

Curriculum Guide Preschool

**FRIENDS
SCHOOL**



Challenging minds, nurturing spirits.

Friends Preschool Curriculum

We believe that a gentle introduction to school through play-based learning and exploration provides the foundation for a lifetime of success. Social, emotional, physical, creative, and pre-academic development are encouraged through hands-on experiences and an abundance of time outdoors. Positive, rich learning experiences ignite a love of learning, lay the foundation for a child's future education, social skills, confidence, self-awareness, emotional intelligence, creativity, and respect.

LITERACY & LANGUAGE

What Children DO

Storytelling, acting out stories, writing words to accompany pretend play (i.e. menus, stop signs), "reading" books based on the pictures, observing peers or adults read and write, telling stories with puppets, blocks, or other props, making books, dictating words to go with a painting or picture, writing names, hearing poems, and identifying rhyming

What Children LEARN

Socially & Emotionally

Social skills, understanding of the world around them, and self expression, understanding emotions of self and others

Cognitively

Understanding that words carry meaning (written, spoken, and print) and that pictures tell stories, identifying the directionality of print, learning that words and pictures are symbols, predicting outcomes, learning about authors and illustrators, distinguishing fantasy from reality, language development, vocabulary development, love of words/ books , communication skills, sequencing, imagination, beginning to learn letters of the alphabet , and identify rhyming words and beginning sounds of words

Physically

Small motor development, visual tracking, eye-hand coordination, and listening skills

DRAMATIC PLAY

What Children DO

Pretend to be pirates, train engineers, fire fighters, kings, queens, princesses, police officers, animals, families, mail carriers, super heroes, storybook characters, roller skating babies, dancing horses, and others, have tea parties, create restaurants, space ships, stores, animal houses, and more

What Children LEARN

Socially & Emotionally

Play out real-life situations, group interactions, experience different roles and see from different vantage points, jobs in the community, respect for self and others, self expression, flexible thinking, confidence, self esteem, verbalizing their needs, conflict resolution, negotiation skills, expressing/representing emotion, understanding emotions of self and others

Cognitively

Language development , planning skills, vocabulary, problem solving, classification, develop representational thinking, and creating cognitive models of how the world works

Physically

Buttoning, snapping, zipping, tying, dressing skills, body awareness, spatial awareness, and physical expression

BLOCK PLAY	What Children DO	What Children LEARN		
	<p>Use materials for building and creating for a variety of purposes: wooden unit blocks, large hollow blocks, small pattern blocks, legos, and more, build roads, train tracks, homes, buildings, towers, animal worlds, airports, dinosaur environments, artistic designs, and more</p>	Socially & Emotionally	Cognitively	Physically
	<p>Explore: sand, water, play dough, clay, gak, flour, mud, cornmeal, bubbles, and more; use measuring cups, funnels, sifters, tubes, hoses, objects for imprinting and molding, garlic presses, scissors, rollers, etc.</p>	Socially & Emotionally	Cognitively	Physically
SENSORY PLAY	What Children DO	What Children LEARN		
		<p>Negotiation skills, turn-taking, cooperative play, group social skills, dramatic play, making sense of the world using representation and playing out real life situations, understanding emotions of self and others</p>	<p>Properties of various materials, how materials change with heat, water or manipulation; measuring, sorting, basic math concepts, conservation , volume, and cause and effect</p>	<p>Fine motor control, eye-hand coordination, and tactile stimulation/ soothing, energy modulation</p>

Use materials for building and creating for a variety of purposes: wooden unit blocks, large hollow blocks, small pattern blocks, legos, and more, build roads, train tracks, homes, buildings, towers, animal worlds, airports, dinosaur environments, artistic designs, and more

Socially & Emotionally

Cooperation with others, making choices, negotiation skills, respect for self and others, self expression, representing and understanding real life situations, understanding emotions of self and others

Cognitively

Identifying shapes, understanding scale, classifying and sorting, counting sequentially, making predictions, creative use of materials, cause and effect, creative thinking, problem solving, developing concepts of balance, measurement, and gravity, language development skills, vocabulary, pattern identification skills, and developing spatial reasoning skills

Physically

Gross motor strengthening, small motor development, visual perception, muscle control and coordination, core muscle strengthening

What Children DO

Explore: sand, water, play dough, clay, gak, flour, mud, cornmeal, bubbles, and more; use measuring cups, funnels, sifters, tubes, hoses, objects for imprinting and molding, garlic presses, scissors, rollers, etc.

