

## 3 year old Early Learning Class Curriculum Guidelines

### Cognitive Development

Gender
Age
Recognize first name in print
Identify the letters in first name
Prints first name independently
Name 8 primary colors
Name 6 basic shapes ( <i>circle, square, triangle, rectangle, oval, diamond</i> )
Introduce numbers 1-10
Count objects 1-10
Match objects by color, size, use
Sort by size
Sort by color, pattern
Name body parts
Position terms ( <i>over, under, behind, in front, next to, beside, etc.</i> )

### Fine Motor Development

Roll a snake or a ball shape with play dough
Correct scissors grip
Cut on a straight line
Correct pencil grip
Uses scribbles and unconventional shapes to “pretend write”
Use crayons, pencil, glue with control
Begin to print first name
Age appropriate eye-hand coordination ( <i>manipulatives, puzzles</i> )

### Large Motor Development

Age appropriate Balance ( <i>Walk unassisted on balance beam</i> )
Climb ladder on slide ( <i>alternating feet</i> )
Crawl through tunnel
Jump with 2 feet
Hop on 1 foot
Throw a ball
Catch a ball using body for assistance
Bounce a ball
Ride a tricycle
Age appropriate Coordination ( <i>Walk, run, march, gallop, dance etc.</i> )

### **Social-Emotional Development**

Able to separate from parents
Accept adult authority & Classroom Rules
Parallel play
Play and work independently
Play cooperatively with others
Respect the rights and feelings of others ( <i>raise hand, please, thank you</i> )
Share & take turns with equipment
Attempt to solve problems verbally with adult assistance
Solve problems verbally without assistance
Initiate free choice activities with confidence
Express creatively ( <i>Art, blocks, housekeeping, etc.</i> )
Age appropriate attention span

### **Language & Literacy**

Speak clearly enough to be understood by most listeners
Introduce the alphabet
Introduce nursery rhymes
Use language for a variety of purposes ( <i>Questions- logical answers, express needs, etc</i> )
Use 4-6 word sentences
Listen with understanding to directions and conversations
Understand & follow directions that involve a 2 or 3 step sequence of actions
Listen with interest to stories read to the group
Retell the “highlights” of a story
Use pronouns correctly ( <i>I, he, her, she, me, my, they, etc.</i> )
Initiate conversation with adults & peers
Begin to take turns in conversation
Begin to use language to express feelings

### **Science**

Five Senses – God created us to learn through our senses
All about Me, My Family, My Pets
Animals – Care and responsibilities of common house pets
Weather - Concepts
Four Seasons and Trees - Changing seasons, Identify seasons, Some trees change some don't
Colors – Mixing primary colors to create secondary colors
Life on the Farm
Growing Plants

### Spiritual Concepts

Bible is God's Word - It is true
Learn Bible concepts
God created the world
God is loving – He cares for us – He likes us to call Him Father
Jesus is God's Son - He is God ( Christ & Lord are names for Jesus)
Jesus wants us to believe and obey him
Jesus died on a cross to take away our sins
Jesus rose from the dead and is in Heaven
We can talk to God or Jesus when we pray and sing
Jesus wants to be our Special Friend Forever

### Dispositions

Show eagerness to learn
Express creative ideas ( <i>Imagination, problem solving, etc.</i> )
Begin to understand the reasons for the rules
Begin to show comfort with others
Begin to find ways to comfort self
Focused and self controlled during transition times
Curious & verbally expresses wonder ( <i>Questioning &amp; predicting</i> )
Begin to appreciate own strengths and strengths of others
Express interest in the work of others
Enjoy school and participates in a variety of activities

### Self Help Skills

Wash and dry hands independently
Use toilet independently
Put on jacket independently
Put on mittens and hat- <i>Minimal help</i> <input type="checkbox"/> - <i>No help</i> <input type="checkbox"/>
Put on snow pants and boots - <i>Minimal help</i> <input type="checkbox"/> - <i>No help</i> <input type="checkbox"/>
Follow basic health & safety rules ( <i>Flush toilet, tissues in trash, cover mouth when cough</i> )
Clean-up cup and napkin after snack

