

## Curriculum and Framework

### Related to the California Department of Education Preschool Learning Foundations

### Adapted for the City of Morgan Hill Recreation Preschool

#### AGES 4-5

### **Social-Emotional Development**

We help strengthen children's growing awareness of self and others, and encourage participation in longer and more reciprocal social interactions. By participating positively and cooperatively as group members, children have a growing capacity for self-control and beginning friendships.

\*Achieved by adult guidance and role modeling during play experiences through the preschool day.

### **Language and Literacy**

We provide opportunities for children to use language to problem solve, seek new information, and tell stories, using longer phrases, concepts, and age-appropriate grammar. Children learn that letters have sounds, and to orally blend letters and words. They begin to recognize their own name and other common words in print, can match some upper and lower case letters. We practice remembering details of a story, and retelling familiar stories. We encourage the children to learn to write their first name clearly.

\*Achieved through story time, circle time, and small group and individual instruction. Language games and hands-on activities teach new concepts, and reinforce concepts. Board games and crafts during project time offer more opportunity to practice.

### **English Language Development**

We provide activities to practice following verbal directions, and teach new vocabulary to share knowledge concepts. We encourage communication using good manners, and storytelling. We help children understand that print is organized from left to right and top to bottom, recognize familiar symbols and words, identify letters of the alphabet, and produce words that have similar initial sounds (bat, ball, bear). Children will continue to develop writing letters/letter-like marks to represent their ideas, and write their own name nearly correctly.

\*Achieved through play and games, and communicating with caring adults and peers throughout the preschool day. Songs, finger plays, and poems learned during circle time, and games and activities during project time are opportunities for direct instruction and practice.

### **Mathematics**

We help the children begin to understand numbers and quantities, recognize and duplicate patterns, and compare objects by one or more attributes. We order objects by size, length, capacity, and weight. We count to 20, and compare groups of numbers, communicating "more", "less", or "same as". Simple addition and subtraction, usually by counting, is introduced. Children learn to identify, describe, and construct a variety of different shapes, and combine different shapes to create a picture or design. They identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind, and begin to apply mathematical strategies to solve problems.

\*Achieved through "free play", and circle time and calendar activities. Project time includes board games, and counting and pattern activities to strengthen math skills. Children participate in addition and subtraction skills, and classification practice during circle time and project time.

## Visual and Performing Arts

We create works of visual arts, and children learn to draw a single circle and add lines to represent people and things. They explore song and instruments, and can sing entire songs alone and with others. Children can demonstrate beat and tempo through body movement and dance. They can respond to instruction of more than one skill at a time in movement. We dramatize familiar stories, and children learn the plot and conflict. They develop role play skills with peers, using both familiar stories and fantasy play.

\*Achieved through opportunities for drawing, painting, play dough, and scissors/glue skills. Children explore song and dance, with instruments and props. “Dress-up” and “kitchen” areas are provided for improvising and fantasy play. Musical selections for acting out and movement patterns are provided.

## Physical Development

We focus on increasing balance, increasing body coordination in locomotor skills, knowledge of body parts (including an understanding of sides of the body), and enhancing stamina and strength in active play.

\*Achieved through music, dance, and games both inside and outside the classroom. Practice with running, jumping, hopping, moving forwards and backwards and playing with balls is provided, along with fine motor skills such as writing and cutting. We engage in active play that enhances strength, muscular endurance and flexibility.

## Health

We support health habits, such as handwashing, brushing teeth, transportation safety, fire safety, and nutrition. Children learn basic knowledge of some internal body parts and processes, and the role of health care providers in trying to keep people well.

\*Achieved through daily practice, adult instruction and modeling, read-aloud books and songs and games, and visits from community professionals.

## History–Social Science

Children explore adult roles and occupations. Participation in group activities helps teach the social importance of rule following, sharing, and conflict resolution. Children learn to distinguish the recent past from “long ago” and to anticipate and plan for future events. We foster the growing interest of children in their family history, and the characteristics of their community with those of others. We nurture interest in and caring for nature. Children are able to create simple maps, have a basic understanding of maps/globes, and learn basic economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

\*Achieved through “free play” time and circle time sharing. Plant, animal, weather, and Earth Week themes are provided through the year, as well as a family Thanksgiving celebration and visits by community members of a variety of occupations.

## Science

We encourage curiosity about our environment, and observe and investigate objects, materials, and the growth and changes of humans, plants and animals. We learn about life cycles, and the habitats of living things, and participate in caring for the environment. We try making predictions, testing them and recording information. We explore objects in the sky, weather, and characteristics of the earth.

\*Achieved through “free play” table projects, sensory bins, building and wheeled toys, and sand and water play. Weekly themed units introduce new concepts. Science experiments, garden experiences, and circle time activities reinforce these explorations, as well as guest speakers and project time activities.