

# Curriculum Guidelines for 2015/2016

*Every moment is a learning moment. It is up to us to capture these moments through a lesson plan that fosters growth academically, socially, emotionally, and spiritually. In addition, we must act on these teaching moments with a spirit of adventure and understanding as they occur.*

Developmentally appropriate practices are not a method of teaching, but a way of thinking and working. The goals of the classroom are made according to its suitability per age group. With this being said, we go back to the basis that preschoolers spend most of their time playing and that play is very important to their development. **Through play, children** reenact experiences, they try out different roles, express ideas develop language and vocabulary, process information, learn to analyze and think, and finally widen their worldview and learn to relate to each other.

It is up to the teacher to guide their children through play by leading them from chaotic or out of control play to simplistic and repetitive play and finally to purposeful, complex play that engages the child's full attention. This is done by the teacher first, providing the props and then, stepping in and out of the play experiences and challenging the children with incites and integrations of standards and goals. For example, the teacher sitting on the floor during block play, using language such as, "I see you are putting several of the rectangle blocks together, if we measured it, how long do you think it would be?" or, "Can you tell me what you are building?" or "Who or what would live there?"

All age groups will be provided the opportunity to experience, on a daily basis four types of play experiences:

- a. Dramatic Play – dolls, dress up clothing, hats, play kitchen and other household items.
- b. Manipulative Play – block building, puzzles (may also include water play, small objects)
- c. Constructive Play – this is an activity such as free art, painting, cutting or gluing that may result in a finished product. This may include an appropriate craft but does not and should not always be teacher directed.

- d. Free, spontaneous play – outdoor playtime or indoor play equipment designed for the release of stored up energy and use of large muscles.

Every age level will adhere to the following Guidelines:

1. Provide a classroom environment that the child feels safe and secure
2. Encourage good manners as a daily routine.
3. Maintain reasonable discipline through careful supervision, clear limits, and age appropriate explanations. The one-minute per age rule will be used for “time-out” when necessary.
4. Encourage age appropriate independence in activities such as hanging up coat or back pack, putting toys away, clean up after snack, and using the bathroom.
5. Use positive comments and actions to promote self-esteem.
6. Promote cooperative behavior: sharing and taking turns.
7. Model and praise behavior that promotes kindness, friendliness and cooperation.

### **Christian Education**

Making Intentional God Connections: Guidelines for Weekday  
Preschool Ministry Programs

#### **WE SHARE OUR FAITH WITH CHILDREN**

**As we help them to see themselves as persons of worth –**

- We use positive reinforcement to help children to see themselves as persons of worth by making the God connection: “Jesus loves me this I know.”

**When we provide opportunities for children to make choices –**

- As we offer children choices that are within their ability to make, we affirm the faith God has in us and help children learn to use this gift. We offer a prayer for the child to make a good choice, and we make the God connection that we can choose to do things that make us sad or things that make us happy, emphasizing that God wants us to be happy.

### **As we help them become better stewards of God's creation –**

- We teach rules of health and safety that help us care for our own bodies (e.g., hand washing) to make the God connection that God wants us to take care of our bodies and be happy and healthy.
- When we take care of the earth's resources by sharing and not hoarding more than we can use, we make the God connection that God is happy when we recycle, share food, and take care of the earth.

### **When we help them practice the rule of love through their attitudes and relationships -**

- We show children how to treat one another and learn to handle disagreements, differences, and feelings, using words and kind hands, and we let children help one another with boo boos, serving snack, and age appropriate service/mission projects. This allows us to make the God connection that God wants us to love one another.

### **As we provide opportunities for them to be involved with the natural world –**

- We explore God's world and its wonder, including bugs, weather, and changing seasons, as the basics to worship to make the God connection that God gave us all of creation – the plants, animals, ocean, earth and sky - and we must take care of it.

