

# Atonement Preschool Curriculum

## Religious Development

### Faith Formation

- † Use Bible stories, songs and discussion to reinforce faith and belief in God
- † Thank God for His blessings and love for us in various ways throughout the day
- † Learn about and celebrate the religious aspect of Christmas, Lent and Easter
- † Reinforce Jesus' love, forgiveness and teachings in our daily classroom interaction

## Social and Emotional Development

### Emotional Development

- † Demonstrate increasing competency in recognizing and describing own emotions
- † Begin to understand and respond to others emotions
- † Begin to show self-regulation to handle emotions appropriately
- † Explore a wide range of emotions using play, art, music, dance, etc
- † Respond to praise, limits and corrections
- † Demonstrate increasing use of words instead of actions to express emotions

### Self Concept

- † Begin to experiment with own potential and show confidence in own abilities
- † Demonstrate increasing self-direction and independence
- † Develop an awareness of self as having certain abilities, characteristics, and preferences
- † Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

### Social Competence and Relationships

- † Interact easily with one or more children
- † Interact easily with familiar adults
- † Begin to participate successfully as a member of a group
- † Use play to explore, practice, and understand social roles and relationships
- † Begin to understand others rights and privileges
- † Sustain interaction by cooperating, helping, sharing and expressing interest
- † Seek adult help when needed for emotional support, physical assistance, social interaction and approval
- † Use words and other constructive strategies to resolve conflict

# **Language and Literacy Development**

## **Listening**

- † Understanding non-verbal and verbal cues
- † Listen with understanding to stories, directions, and conversations
- † Follow directions that involve a two or three step sequence of actions
- † Listen to and recognize different sounds in rhymes and familiar words

## **Speaking**

- † Communicate needs, wants, or thoughts through actions, expressions and/or words
- † Communicate information using words
- † Speak clearly enough to be understood
- † Use increasingly complex and varied vocabulary and language
- † Initiate, ask questions, and respond in conversation with others

## **Emergent Reading**

- † Initiate stories and respond to stories told or read aloud
- † Guess what will happen next in a story using pictures as guides
- † Retell information from a story
- † Recognize and name letters of the alphabet
- † Identify letters of the alphabet in own name
- † Begin to associate sounds with letters and words

## **Emergent Writing**

- † Understand that writing is a way of communicating
- † Use scribbles, shapes, and/or pictures to represent thoughts and ideas
- † Engage in writing using letter-like symbols to make letters or words
- † Learn to copy and write own name

# **Creativity and the Arts**

## **Creating**

- † Use a variety of media and materials for exploration and creative expression
- † Participate in art and music activities
- † Participate in creative movement, drama, and dance

## **Responding**

- † Show others and/or talk about what they have made
- † Show interest and respect for the creative work of self and others

## **Evaluating**

- † Share experiences, ideas, and thoughts about art and creative expression
- † Share opinions about likes and dislikes in art and creative expression

# **Cognitive Development**

## **Mathematical and Logical Thinking**

### **Number Concepts and Operations**

- † Demonstrate increasing interest in and awareness of numbers and counting
- † Demonstrate understanding of one-to-one correspondence between objects and numbers
- † Demonstrate ability to count in sequence
- † Demonstrate ability to state the number that comes next up to 10
- † Demonstrate beginning ability to combine and separate numbers of objects

### **Patterns and Relationships**

- † Recognize and duplicate simple patterns
- † Sort objects into subgroups by one or two characteristics
- † Order or sequence several objects on the basis of one characteristic

### **Spatial Relationships/Geometry**

- † Identify and name common shapes
- † Use words that show understanding of order and position of objects

### **Measurements**

- † Recognize objects can be measured by height, length, weight and time
- † Make comparisons between at least two groups of objects

### **Mathematical Reasoning**

- † Use simple strategies to solve mathematical problems

## **Scientific Thinking and Problem Solving**

### **Observing**

- † Uses senses to explore materials and the environment
- † Identify and/or describe objects by physical characteristics

### **Questioning**

- † Express wonder about the natural world
- † Ask questions and seek answers through active exploration
- † Make predictions about objects and natural events

### **Investigating**

- † Use tools(e.g., magnifying glass, maps, binoculars) for investigation of the environment
- † Make comparisons between objects that have been collected or observed

## **Social Systems Understanding**

### **Human Relationships**

- † Understand various family roles, jobs, rules and relationships
- † Recognize and appreciate similarities and differences between self and others

### **Understanding the World**

- † Begin to recall recent and past events
- † Share responsibility in taking care of their environment
- † Identify characteristics of the places where they live and play within the community

## **Approaches to Learning**

### **Curiosity**

- † Show eagerness and a sense of wonder as a learner
- † Show interest in discovering and learning new things

### **Risk-Taking**

- † Choose new as well as a variety of familiar activities
- † Use a variety of strategies to solve problems

### **Imagination and Invention**

- † Approach tasks and experiences with flexibility, imagination and inventiveness
- † Use new ways or novel strategies to solve problems or explore objects
- † Try out various roles in play or with make-believe objects

### **Persistence**

- † Work at a task despite distractions or interruptions
- † Seek and/or accept help or information when needed
- † Demonstrate ability to complete a task or stay engaged in an experience

### **Reflection and Interpretation**

- † Think about events and experiences and apply this knowledge to new situations
- † Generate ideas, suggestions, and/or make predictions

## **Physical and Motor Development**

### **Gross Motor Development**

- † Develop large muscle control and coordination
- † Develop balance, flexibility and stamina
- † Develop ability to move their body in space with coordination

### **Fine Motor Development**

- † Develop small muscle control (use scissor with control, use glue with control, assemble puzzles, hold a writing instrument between thumb and fingers)
- † Use hand-eye coordination to perform a variety of tasks
- † Use a variety of tools – paintbrushes, crayons, markers