

Instructional Program

First Presbyterian Church Preschool

The instructional program may vary slightly according to the age and maturity levels of the children. The program may be slightly more structured during the first half of the year while the children become adjusted to working with the group and following rules and directions. The teachers will have a schedule of weekly activities and will talk with parents freely concerning the curriculum.

First Presbyterian Preschool

Four Year Old Class Curriculum

Our preschool provides a developmentally appropriate program based on how young children learn best. It is designed to help each child to be ready for kindergarten through play and hands-on learning. Children are immersed in a language-rich environment which helps each one learn and grow according to their individual literacy experiences. Realizing that each child is unique, different learning styles are taken into consideration and a multi-sensory approach is used.

Spiritual Growth

- To help children to appreciate the wonder and creation of God's beauty
- To allow children to experience and express gratitude
- To become familiar with religious celebrations and symbols
- To help children understand the similarities and differences in all people
- To share readings from the Bible written at the child's level

Language

The child will:

- Listen to others with understanding.
- Listen attentively to stories.
- Understand and follow simple directions.
- Use language to communicate information, experiences, ideas, emotions, etc.
- Show awareness of the structure of language; use simple sentences and new vocabulary.

Phonemic Awareness

The child will:

- Begin to recognize rhyming words.
- Begin to notice “same” sounds in words.
- Begin to understand that words begin and end alike (onsets and rime).

The Alphabetic Principle

The child will:

- Begin to recognize letters of the alphabet.
- Begin to match capital and lowercase letters.
- Begin to associate sounds with words/letters of the alphabet.

Awareness of Print

The child will:

- Begin to recognize the directionality of print (top to bottom/left to right).
- Begin to understand that print conveys meaning.
- Recognize his/her first name in print.
- Begin to recognize the name of classmates.
- Begin to write (letters, numbers, words, name).

Story Comprehension (Constructs meaning when responding to a story or a picture)

The child will:

- • Show interest in books and reading.
- Begin to join in reading of familiar predictable/pattern books.
- Begin to demonstrate an understanding of literal meaning of story through questions and comments (characters, story setting, etc.).
- Begin to predict outcome.
- Begin to differentiate reality and fantasy.
- Begin to connect information from a story to life experiences.

Awareness of Numbers/other Concepts

The child will:

- Apply one-to-one correspondence by counting concrete objects in the environment.
- Count with understanding and recognize how many in sets of objects.
- Begin to recognize numbers from 0-10 and beyond.
- Match quantities and numbers for 0-10.
- Begin to rote count to 30 and beyond.
- Begin to compare sets of objects using language (same, more than, less than).

- Begin to identify the position of objects/numbers (first, second, third, last, next).
- Begin to sort sets of objects by color/size/shape.
- Identify basic shapes.
- Begin to learn the seven days of the week and the months of the year.

Social and Emotional Development

Strategies are used to help children become responsible and accept the consequences of their actions. We encourage and teach respect, kindness to one another and self-control.

The child will:

- Demonstrate a positive self-image.
- Demonstrate control over emotions.
- Begin to accept the consequences of his/her behavior.
- Show interest and actively participate in classroom activities.
- Follow established rules and procedures.
- Select tasks and begin to complete them independently.
- Play in a small group of two to five children.
- Begin to show give and take in cooperative play.
- Approach others positively and show pleasure in being with others.

***Please note:** Social Studies and Science are integrated with language arts and math lessons

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Three Year Old Class Curriculum

Our preschool promotes the development of the whole child including spiritual growth, social-emotional, physical, cognitive and language development. Children learn through play and hands-on learning experiences. The following objectives provide a common set of expectations for the three year old preschool children's development and, at the same time, validate the individual differences that should be expected in children.

Spiritual Growth

- 1. To help children to appreciate the wonder and creation of God's beauty**
- 2. To allow children to experience and express gratitude**
- 3. To become familiar with religious celebrations and symbols**
- 4. To help children understand the similarities and differences in all people**
- 5. To share readings from the Bible written at the children's level**

Social/Emotional Development (Sense of self; responsibility for self; developing a sense of self with others)

- 1. Shows ability to adjust to new situations**
 - Treats arrival and departure as routine parts of the day
 - Accepts changes in daily schedule and routines
- 2. Demonstrates appropriate trust in adults**
 - Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy
- 3. Recognizes own feelings and manages them appropriately**
 - Identifies and labels own feelings
 - Is able to describe feelings and their causes
- 4. Stands up for his/her rights**
 - Physically or verbally asserts needs and desires
 - Asserts own needs and desires verbally without being aggressive
- 5. Demonstrates self-direction and independence**
 - Chooses and becomes involved in one activity out of several options
- 6. Takes responsibility for own well being**
 - Uses self-help skills with occasional reminders
 - Uses self-help skills and participates in chores without reminders
- 7. Respects and cares for classroom environment and materials**
 - Uses materials in appropriate ways
 - Cleans up used materials before starting another activity
- 8. Follows classroom rules**