### **As we provide opportunities for children to create instead of copy –**

- Because God created us to love God and one another and to create expressions of that love, we encourage this creativity by providing opportunities for children to paint, sculpt, sing, dance, play, pretend, build, glue, cut with scissors, and imagine. In this practice we make the God connection that God gave us our minds, hands, eyes, voices, and ears to create.
- We post scriptures in our centers to help remind us and other adults who may be in our room to make intentional verbal God connections.

**When we provide opportunities for them to be involved with many other people –**

- Community helpers, the custodian, church office staff, and senior church members who may volunteer at your school are people the children come to know. When the children experience how we are all interdependent, we help them make the God connection that we are all part of God's family and that we all have special things we can do to help others.

**As we use the language of faith in interpreting experiences –**

- We use biblically based storybooks and children's story bibles to share stories of faith.

**When we admit we are willing to trust God with the things we do not know –**

- We make the God connection that we can be sure God is always with us and wants us to be safe.

**When we live it out with them –**

- Children and staff participate in age appropriate worship through Chapel time.
- We make the God connection that God loves us and wants us to love one another.

**When we are willing to live with them, sharing the richness of everyday living, the hurts, the joy, the needs, and the fulfillments offering hope in honest and open ways –**

- Children learn to respond in the same ways they have seen us behave. We are not perfect creatures and we share our faith as we share our own growing pains. Through this we make the God connection that God loves us even when we have a bad day, are angry, or hurt someone.

**You have made a God connection intentionally!**

# Infants

The infant program will provide for the following goals:

- To care for infants in a warm, loving environment that lets each child know that he/she is special. This includes holding, singing to, talking to and cuddling each child, as these activities are vital to this stage of development.
- To meet each child's physical needs.
- Follow strict sanitation procedures for diapering and feeding that are adhered to faithfully.
- Provide opportunities for exploring and stimulation of the senses.
- To be supportive of parents and encouraging open and honest communication while using tact and discretion.

## Toddlers – 24 months

Learning for a toddler occurs when an activity can be repeated over and over again. For example, a toddler loves to dump things, put them back and then do it again repeatedly. This simple activity is a challenge for them.

The Toddler program will:

- Provide a nurturing, flexible and calm atmosphere where the child feels safe and is learning to be independent from the parent for a short time.
- To meet each child's physical needs.
- Follow strict sanitation procedures for diapering and feeding that are adhered to faithfully.

Obtain the following goals:

### **Language / Vocabulary and Cognitive Development:**

1. Make your language very clear by being very specific. For example, put the blue block on top of the red one.
2. Look directly at the child when you speak.
3. Be aware of the noise level in the room – a high level of noise can interfere with language learning.
4. Provide experiences with chanting, and repeating of sounds.
5. Encourage conversation and allow the child to express him/her self verbally in activities.

6. Read simplistic books daily.
7. Sing songs and promote finger play with the songs.
8. Begin teaching of directional words and position such as up, down, in front of, behind, over, under, beside, and next to.
9. Begin teaching comparison words: biggest, smallest, tallest, shortest, and longest.
10. Begin teaching basic concepts in shapes, colors, and counting.
11. Provide beginning experience with coloring and writing.

### **Social/Emotional Development:**

- To promote social and emotional growth by setting limits for toddlers to learn cooperative and group play.
- Toddlers will have the opportunity for stories, songs and finger plays either in a one on one situation with a teacher or a small group.

### **Physical and Motor Development:**

- To promote physical and motor development through outdoor and indoor play equipment.
- Toddlers will be provided numerous safe play experiences.
- Age appropriate puzzles and finger plays for fine motor development.

### **Spiritual Development:**

- Toddlers will learn one or more blessings.
- Toddlers will say a blessing prior to eating snack.
- Toddlers will begin learning through song and stories of Jesus' love for them.
  