January, 2020

## 4 year old Discovery Class Curriculum Guidelines

### Cognitive Development

Name 8 basic colors (red, orange, yellow, green, blue, purple, brown, black)
Name 6 basic shapes (circle, square, rectangle, oval, triangle, rhombus/diamond)
Recognize first & last name in print
Identify all upper & lower case letters & their sounds
Recognize environmental print
Understand that letters make words & words give information
Understand difference between fiction (pretend) and non-fiction (real)
Identify numbers 0-10
Sequence numbers 0-10
Count objects 0-20 ( <i>Understand concept of quantity</i> )
Introduce non-standard concept of measurement
Understand patterning
Sort and group objects by size, color, use, gender, etc.
Introduce left and right discrimination
Introduce simple time concepts ( <i>yesterday, today, tomorrow, calendar</i> )
Know address & phone number
Describe past events
Position terms ( <i>over, under, behind, in front, next to, beside, etc.</i> )

### Large Motor Development

Demonstrate age appropriate balance
Demonstrate age appropriate coordination ( <i>pump on swing</i> )
Participate in variety of physical activities ( <i>games, dance, skip, etc.</i> )
Climb ladder on slide (alternating feet)
Jump with 2 feet & Hop with one foot
Throw and catch a ball using hands

### Fine Motor Development

Correct pencil grip
Print first name correctly
Print last name correctly
Correct scissors grip
Cut on a line with control
Glue objects with control
Fold & crease paper
Use letters and unconventional shapes to “pretend write”
Draw shapes and objects
Demonstrate eye hand coordination with manipulatives
Reproduce objects with play dough

### **Social-Emotional Development**

Accept adult authority & classroom rules
Understand the reasons for the rules
Cooperative play with peers
Initiate productive activities during free choice time
Solve problems verbally
Respect feelings & rights of others & classroom equipment ( <i>raise hand, use manners, etc.</i> )
Age appropriate self control during transitions and group activities
Age appropriate attention span
Remain focused and bring independent activities to completion
Play games with peers ( <i>Take turns, follow directions, etc.</i> )

### **Language & Literacy**

Speak clearly enough to be understood
Use language for a variety of purposes ( <i>questions, logical answers, express needs, identify friends by name etc.</i> )
Listen with understanding to directions and conversations
Understand & follow directions that involve a 3 or 4 step sequence of unrelated commands
Listen with interest to fiction & non-fiction books read to the group
Comprehend and retell the story in correct sequence of events
Enjoy books & use books appropriately and independently
Use complete sentences consisting of 4 or more words most of the time
Initiate conversation with adults and peers
Take turns in conversation
Use language to express feelings

### **Science**

Science What is Science? What is a Scientist? What do they do? What do we learn from them?
Five Senses – Your brain and your five senses
Animals – Life in the Sea (fish, reptiles, mammals)
Light & Colors – Light reflects, Shadows, Prisms
Magnets - Magnetic forces (attract or repel), Magnets at work
Four Seasons and Trees What causes seasons to change? What causes some trees to change in each season?

### Dispositions

Show eagerness to learn ( <i>exploration &amp; investigation</i> )
Express creative ideas ( <i>problem solving during project work</i> )
Express wonder ( <i>question, predict outcome</i> )
Show interest in the work of others & willing to assist others
Show comfort with self and others
Enjoy school and participate in a variety of activities each day
Begin to appreciate own strengths and strengths of others

### Self Help Skills

Wash and dry hands independently
Use toilet independently
Put on jacket independently
Zipper jacket <i>Minimal help</i> <input type="checkbox"/> <i>No help</i> <input type="checkbox"/>
Put on mittens and hat independently <i>Minimal help</i> <input type="checkbox"/> <i>No help</i> <input type="checkbox"/>
Put on snow pants and boots ( <i>with minimal help</i> )
Follow basic health & safety rules ( <i>Flush toilet, tissues in trash, cover mouth when cough etc.</i> )