- Follows classroom rules with reminders
- Understands and follows classroom rules without reminders
- 9. Plays well with other children**
 - Works/plays cooperatively with one other child
 - Successfully enters a group and plays cooperatively
 - Maintains an ongoing friendship with at least one other child
- 10. Shares with others**
 - With prompts, share or takes turns with others
 - Shares toys or allows turn in response to another child's request
- 11. Uses thinking skills to resolve conflicts**
 - Accepts compromise when suggested by peer or teacher
 - Suggests a solution to solve a problem; seeks adult assistance when needed

Physical Development (Large motor and small motor)

- 1. Moves with balance and control**
 - Moves with balance and control - running, jumping, hopping, galloping
 - Demonstrates throwing, kicking and catching skills
- 2. Coordinates eye-hand movement**
 - Manipulates objects with hands (buttons large buttons on clothing, snips with scissors)
 - Manipulates smaller objects with increasing control (squeezes clothespin to hang painting, cuts with scissors along a straight line)
- 3. Uses tools for writing and drawing**
 - Holds marker or crayon; makes simple strokes
 - Holds marker or crayon with thumb and two fingers
 - Makes several basic strokes or figures; draws some recognizable objects

Cognitive Development (Learning / problem solving; logical thinking; representation and symbolic thinking)

- 1. Observes objects and events with curiosity**
 - Explores materials in the environment
 - Examines with attention to detail, noticing attributes of objects
 - Notices/and or asks questions about similarities and differences
- 2. Shows persistence in approaching tasks**
 - Sees simple tasks through to completion
 - Continues to work even when encountering difficulties
 - Seeks and accepts help or information when needed
- 3. Classifies objects**

- Groups similar kinds of toys together such as cars, blocks or dolls (such as in clean-up time)

- Sorts objects by one property such as size, shape or color

4. Uses numbers and counting

- Understands the concept of ‘one’

- Understands the concept of ‘more’

- Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

Language Development

1. Hears and discriminates the sounds of language

- Notices sounds in the environment; e.g. pays attention to birds singing, sirens

- Joins in fingerplays, nursery rhymes and songs

- Plays with words, sounds and rhymes

2. Expresses self using words and sentences

- Uses simple sentences (3-4 words) to express wants and needs; e.g., “I want the trike.”

- Uses longer sentences (5-6 words) to communicate; e.g., “I want to ride the trike when we go outside.”

- Uses complex sentences to communicate; e.g., “I hope it’s not raining when we go outside because I want to ride the trike.”

3. Understands and follows oral directions

- Follows directions with one and two steps

4. Listens attentively to stories read aloud

- Answers questions with prompting

Reading and Writing

1. Listens to stories being read

- Asks teacher to read favorite story; repeats refrain when familiar book is read aloud

2. Participates in story time interactively

- Answers questions with prompting

- Relates story to self

3. Exposure to the alphabet

- Participates in songs and fingerplays about letters

- Points out print in environment

- Recognizes symbols as letters

- Recognizes and identifies a few letters by name

4. Pre-writing and writing skills

- Scribbles with crayons and markers
- Draws simple pictures to represent something
- Uses scribble writing and letter-like forms
- Writes recognizable letters, especially those in own name

First Presbyterian Church Preschool

Two Year Old Class Curriculum

Our goal is to help each child feel comfortable in the school environment and make the separation from his or her parents as smooth as possible.

- Teachers will facilitate children's independent and self-help skills
- Teachers will provide engaging opportunities for language, early literacy and pre-writing development
- Teachers will tap into basic math, literacy, science concepts that children will build on throughout their preschool years
- Teachers will provide opportunities for fine motor/gross motor play indoors and outside such as painting, drawing, modeling with play dough, dancing, hopping, climbing and running, etc.

Basic Plan of Activities

A. Free Play through Learning Centers: A time when the children can make their own choices, use their own ideas and initiative, and develop relationships with others. Adults will guide and encourage but not direct this play. Through the centers, the children should experience one or more of the following:

1. Language arts, manipulative games, language readiness skills such as oral and visual discrimination of letters and or shapes.

Comprehension, memory, perception, and listening habits will be stressed.

2. Exposure to numbers and counting.

3. Exposure to science related concepts, i.e.; animals, weather

4. Housekeeping. The use of imagination and language skills in role playing various family relationships will comprise a large part of this center

5. Art. During free plan and planned activities, children will have a chance to experiment and create on a daily basis

6. Music. Basic rhythms, songs, interpretation and enjoyment of music will be a part of music activities.

B. Cleanup. After playing, children will assist in cleaning up the room and putting toys and equipment in their proper place.

C. Play Time: Children will be in involved in large muscle activities either indoors or outdoors. There will be both directed and non-directed play with some emphasis on direction of movement.

D. Circle Time: Whole group experiences under the direction of the teacher or assistant. Some possibilities for group participation include math and language readiness skills, finger plays, dramatizations, music, rhythms, and allowing the children to express their ideas and feelings.

E. Snack Time: A time for experiences in good nutrition and an opportunity to try new foods.

F. Quiet Time: Children may hear a story or listen to music or simply rest at this time.

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