- ***Toddlers do not use glitter, marbles, beads, toothpicks or other small craft objects.***

# 2-year olds – Monthly Resource Units:

## September:

- School Days
- My family
- Apples
- Safety/Police Officers help us

## October:

- Fall Days
- Pumpkins
- Safety/Firefighter friends

## November:

- We say Thank you God
- Foods
- Nature and the Natural world

## December:

- Baby Jesus and Christmas Day
- Sights, Sounds and Smells of Christmas
- Sharing our gifts

## January:

- Winter weather
- Animals of winter

## February:

- Valentine's Day
- Showing Love
- Taking care of our teeth

## March:

- Changing weather
- St. Patrick's Day
- Night and Day (pajama day fun)

## April:

- Spring is here
- Easter Joy
- New Life
- Nature

## May:

- Farm animals
- Spring flowers
- Show love on Mother's Day

## **Language / Vocabulary and Cognitive Development:**

1. Through play, songs, and stories continue recognition and naming of colors, shapes, counting, stacking, sorting, matching objects, identify body parts.
  2. Begin teaching opposite words such as; hot/cold, big/little, fast/slow
  3. Provide language experiences with finger plays, flannel board stories, reading every day, puppets.
- Engage in simple make believe activities so the children learn to describe and practice their expressive language. Expressive language includes descriptive words (size, emotion, color, feel)

## **Math and Science goals:**

1. Counting. Numbers 1-10.
2. Help the children to understand the passage of time by using such words as; soon, next, first, yesterday, today, tomorrow.
3. Introduce concepts such as empty and full, more and less, same and different, heavy and light.
4. Opportunities to discover our natural world: how things grow and change.
5. Provide opportunities to use weather terms: sunny, rainy, cloudy, windy, snowy.
6. Allow children to sort or group items according to characteristics; color, shape, size.

## **Social/Emotional Development:**

1. Provide children the opportunity to play in groups.
2. Teach children how to ask for a turn and to share.
3. Provide children the opportunity to be a leader.
4. Provide children the opportunity to sit within the group, listen and take turns.
5. Teach children manners such as please, thank you, excuse me; raise a hand to be called on.
6. Teach the children the passage of time through the structure of the day. For example, outside playtime, snack time, circle time, etc.

## **Physical/Motor Development:**

1. Provide activities that allow for jumping, hopping, skipping, running, walk in a line.
2. Manipulate, pound and squeeze play dough. Introduce scissors with cutting of play dough.
3. Provide puzzle activities appropriate to the child's ability.
4. Develop fine motor skills and hand/eye coordination through stringing items such as large wooden beads, straws, and cereal.
5. Give children experiences with holding and using paintbrushes, markers, and crayons. Allow children to experience gluing and pasting of various materials.

## **Spiritual Development:**

Two year olds will learn one or two blessings.

1. Two year olds will learn to say a blessing daily before snack time.
2. Two year olds will learn of Jesus' love for them through stories and song. (see music)

## **Music:**

1. Provide experiences singing repetitive simple songs.
2. Teach songs that revolve around seasons and religious holidays.
3. Encourage creative movement to music through clapping, tapping, dancing, marching, etc.
4. Use music in your daily activities (singing a blessing, good morning song, clean-up song, etc.)

*2 year olds do not use glitter, marbles, small beads, toothpicks or other small craft objects. Paint and play dough may be used only under the supervision of a teacher or assistant.*

- **To play, socialize, experience hands on, and to be able to function within the structure of the classroom is the goal.**

# 3-year olds - Monthly Resource Units:

## September:

- All about me
- At School – new friends, new room
- In My Family
- Apple Days
- Police Officer/Safety

## October:

- God's World in the Fall
- Pumpkin Time
- Fire Safety

## November:

- The first Thanksgiving Day
- Thank You God
- Foods

## December:

- Advent time – preparing for Christmas
- Jesus was a baby
- Sharing gifts with others
- Sights, Sounds, and Smells of Christmas

## January:

- It's Winter
- Animals in the winter
- Caring for ourselves

## February:

- Valentine's Day
- Sharing and showing love
- Delivering the mail
- Ginger bread Man and other favorite stories
- Healthy Teeth