### Spiritual Concepts

Bible is God's Word - It is true – God wants us to obey His word
Memorize monthly Bible verses during the year
Understand that God created man with free choice & we are responsible for our choices
Understand that there are consequences for our actions
Understand & begin to demonstrate Christian values- <i>belief, trust, honesty, forgiveness, perseverance, patience, etc.</i>
Understand that God loves us and wants to have a relationship with us through prayer ( <i>praise, thanksgiving, requests</i> )
Jesus is God's Son - He is God
Understand that Jesus' life demonstrates God's will for us
Understand that Jesus died on a cross to take away our sins
Understand that Jesus rose from the dead and is in Heaven
Understand that Jesus wants to be our Special Friend Forever

January, 2020

## 4/5 year old Kinderbridge Class Curriculum Guidelines

### Cognitive Development

Name 8 basic colors (red, orange, yellow, green, blue, purple, brown, black)
Name 6 basic shapes (circle, square, rectangle, oval, triangle, rhombus/diamond)
Recognize first & last name in print
Identify all upper & lower case letters & their sounds
Introduce sight words
Recognize environmental print
Understand that letters make words & words give information
Understand difference between fiction (pretend) and non-fiction (real)
Identify numbers 0-20
Sequence numbers 0-20
Count objects 0-20 ( <i>Understand concept of quantity</i> )
Introduce non-standard concept of measurement
Understand patterning
Sort and group objects by size, shape, color, use, etc.
Introduce left and right discrimination
Introduce simple time concepts ( <i>yesterday, today, tomorrow, calendar</i> )
Know address & phone number
Describe past events
Position terms ( <i>over, under, behind, in front, next to, beside, etc.</i> )

### Large Motor Development

Demonstrate age appropriate balance
Demonstrate age appropriate coordination ( <i>pump on swing</i> )
Participate in variety of physical activities ( <i>games, dance, skip, etc.</i> )
Climb ladder on slide (alternating feet)
Jump with 2 feet & Hop with one foot
Throw and catch a ball using hands

### Fine Motor Development

Correct pencil grip
Print first name correctly
Print last name correctly
Correct scissors grip
Cut on a line with control
Glue objects with control
Fold & crease paper
Use letters and unconventional shapes to “pretend write”
Draw shapes and objects
Demonstrate eye hand coordination with manipulatives
Reproduce objects with play dough

### **Social-Emotional Development**

Accept adult authority & classroom rules
Understand the reasons for the rules
Cooperative play with peers
Initiate productive activities during free choice time
Solve problems verbally
Respect feelings & rights of others & classroom equipment ( <i>raise hand, use manners, etc.</i> )
Age appropriate self control during transitions and group activities
Age appropriate attention span
Remain focused and bring independent activities to completion
Play games with peers ( <i>Take turns, follow directions, etc.</i> )

### **Language & Literacy**

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Use language for a variety of purposes ( <i>questions, logical answers, express needs, identify friends by name etc.</i> )
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### **Science**

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### Dispositions

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Express creative ideas ( <i>problem solving during project work</i> )
Express wonder ( <i>question, predict outcome</i> )
Show interest in the work of others & willing to assist others
Show comfort with self and others
Enjoy school and participate in a variety of activities each day
Begin to appreciate own strengths and strengths of others

### Self Help Skills

Wash and dry hands independently
Use toilet independently
Put on jacket independently
Zipper jacket <i>Minimal help</i> <input type="checkbox"/> <i>No help</i> <input type="checkbox"/>
Put on mittens and hat independently <i>Minimal help</i> <input type="checkbox"/> <i>No help</i> <input type="checkbox"/>
Put on snow pants and boots ( <i>with minimal help</i> )
Follow basic health & safety rules ( <i>Flush toilet, tissues in trash, cover mouth when cough etc.</i> )

### Spiritual Concepts

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Understand that Jesus died on a cross to take away our sins
Understand that Jesus rose from the dead and is in Heaven
Understand that Jesus wants to be our Special Friend Forever