



## **Curriculum Outline – Preschool (Sea Stars, Orcas and Sea Turtles)**

### **Spiritual Development:**

- Teachers model and may verbally share their faith in Jesus.
- Children hear and learn praise and worship songs and finger plays.
- Children may learn simple Bible verses.
- Children participate in community service projects such as collecting items for local charities, baking, and singing for our Church congregation or senior center.
- Children are introduced to the Bible as God’s Word, Jesus as our Savior, and teachers connect Bible stories with how they relate to life today.
- Children are introduced to and practice daily prayer.
- Children attend an early childhood chapel and develop a relationship with Hope Church’s pastor. Families are welcomed to attend chapel services. \*

### **Social and Emotional Development:**

- Teachers provide a warm friendly environment conducive to the total development of happy young children.
- Teachers set clear limits and apply them consistently.
- Teachers encourage children to become self reliant in routine activities.
- Teachers encourage and facilitate for children using words to solve problems when dealing with emotions of themselves or others.
- Teachers are aware, inclusive and respectful of children, families and their home culture.
- Appropriate classroom and eating manners are explained, modeled and encouraged.
- Large and small group activities and “center time” facilitate appropriate verbal interactions and interpersonal development, from solitary play to cooperative play.

### **Cognitive Development:**

#### **Social Studies**

- Teachers include age appropriate learning about our community, its helpers, our country and our planet.

#### **Science**

- Exploration of: seasons, gardening, senses, body and nutrition, properties of materials, introduction to scientific method, creatures of the world, weather, our earth and it’s resources, light-color-shadow-reflection, and tools.

#### **Math**

- For younger learners, wide variety of materials for open-ended and intentional exploration of shapes, size, pattern, color, counting, building, problem solving, sorting, ordering and number recognition are provided daily. Cooking projects are offered at intervals.
- For older learners, a wide variety of materials are provided for open-ended exploration. Math concepts are taught using “Hands on Standards” curriculum in small group settings. Calendar time provides experience in patterning, counting and beginning time concepts. Math is integrated into our everyday activities. Some of the

concepts covered include: spatial relationship, classification, patterning, 1:1 correspondence, ordering, numeration 1-20, shapes, measurement, and graphing.

**Literacy:**

- Teachers provide a print-rich environment.
- For older students, Handwriting Without Tears curriculum is used to provide a developmentally appropriate approach to learning proper grip and formation of the alphabet.
- Writing materials are available daily for open-ended use at writing centers (book making, signs, list making etc.).
- The teacher offers a wide range of children's non-fiction and fiction literature at story time including rhymes and poetry.
- Teachers use open-ended questions and supply needed vocabulary for children during interactions.
- Teachers listen to children's ideas with respect.
- For older students, "Zoophonics" curriculum is integrated to teach the alphabet using phonetics via music, movement, and animals.
- Classroom library and listening center are available.
- Name recognition and name writing skills are guided throughout the year.
- Students are invited to dictate their own stories in writing journals.
- Field trips may include a play or puppet theater production.\*
- Dramatic play center encourages making of literature-based props.

**Fine Arts development:**

- Children are given open-ended and intentional opportunities daily to produce work using a wide variety of media as follows: Papers, manipulative materials, crayon, charcoal, chalk, paints, paint tools, collage & constructions, scissors, earth materials
- Emphasis is placed on the process of discovery and exploration versus the end product.
- Special projects may be included such as art appreciation and emulation of famous artists technique, paper mache' and/or woodworking.
- Children enjoy hearing a wide variety of music.
- Children hear, learn and sing songs and finger plays.\*
- Children use a variety of instruments to create sensitivity to rhythm and beat.
- Children are invited to participate in creative dance and drama.

**Gross and fine motor development:**

- Children are provided open-ended and intentional opportunities to achieve widely held expectations in gross motor development such as: hopping, balancing, ball skills, body & space awareness, perception, running, chasing, changing direction, climbing, game playing, dance & crawling.
- Children have use of a wide range of equipment such as balls, balance beam, climbing structures, mats, trikes, tunnels, scooters etc.
- Children are provided daily open-ended and intentional activities and materials to develop age appropriate fine motor skills such as: manipulatives, stringing beads, painting, pouring, pegboards, puzzles, building, play dough, proper use of and practice with writing instruments and scissors, fastening garments.

*\*Pandemic note: currently students are limited in some learning categories due to pandemic restrictions, including for example singing and going on field trips.*