## March:

- Spring weather?
- Night and Day (Pajama Day fun)
- My five senses

## April:

- Spring – New Beginnings
- Easter Joy
- Baby Animals

- Nature/How things grow

**May:**

- We show Love on Mother's Day
- Fun on the farm
- Ready for summer

**Language / Vocabulary and Cognitive Development:**

1. Provide many opportunities for listening and following specific directions. "Simon Says" games are great for this.
2. Engage in a brief circle time daily to discuss weather, calendar, and read a story – no longer than 10 minutes.
3. Recognition of upper and lower case letters through recognition of the child's own name.
4. Begin writing of child's own name using upper and lower case letters
5. Practice reading comprehension by asking children specific questions about a story that was just read.
6. Include dramatic play to retell a story or recap a story.
7. Engage in cutting, gluing, painting and creating to allow for self-expression.

**Reading Readiness:**

1. Encourage left to right progression in all activities.
2. Label all artwork with the child's name and spell it out with them as you write. Label cubbies or hooks with names.
3. Write sentences to go along with a picture that the child has drawn or painted or created. For example, "This is my mom planting flowers."
4. Allow children many opportunities to see their name and write their name freely.
5. Allow children both group reading time and individual quiet reading time.

## **Math, Science and Community:**

1. Provide opportunities for counting orally and numeral recognition: 1-5, 1-10, counting 1-20.
2. Introduce patterns and grouping.
3. Provide calendar activities.
4. Introduce children to ordinal numbers: first, second, third, etc.
5. Introduce children to other geometric shapes such as diamond, oval, octagon.
6. Allow for concrete science experiences involving animals and plants, such as planting seeds, learning about farm animals, etc.
7. Plan activities that make children aware of the seasons of the year and things that happen in each one.
8. Supply activities which allow the child to learn basic safety habits such as buckling seatbelts, meaning of stop signs and stop lights, importance of fire drills, the role of police and fire fighters.

## **Art:**

1. Encourage free expression with paint, markers, chalk, crayons, collage materials, and other mediums.
2. Allow for cutting and gluing a variety of materials.
3. Allow for creativity and individuality of artwork. Let the child use his/her imagination – not the teacher's.

## **Social/Emotional Development:**

1. Help the children to understand the flow of the classroom through structured time periods of play, music, centers and snack.
2. Teach the children respect for each other and the importance of sharing and taking turns.
3. Teach the children and have them practice good manners.
4. Provide a time for show-n-tell for each child.
5. Encourage bathroom independence and healthy habits.
6. Help the child to feel confident in their surroundings and confident with their peers.

## **7. Physical/Motor Development:**

1. Provide tongs, eyedroppers, and tweezers, anything that encourages fine motor skills using the pincher grip to aid in scissor skills and writing skills.
2. Engage in puzzles, beads, pegs, and other small manipulative to encourage eye-hand coordination and small muscle development
3. Learn to use scissors and follow a line.
4. Engage in outdoor and indoor play experiences using playground and indoor play equipment.
5. Provide activities that develop good balance and body awareness such as; walking a straight line or a curved one, walking with a beanbag on his/her head.

## **Spiritual Development:**

1. Three year olds will learn one or two blessings.
2. Three year olds will learn to say a blessing daily before snack time.
3. Three year olds will learn of Jesus' love for them through stories and song. (see music)
4. Three year olds will attend a monthly chapel time story and song as well as engage in a Thanksgiving Worship Service.
5. Visit the church sanctuary to help children in understanding worship and Christian symbols

## **Music:**

1. Provide experiences singing repetitive simple songs.
2. Teach songs that revolve around seasons and religious holidays.
3. Encourage creative movement to music through clapping, tapping, dancing, marching, etc.
4. Use music in your daily activities (singing a blessing, good morning song, clean-up song, etc.)

