



3 YEAR OLD CURRICULUM OBJECTIVES

The primary objective of our 3 year old program is socialization- sharing, taking turns, listening to and following 2 to 3 step instructions. The centers allow the children time to practice pre-writing skills, pre-reading skills, and basic math concepts.

These objectives will be accomplished through age appropriate play-based activities which allow the children opportunities to practice physical and cognitive skills, language and social/emotional development. Children are allowed to play and explore in a safe nurturing environment.

ART

Social/Emotional – Art is an avenue for children to express themselves. Creativity and self-expression are encouraged through the use of different media; the children in turn discover joy and imagination.

Physical – Activities such as painting at the easel, finger painting, using scissors, paint brushes, glue, and working with other tactile media promote the development of large and small motor development.

Cognitive – A child’s production of art involves critical thinking. Children are introduced to the formation of secondary colors and artistic terminology.

Language – Language skills are strengthened as the children communicate about what they are working on.

WRITING

Social/Emotional – Children communicate and express ideas by drawing and pre writing activities.

Physical - Children strengthen the small muscles in their hands when the use materials such as scissors, pencils, markers and crayons. Other materials used to improve fine motor are shaving cream, chalkboards, and dry erase boards. The children are encouraged to develop proper grip of writing tools.

Cognitive - The children are introduced to letters and print by using a variety of materials such as stencils and letter stamps. The children learn to recognize their name by the use of a name tracing card. As children draw or begin to write, they practice their letter/sound knowledge.

Language – Developmental writing activities engage children in making the connection between oral language and print.

MANIPULATIVES

Social/Emotional – The children learn to cooperate and develop confidence when they complete a task.

Physical – Eye hand coordination is improved as students work with lacing cards. Stringing beads enables them to refine small muscles in their hands. Working with manipulatives strengthen fine motor skills.

Cognitive – Pre-math skills are introduced as students work with tangrams, geo boards and creating sets of objects. One-to-one correspondence and matching are practiced. Children are taught categorizing, counting and patterning skills using an array on unit related shapes and



counters. Story numeral cards and manipulatives of various sizes strengthen sequencing and seriation skills. Playing with table blocks, or making designs with pattern blocks the children experiment with construction and invention.

Language – Using felt board and folder games, children begin to show an understanding of words that show position (above, below, beside, etc.). The concepts of opposites and rhyming are introduced with games and sorting activities. The children use words to describe how they are putting items together. While using beads, puzzles or dominoes, they develop reading skills such as: left to right progression, visual discrimination and matching similar objects.

SCIENCE

Social/Emotional – The children learn to work together and take care of living things.

Physical – A child's fine motor skills are strengthened then they use eye droppers to squeeze. They develop dexterity and eye-hand coordination as they turn gears or pick up paper clips with a magnet.

Cognitive – Observation skills are enhanced as children investigate similarities and differences of unit related items. The children organize their thoughts by classifying, comparing, measuring and counting. Children explore their world using the five senses.

Language – The children are eager to share their excitement as they discover. They talk about their investigations and ask questions. New words come into play as the children describe how things look, touch, taste, smell, and sound.

DRAMATIC PLAY AREA

Social/Emotional – Creativity and self-expression are encouraged as children play “make believe” with unit related props. This allows the children to negotiate role, agree on a topic, cooperate to portray different situations, recreate life experiences and try to cope with fears by acting out. The children in turn develop empathy towards others, cooperation skills, impulse control and less aggressive behavior.

Physical – Large and small motor skills are gained as children button, lace, tie and zip dress up clothes. The children's hand-eye coordination and visual discrimination are strengthened when putting away props and materials.

Cognitive – By setting a table the children explore math concepts. By pretending, the children create pictures in their minds. These images are forms of abstract thinking.

Language – Language skills are enhanced as children interact with each other. To engage the children must use language to explain what they are doing and to ask and answer questions. Reading and writing are enhanced when literacy props are included. Cultural experiences are included, also.

BLOCKS

Social/Emotional – Cooperation and creativity are gained as children work together building with various construction materials. The children also learn to care for the materials and follow the rules of building.

Physical – Small muscles develop by carrying and placing blocks together. Gross motor skills are strengthened. The children improve hand eye coordination when carefully balancing blocks.



Cognitive – Playing with blocks allows the children to recreate images. They create representations of their experiences as a basis for abstract thought. Increase knowledge about – size, shape, order, area, length and weight.

