get them to set the timer for the oven. Prepare meals together and ask questions like: *How many people are eating? How many plates and cups do we need?* and *Do we have enough forks for everyone?*



Talk about time

- Talk about the days of the week and activities that happen on certain days. For example: *On Sunday we go to visit Grandma* and *On Wednesday we do the shopping.*
- Talk about day, night, morning and afternoon activities, for example: *At night I go to bed* and *In the morning I have a shower.*
- Talk about the seasons and the months of the year, for example: *Your birthday is in May* and *We play football in winter.*

Show your child that the overall quantity of a group of objects does not change even if you rearrange them.

Put some objects in a line and ask, *How many?* Put the same objects in a group and ask, *How many?* The answer is the same.

Sport

Sport is a topic that includes maths and is easy to talk about. You can:

- point out the score on the scoreboard
- talk about placegetters in a race – first, second, third ...last.

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NUMBERS: LEARNING AT HOME

NUMBER GAME IDEAS

Hopscotch

Great for learning numbers and getting exercise!

Balloon tap

Count how many times you can tap a balloon to each other without it touching the floor. When it hits the floor, start again.

Dominoes

Count and match the dots.

Let your child play with blocks. You can ask questions while they play. For example: *Which block is the longest?* Let's see who can make the tallest tower and Can you make a pattern with your blocks?

Board games

When you play board games using dice, help your child recognise how many without counting each dot. For example: *I know that's four because I can see two and two.* Count aloud the spaces as you move in a game.

Electronic games

Include adventure games, tablet applications, web-based competitions and sporting games. Play computer adventure games with your child and ask questions such as: *How many stars will you need to get to the next level?*

Playing games such as Simon Says are great for using position, numbers and measurement. For example you could say: *Simon says hop three times and Simon says sit on the mat and Simon says stretch up tall.*

Dice games

Use two dice to help your child recognise which number is bigger, which number is smaller or which number is the same.

Card games

Great for learning numbers and learning to take turns.



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KINDERGARTEN

READING: LEARNING AT HOME

READING WITH YOUR CHILD IS IMPORTANT!

Reading with your child every day encourages a love of books and reading. Encourage your child to look at books regularly, and get family and friends to read with your child as much as possible. Try reading with your child for the enjoyment of spending time together – it's a great way to end the day.

It's really important to give your child lots of praise as they learn to read.

Get in the mood for reading

Children who enjoy reading at home are more likely to succeed as they learn to read at school. Try setting up a special reading time and place where you and your child can relax and be comfortable.

There are lots of things to read including nursery rhymes; story books; non-fiction books; books on dinosaurs and pets; books you make together; funny stories and poems; joke books; websites and CD books; comic books; newspapers, catalogues and magazines; recipe books; street maps; and dictionaries.

Fantastic reading books to get started:
Hairy Maclary and friends by Lynley Dodd
Koala Lou by Mem Fox
Mr Gumpy's outing by John Burningham
We're going on a bear hunt
by Michael Rosen
Annie's chair by Deborah Niland

Use your local library

Libraries are a treasure trove for young readers with a wide range of books, CDs, DVDs, magazines and comics. Visiting your local library is a great way to:

- share with your child how important books are
- involve the whole family in regular reading activities
- look for your child's favourite authors and illustrators
- use resources that might not be available at home, such as computers
- join in holiday activities.

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READING: LEARNING AT HOME

READING STAGES

Role-play readers

As your child grows and develops, they begin to take an interest in books and the words they see around them.

They may start to imitate you by holding books the right way up, turning the pages carefully and pretending to read by using the pictures and their memory to retell stories. They also learn the difference between the front and back of a book, understand that words and pictures are different, and that printed words contain messages.

You can support your child by:

- reading with them every day
- encouraging and praising any attempts at pretend reading
- showing them that pictures help tell the story
- reading their favourite stories again and again – familiarity builds confidence
- not criticising them when they make mistakes – learning to read takes time!

Reading ideas

When reading with your child:

- have them look at the pictures and tell you what the story might be about
- every now and then stop and ask: *What do you think will happen next?* and *What makes you think that?* – accept their answers even if they aren't quite right

Turn off the television. It's easier for your child to concentrate when there are no distractions.

- answer your child's questions even if they interrupt the flow of the story
- make storytelling and reading fun by making sounds of different animals and changing your voice for different characters.

After you have finished reading with your child:

- talk about the story
- get them to retell the story to you
- talk about what happened and when and where it happened, for example: *Who was your favourite person in the story?*

Other reading ideas:

- **Talk about the pictures in the book and get your child to make up their own story.**
- **Visit your local library for storytelling sessions and to borrow audio books.**
- **Give your child books as presents.**
- **Encourage your child to listen for the sounds in words they recognise, for example *sh*.**
- **Get your child to look for letters they may know such as letters in their name.**

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WRITING AND SPELLING: LEARNING AT HOME

WRITING AND SPELLING ARE IMPORTANT!

Speaking and listening are the foundations on which writing, spelling and reading are built. Your child develops these and other skills when they attend Kindergarten. As they build their speaking and listening confidence, they start to learn about writing.

What can I do?