**To play, socialize and experience is the goal. When producing a craft or project,** the teacher will ensure the child understands the concept behind the "why" of what they are doing. Help them make the connections to encourage thought and process.

# PreK 4 and 5-year olds – Monthly Resource Units:

## **September:**

- All about me
- New Friends
- Where do I live?
- Safety – Police Officers, emergencies

## **October:**

- It's harvest time
- All about Fall – God's changing world
- Fire Safety

## **November:**

- The First Thanksgiving
- Being Thankful to God and helping those in need
- Food – from farm to table

## **December:**

- Advent Season
- The Christmas Story
- Sharing our love and gifts

## **January:**

- God's world in the winter
- Animals/hibernation
- Our Country, Our World

## **February:**

- It's Valentine's Day
- Mail time
- My Body/good health
- Favorite Stories and games

## **March:**

- Is it Spring?
- Changes in the Earth and Sky
- My five senses

## **April:**

- Looking for signs of spring in God's World
- Life cycles in nature
- Easter Joy

## **May:**

- How things grow
- How I've grown
- Mothers are special

## **Reading /Language and Cognitive Development:**

1. Recognizing both first and last names and the names of others in the classroom.
2. Writing first and last names using appropriate upper and lower case letters.
3. Label his/her artwork.
4. Complete understanding of the alphabet
5. Provide the opportunity for children to label their art with a descriptive sentence.
6. Incorporate the use of classroom learning magazines
7. Engage in more than one circle time daily – no longer than 12 – 15 minutes each.
8. Provide opportunities for multi-tasking and following directions.
9. Provide activities that help develop memory and listening skills such as retelling and acting out a story.
10. Allow children to present and ask and answer questions through show and tell, and community experiences.
11. Provide activities that aid in children learning their full names, their parents' names, addresses, phone numbers, age and birthday.
12. Consonant letter and sound recognition (hard sounds).
13. Short vowel sounds.
14. Introduction to some sight words such as: "see", "and", "sit".

## **Math, Science and Community:**

1. Writing and recognizing numbers 1-31. Provide the children the opportunity to count to 100. Understand the concept of 100. Count and group items by 2s, 5s, 10s.
2. Introduce the children to concept of measurement such as weight, length, liquid measurement through cooking experiences and other experiences.

3. Recognition and understanding of geometric shapes – including 3D shapes such as sphere, cylinder, cone, and cube.
4. Provide children the opportunity to learn descriptive words such as sweet, sour, lumpy, rough, smooth, soft, hard, quiet and loud; through the study of their five senses.
5. Awareness of the practical uses of numbers beyond 10 through Calendar activities, clock and money.
6. Broaden the child's knowledge of the world around him through different units of study such as transportation, occupations, foreign countries and cultures, animals and seasons.

### **Social/Emotional Development:**

1. Independence in the ability to keep up with his/her belongings – hanging up backpack and coat, using assigned cubicle space
2. An understanding of self through an exploration of the five senses.
3. To be confident with self and peers through show n tell activities, games, and music.
4. Provide each child the opportunity to complete helping tasks within the classroom and to be a leader.

### **Physical/Motor Development:**

1. Independence with clothing through learning to zip, snap, button and fasten – some children will be ready to learn to tie their own shoes
2. Manipulate scissors, pencil, and crayon/marker, paintbrush with ease.
3. Climb, run, balance, use the stairs using foot over foot movement.

### **Spiritual Development:**

1. Participate in monthly chapel time with story and song.
2. Participate in Thanksgiving Worship Service.
3. Practice prayer daily through blessings before snack.
  - a. Discuss and provide activities related to Christian holidays and teachings.

4. Visit the church sanctuary to help children in understanding worship and Christian symbols

**To play, socialize and experience is the goal. When producing a craft or project,** the teacher will ensure the child understands the concept behind the “why” of what they are doing. Help them make the connections to encourage thought and process.

## Rev. 2015

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