Socially & Emotionally

Negotiation skills, turn-taking, cooperative play, group social skills, dramatic play, making sense of the world using representation and playing out real life situations, understanding emotions of self and others

Cognitively

Properties of various materials, how materials change with heat, water or manipulation; measuring, sorting, basic math concepts, conservation , volume, and cause and effect

Physically

Fine motor control, eye-hand coordination, and tactile stimulation/ soothing, energy modulation

SENSORY PLAY

What Children LEARN

ART	What Children DO	What Children LEARN		
	<p>Painting, cutting, gluing, drawing, play dough, clay, mixing colors, sculpture, 3D construction, stringing beads, making books, collage, sewing, finger painting, etc</p>	Socially & Emotionally	Cognitively	Physically
		<p>Creative expression, self-esteem, creative use of materials, understanding of their emotions, energy modulation, and problem solving</p>	<p>Unique properties of materials, colors, shapes, textures, planning skills, how properties change, symbolic representation (precursor to reading/writing), ecological awareness (using recycled materials), cause and effect, and picture /illustration relations</p>	<p>Fine motor development, eye-hand coordination, and balance</p>
MATH/MANIPULATIVES	What Children DO	What Children LEARN		
	<p>Puzzles, building and creating with hollow blocks & unit blocks, dominoes, geo-boards, peg boards, Unifix cubes, Cuisenaire rods, dice, bottle caps, marbles, magnets, pipettes, tweezers, and sorting materials</p>	Socially & Emotionally	Cognitively	Physically
		<p>How to work in small groups, to see peers as models, and perseverance</p>	<p>Classifying, sorting, creating patterns, understanding matching skills, concepts such as color, size, shape, and number, sequencing, problem solving, vocabulary, observation skills, and logic</p>	<p>Fine motor development, eye-hand coordination, visual discrimination, and motor planning</p>
GROUP MEETING	What Children DO	What Children LEARN		
	<p>Discussion, storytelling, introduction to science materials, planning for choices, group writing, singing, dancing, rhythm sticks, instruments, creative movement with music, imitating animals, yoga postures, group games, graphing experiences, and more</p>	Socially & Emotionally	Cognitively	Physically
		<p>Respect for self and others, negotiating skills, verbal expression, cooperating with others, group social skills, confidence, appreciating differences, self-regulation, and public speaking, understanding emotions of self and others</p>	<p>Following patterns, predicting outcomes, new vocabulary, beginning writing skills, listening skills, pitch, tempo, learning skills; classifications like colors, body parts, shapes, etc., observation skills, body awareness, balance, and keeping rhythm</p>	<p>Coordination, agility, listening skills, observation skills, and spatial awareness</p>

<p>OUTDOOR PLAY</p>	<p>What Children DO</p> <p>We believe that being outdoors for extended periods is important for young children. As a result, all aspects of our curriculum above may take place outdoors.</p> <p>Other outdoor activities include: running, climbing, throwing and kicking balls, digging in the sandbox, pretend play, wood working: hammers, saws, and screwdrivers, swinging, spinning, sliding, riding tricycles, scootering, playing with snow, discovering bugs and birds, gardening and planting, ball games, group games, obstacle courses, and climbing trees</p>	<p>What Children LEARN</p>		
	<p>Socially & Emotionally</p> <p>Self confidence, cooperative playing , environmental appreciation, negotiating and taking turns, connection with the natural world, perseverance, and “practice makes better”, understanding emotions of self and others</p>	<p>Cognitively</p> <p>Problem solving, physical properties of materials, planning skills, cause and effect , vocabulary observation skills, development, and listening skills</p>	<p>Physically</p> <p>Body awareness, spatial awareness, large muscle development,</p>	
<p>CELEBRATIONS</p>	<p>What Children DO</p> <p>Birthdays, Family days, Harvest Celebration, Winter Celebration , Silver & Gold (year end).</p> <p>Baking, planting flowers, words of appreciation, art projects, singing, etc.</p> <p>Note: These celebrations take place in each classroom and are designed expressly for young children.</p>	<p>What Children LEARN</p>		
<p>Socially & Emotionally</p> <p>Ritual, social skills, respect for others, cyclical nature of life, experiencing membership in a community, and contributing to the community</p>	<p>Cognitively</p> <p>Planning, vocabulary development, and cultural history</p>	<p>Physically</p> <p>Fine motor skills used in cooking, gross motor skills used in dance or movement</p>		