Language – The children are willing to talk about their constructions when adults show interest. There is an increase in vocabulary.

CIRCLE TIME

Social/Emotional – Playing games and learning appropriate group participation.

Physical – The use of music during circle time provides large motor movement.

Cognitive – Recognition of basic colors, shapes, numbers and letters is reinforced.

Language – Story time, working with felt boards, puppets and finger plays all provide the children opportunities to develop listening skills and share thoughts and ideas.

READING/LISTENING

Social/Emotional – Our students are given the opportunity to learn about people who are like them and different. They learn that others have experiences or fears similar to theirs. Social skills develop as children share books together.

Physical – The children eye muscles are used as they follow the pictures in the book. Working with the tape player and headphones encourages self-sufficiency and independence.

Cognitive – A love of books and reading is fostered. Books help children gain a better understanding of the world around them, which in turn develops an understanding of symbols, learn to make predictions, think about cause and effect and learn basic skills, such as – counting, number recognition, colors and shapes. Pre-reading skills (tracking left to right, top to bottom) are enhanced as children explore a variety of printed material.

Language – The children hear new words and their comprehension grows. Children develop phonological awareness and learn to follow print.

SNACK CENTER

Social/Emotional – The children engage in conversation with each other at the table. The children cooperate with each other.

Physical – Good hygiene habits are encouraged through hand washing.

Cognitive - Rebuses strengthen pre-reading skills and allow sense of independence. One-to-one correspondence and other pre-math skills are practiced.

Language – Conversation is enhanced as children discuss the snack and preparation.

ENRICHMENT

Social/Emotional – The children learn to be part of a team. Cooperation between children is strengthened. Peer interactions are encouraged through play and small group activities.

Physical - Gross motor skills are refined through games and activities such as parachutes, obstacle courses, trikes, relays, etc.

Cognitive – Reinforcement learning of colors, shapes, numbers and counting.

Language – Language skills are enhanced as children work with each other to meet desired results for different games



MUSIC

Social/Emotional – An appreciation for different cultural types of music is gained.

Physical – Students are introduced to a variety of musical instruments.

Cognitive - Basic concepts of rhythm are explored.

Language – Children become aware of the rhythm of the music, they hear alliteration, clap to the sound. The children learn the appropriate levels of volume, tone and inflection.



4 YEAR OLD CURRICULUM OBJECTIVES

The primary objective of our 4 year old program is to help prepare the children for kindergarten and encourage them to become lifelong problem solvers.

These objectives will be accomplished through age appropriate play-based activities which allow the children opportunities to practice physical and cognitive skills, language and social/emotional development. Children are allowed to play and explore in a safe nurturing environment.

ART

Social/Emotional – Art is an avenue for children to express themselves. Creativity and self-expression are encouraged through the use of different media; the children in turn discover joy and imagination.

Physical – Activities such as painting at the easel, finger painting, using scissors, paint brushes, glue, and working with other tactile media promote the development of large and small motor development.

Cognitive – A child's production of art involves critical thinking. Children are introduced to the formation of secondary colors and artistic terminology.

Language – Language skills are strengthened as the children communicate about what they are working on.

WRITING

Social/Emotional – Children communicate and express ideas by drawing and pre-writing activities.

Physical - Children strengthen the small muscles in their hands when the use materials such as scissors, pencils, markers and crayons. Other materials used to improve fine motor are shaving cream, chalkboards, and dry erase boards. The children are encouraged to develop proper grip of writing tools.

Cognitive - The children are introduced to letters and print by using a variety of materials such as stencils and letter stamps. The children learn to recognize their name by the use of a name tracing card and unit related words and numbers. As children draw or begin to write, they practice their letter/sound knowledge. Creativity and self-expression are promoted as a child illustrates his/her thoughts. Children gain an understanding that their thoughts can be recorded on paper. Recognition of numbers and upper/lower case letters is gained. A print-rich classroom promotes recognition of high-frequency words.

Language – Developmental writing activities engage children in making the connection between oral language and print.

MANIPULATIVES

Social/Emotional – The children learn to cooperate and develop confidence when they complete a task.

Physical – Eye hand coordination is improved as students work with lacing cards. Stringing beads enables them to refine small muscles in their hands. Working with manipulatives strengthen fine motor skills.