

3 YEAR OLD CURRICULUM OBJECTIVES

Children will experience growth and learning in their social-emotional, physical, language and cognitive skills. The primary objective of our 3 year old program is socialization- sharing, taking turns, listening to and following 2 to 3 step instructions. If you have a child with disabilities, a different culture or a home language other than English, they may need more individualized instruction.

Curriculum goals and objectives should be aligned with lessons and activities being planned and also aligned with the developmental skills that are being assessed. 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. The learning centers allow the children time to practice pre-writing skills, pre-reading skills, and basic math concepts. Within each center, the domains identify the learning goals that are important for all children. Children are allowed to play and explore in a safe, nurturing Christian environment. The majority of the children's time should be free choice activities. While preparing lessons, teachers should be mindful of helping second-language learners feel confident as well as supporting families with child rearing issues.

SOCIAL STUDIES

Learning takes place in our classrooms when children form friendships and bonds with other children. The children learn how the decision process works by setting classroom rules, and developing personal responsibilities. Children also learn to deal with their emotions and accept differences between people. In addition to integrating these key areas of development into lesson plans, teachers will also include social studies topics and special events, such as: October Pumpkin Patch/Fabulous Fall Field Day, Sights & Sounds of Christmas Field Day, Thanksgiving Feast/parties with families, Rodeo Day, Water Day, Community helpers, Social roles, Geography (I live in Texas), Community-Houston Rodeo, Business/money in math and home living, and government (American flag & Texas flag, flower, bird, tree, etc.)

TECHNOLOGY

Teachers also integrate technology into the curriculum. Examples include knowledge and use of the tools and machines. Included are computer type toys (such as keyboards, cash registers, calculators, cameras, as well as gears, wheels and levers).

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. Children also discuss how their art sometimes stands for actual things and how they relate to one another in their actual surroundings.

Social Studies - Children's art helps them develop spatial or geographical thinking by painting or drawing their physical surroundings such as their classroom, playground or neighborhood.

WRITING

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

Physical - Children strengthen the small muscles in their hands when they 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.

Social Studies - Having children cut out pictures in old magazines and gluing them on paper helps children see people in different settings and different emotions.

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 strengthens 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. Gross motor skills are used when they pull a rope on a pulley or run in place to feel their pulse.

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.

Social Studies - Setting up a pretend doctor office, grocery store, florist, etc. expands a child's understanding of their neighborhood.

BLOCKS

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

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

Social Studies - Having books on architecture or of homes in different countries help children to work together to use the blocks to construct models from the pictures.

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.

Social Studies - Occasional guest speakers during circle time such as police or firefighters help children gain a sense of community.

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 ó 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.

Social Studies - Children are read stories and discussion follows about cultural differences in children.

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 -Rebus 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.

Social Studies - New foods are introduced to children to try from different ethnic backgrounds.

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.

Social Studies - Children learn the process and routines of the class by following the rules and taking responsibility for their actions.

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.

Social Studies - When music from another country is played the children can sing and dance to the rhythm and an appreciation of the different cultural music is gained.

Children play outdoors for 30 minutes two times each day or go to the MAC when weather bad. Children go to the church library once each month.

Children attend a 30 minute Enrichment class to promote gross motor skills.

Once each week the children attend a 30 minute Spanish class and a Get with God class and go to chapel for songs/stories/prayers once weekly.

Teaching staff counter potential bias and discrimination by avoiding stereotypes in language references. Teachers provide equal opportunities for all children to discuss and participate in leadership roles and activities such as dramatic play where children may choose to participate in non-stereotypical roles. References to age, sex, religion, race, ability, etc. should be used only if they are relevant and not in a way that negatively labels individuals or groups of people. Teachers will keep this in mind when choosing materials for the classroom and preparing lesson plans.