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Emmanuel Episcopal Day School Curriculum Policy Manual Reference 2.5

The curriculum of Emmanuel Episcopal Day School is based upon the philosophy of learning through play. It is organized around three major goals: Cognitive Development, Social-Emotional Development and Physical Development. Under each goal are developmental skills which the teachers use as objectives in planning thematic learning units and daily routines. All children will not master these skills at the same time. The teachers encourage them to progress through the curriculum and to achieve their maximum potential in preparation for kindergarten.

2.5.1 Two-Year Olds

Cognitive Development

Intellectual Skills

- identifies objects in pictures and the environment
- classifies in broad terms (e.g.big/small)
- identifies characteristics of the environment through the senses (e.g.hot/cold, day/night)
- has an awareness of numbers
- has an awareness of colors and shapes
- perceives God as a loving presence

Language Skills (oral, aural, written)

- participates in music and rhythmic activities
- listens to short stories
- speaks in simple sentences
- states first and last name when asked
- names parts of the body

Social-Emotional Development

Independence

- expresses feelings and needs
- follows simple directions
- follows routines with assistance (e.g. toilet, hand washing)
- understands classroom routines
- displays a variety of responsive behaviors
- shows pride in accomplishments
- begins to handle transitions

Interrelationships

- engages in parallel play
- takes turns sometimes

Physical Development

Large Motor Skills

- runs, jumps, climbs
- climbs up and down stairs
- throws and kicks a ball
- catches a rolled ball
- assists with outerwear
- claps

Small Motor Skills

- participates in fingerplays
- scribbles with fat crayons
- manipulates simple objects (e.g. puzzles, beads, play-doh, shape sorters)
- pours from one container into another
- feeds self with spoon
- drinks from a cup

2.5.2 Three-Year Olds

Cognitive Development

Intellectual Skills

- identifies objects in pictures and the environment with more discrimination
- identifies colors and shapes
- begins to recognize letters and numbers
- recognizes own printed first name
- understands short time concepts (now/later)
- understands cause and effect
- identifies characteristics of environment through the senses (sunny/cloudy)
- understands objects as symbols of something else (cross/church, valentine/love, number/object relationships)
- perceives God as a loving presence

Language Skills (oral, aural, written)

- participates in rhyming games/songs
- recites, sings
- listens to a story in a group
- demonstrates a command of increased vocabulary
- dramatizes a story
- relates recent events
- engages in imaginary play
- attempts to draw stick figures
- identifies body parts
- counts 1-30
- expresses self in front of a group (e.g. show and tell)

Social-Emotional Development

Independence

- begins to accept responsibility for behavior
- expresses feelings and needs
- follows routines (e.g. toilet, hand washing)
- exercises self-help, self-control
- makes transition to a new setting

Interrelationships

- shares, interacts and cooperates more willingly
- displays an understanding of self as part of family, school, community
- interacts with new adults
- engages in interactive play

Physical Development

Large Motor Skills

- runs and jumps with increased skill
- climbs stairs with one foot at a time
- attempts to catch a ball
- rides a tricycle
- puts on outerwear
- claps continually

Small Motor Skills

- initiates and performs fingerplays
- uses a brush, crayon, marker
- manipulates objects with purpose (e.g. puzzles, beads, play-doh, Legos)
- draws a circle and straight line
- begins to use scissors to cut
- unzips and unties
- begins to zip and button
- uses a computer for learning activities

2.5.3 Four-Year Olds

Cognitive Development

Intellectual Skills

- recognizes upper and lower case letters
- begins to recognize the sounds that letters represent
- understands and recognizes legal first and last name
- understands comparatives
- understands more abstract words
- incorporates verbal directions into activities
- follows 3 unrelated commands in sequence
- locates numbers on a sequential number line
- comprehends questions
- comprehends prepositions
- sorts and classifies by color, size, category
- matches letter, shape, number cards
- comprehends 1-1 correspondence
- adds and subtracts numbers of objects
- makes simple estimations and predictions
- understands time relationships (yesterday, today, tomorrow)
- recognizes the characteristics of seasonal changes
- perceives God as a loving presence

Language Skills (oral, aural, written,)

- engages in wordplay, silly songs
- listens to longer and repeated stories
- understands the sequencing of a story (beginning, end)
- tells and retells a story
- describes artwork
- adds details to story
- draws pictures to illustrate a story or event
- draws stick figures with more details
- makes up own stories and verses
- describes familiar people/objects in pictures
- names body parts in picture or on self
- prints most upper and lower case letters
- prints own first or whole name using upper and lower case letters (D'nealian style)
- counts 1-50
- asks "when" "how" "why" questions
- repeats directions
- states his own address and phone number
- participates in group sharing

Social-Emotional Development

Independence

- expresses likes and dislikes
- manages feelings, needs, and impulses
- follows routines independently
- accepts responsibility and consequences for behavior
- attends to activities for longer periods
- makes appropriate choices
- pursues individual goals
- understands consequences

Interrelationships

- collaborates, cooperates, and shares willingly
- shows empathy and remorse, helps others
- accepts responsibility and consequences as a group member
- forms friendships
- engages in interactive play

Physical Development

Large Motor Skills

- slides, hops, rolls
- catches a ball
- pumps a swing
- climbs
- begins to clap rhythmically

Small Motor Skills

- uses smaller brushes, crayons, markers
- manipulates smaller objects with purpose (e.g. puzzles, play-doh, beads, Legos)
- draws simple shapes (e.g. square, circle, triangle)
- uses scissors to cut simple shapes
- opens containers and packages
- zips and snaps
- snaps fingers