- Read with your child regularly. Explore words and books together, and involve them when you are writing.
- As you read together, talk about the words you read. For example, rhyming words like: *bat* and *cat*, and talk about the sounds made at the beginning of words.
- Encourage your child to help you write notes, emails and shopping lists. Set out paper and pencils so they can try writing with you.
- Play word games together such as matching the name of an animal to the picture.
- Display letters and drawings your child has created. Write them notes such as: *I'm very proud of you!*

If your child speaks another language or dialect, they need time to hear the sounds of the English language. It may take up to two years or longer for them to hear and say all these sounds.

Turn off the television. It's easier for your child to concentrate when there are no distractions.

- Help your child recognise their name. Start by asking them to listen to the first sound in their name.
- Talk about the first letter of their name. Encourage them to look for that letter in other places. Help them write the letters in their name.
- When you make dinner ask questions such as: *Can you find something in the kitchen that starts with the same sound as your name?*
- Spend time together looking for letters and words your child knows. You can do this at home, in the car, at the shops and at the playground.
- Keep the learning fun!

A child with disability usually benefits from and enjoys the close interaction and stimulation provided when they are read their favourite stories or are sung a nursery rhyme. If your child has a disability, their school supports them as they participate in activities at a level suitable to their ability. Talk with your child's teacher about appropriate tools, equipment and ideas to support you and your child.

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Brookton District High School

Peggy Lego Prompts



- A** Jack and Jill go down the hill, Jack and Jill go down the hill, sideways to the magic land.
- a** Up and around like 'c' is for cat, join it up, pull down STOP.
- B** Tall man, tall man pulls down STOP. Back to the top, big fat belly, big fat belly.
- b** Tall man, tall man pulls down STOP. Back to the middle, big fat belly.
- C** Up and around like 'c' is for cat.
- c** Up and around like 'c' is for cat.
- D** Tall man, tall man pulls down STOP. Back to the top, big fat belly.
- d** Up and around like 'c' is for cat, join it up, all the way up, down on the same line STOP.
- E** Tall man, tall man pulls down STOP! Sideways, to the magic land, sideways to the magic land, sideways to the magic land
- e** Sideways to the magic land, up and around like 'c' is for cat.
- F** Tall man, tall man pulls down STOP. Sideways, to the magic land, sideways to the magic land.
- f** Starts like 'c' is for cat, tall man, tall man pulls down STOP. Sideways to the magic land.

- G** Up and around like 'c' is for cat, small man, small man pulls down.
- g** Up and around like 'c' is for cat, join it up, all the way down and a monkey's tail.
- H** Tall man, tall man pulls down STOP. Tall man, tall man pulls down STOP. Sideways to the magic land.
- h** Tall man, tall man pulls down STOP. Up to the middle and over the hill.
- I** Tall man, tall man pulls down STOP.
- i** Small man, small man, pulls down STOP. A dot on top.
- J** Tall man, tall man pulls down, a monkey's tail.
- j** Small man, small man pulls all the way down, a monkey's tail.
- K** Tall man, tall man pulls down STOP. Jack and Jill go down the hill to the middle; Jack and Jill go down the hill.
- k** Tall man, tall man pulls down STOP. Up to the middle, big fat belly, Jack and Jill go down the hill.
- L** Tall man, tall man pulls down STOP. Sideways to the magic land.
- I** Tall man, tall man pulls down STOP.
- M** Tall man, tall man pulls down STOP. Up to the top, Jack and Jill go down the hill, Jack and Jill go up the hill, tall man, tall man pulls down STOP.
- m** Small man, small man, pulls down, up over the hill up over the hill.

N Tall man, tall man pulls down STOP. Jack and Jill go down the hill, back to the top, tall man, tall man pulls down STOP.

n Small man, small man, pulls down STOP, back up on the same line and over the hill.

O Up and around like 'c' is for cat, join it up.

o Up and around like 'c' is for cat, join it up.

P Tall man, tall man pulls down STOP. Back to the top, big fat belly.

p Small man, small man, pulls all the way down. Back to the top big fat belly.

Q Up and around like 'c' is for cat, join it up, down to the bottom, and a tick.

q Up and around like 'c' is for cat, join it up, all the way down and a tick.

R Tall man, tall man pulls down and STOP! Back up to the top and big fat belly to the middle, Jack and Jill go down the hill.

r Small man, small man pulls down STOP! Back on the same line and a rainbow.

S Up and around like 'c' is for cat, big fat belly.

s Up and around like 'c' is for cat, big fat belly.

T Tall man, tall man pulls down STOP. Sideways to the magic land.

t Tall man, tall man pulls down STOP. Sideways to the magic land.

- U** Tall man, tall man pulls down, under the bridge, back down on the same line
STOP.
- u** Small man, small man pulls down, under the bridge, back down on the same line
and STOP.
- V** Jack and Jill go down the hill; Jack and Jill go up the hill.
- v** Down and under the bridge.
- W** Jack and Jill go down the hill, up the hill, down the hill, up the hill.
- w** Down and under the bridge, down on the same line, under the bridge.
- X** Jack and Jill go down the hill, Jack and Jill go down the hill.
- x** Jack and Jill go down the hill, Jack and Jill go down the hill.
- Y** Jack and Jill go down the hill, back to the top, Jack and Jill go down the hill.
- y** Small man, small man pulls down, under the bridge, back down on the same line,
all the way down, a monkey's tail.
- Z** Sideways to the magic land, Jack and Jill go down the hill, sideways to the
magic land.
- z** Sideways to the magic land, Jack and Jill go down the hill, sideways to the
magic land.

