

Curriculum Note
2018-19
Foundation – Kindergarten

Pre-school, being a child's first experience in the formal educational system can be a stressful time for both children and parents. Which is why we have taken great care to create an environment that is bright, cheerful, welcoming and makes them happy and secure. An atmosphere that makes them eager to come to school each morning!

Three- and four-year-olds are active learners, who learn by doing, playing, observing, feeling, listening and questioning. They learn through investigation, problem solving, and focused teacher-directed instruction.

In planning the curriculum, teaching strategies, and the environment in our Pre-school section, we have kept the special needs and behaviour patterns of three- and four-year-olds in mind.

From ages three through five: children develop

- increased mastery of language and begin to think symbolically and logically which help them to observe, investigate, and engage with the physical and social environment in new ways.
- gross and fine motor skills which allow them to move confidently through space; manage finer, more complex tasks; and take more care of personal needs.
- healthy eating and daily activity behaviours, which will affect their health for a lifetime.

Our Goals

There are many things we want our young learners to gain in their Pre-school years at our school, amongst which the most important are:

- A healthy self-confidence and a positive self-image.
- Empathy for other children and adults.
- A sense of wonder and curiosity about the world around them
- Develop a lifelong love of learning.

The main teaching strategies that are used at this level are the following:

1. Stories and rhymes (preferably repetitive)
2. Environment
3. Play
4. Experience

There are five main domains of development in early childhood. These are as follows

1. Physical motor development
2. Cognitive Development
3. Personal, Social Emotional Development
4. Language Development
5. Creative Development

Our curriculum is designed keeping in mind the above mentioned domains. Each domain is explained in detail here and how we support this development at school.

PHYSICAL MOTOR DEVELOPMENT

Preschool children are gaining mastery over their bodies. Performing new and challenging tasks gives them immense confidence in their abilities and boosts their self esteem.

The refinement of motor skills that use the large muscles of the body—as well as those that tap hand-eye coordination and require subtle movements—is an important developmental task of early childhood.

Therefore a lot of time is spent on developing these motor skills during these two years so that children gain competence in their motor skills and become coordinated and become independent in managing self.

Gross Motor (Large muscles)	Fine Motor (Small muscles)
<ul style="list-style-type: none"> • Large muscle control • Coordination of hands and legs 	<ul style="list-style-type: none"> • Fine motor skills • Hand-eye coordination

Activities that we to do at school for:

Gross motor development

Running Jumping Hopping Skipping Crawling Stretching	Rolling Swinging Bouncing Sliding Balancing Walking	Pushing And Pulling Lifting And Carrying Swimming Splashing Dancing Kicking
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Fine Motor Development

Finger Play Blocks Drawing Picking Bead Threading Paper Tearing Paper Folding Bubble Paper Bursting Colouring	Sand Play Water Play Clay Modelling/ Pottery Play Dough Finger Painting Clothespins Picking And Sorting Small Objects
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COGNITIVE DEVELOPMENT

Cognitive/ Thinking skills can be developed gradually by activities which address the following:

1. discriminating through five senses
2. to observe, remember and recall
3. recognizing and matching similar objects
4. identifying, naming and matching objects
5. classifying or sorting according to category- size/shape/color
6. seriating objects- arranging in order
7. patterning- repeating patterns in pictures, sounds, actions
8. solving problems – puzzles and mazes
9. To understand pre-number and spatial concepts.

Research has proved that children develop these abilities faster if exposure provided moves from:

- a. simple to complex
- b. concrete to abstract

Children are able to understand concepts better if connections are made with examples from their daily life- surroundings and experiences.

It is important to remember that **exposure and experiences** determine the level of a child not his age. Hence while planning activities, we try to incorporate a variety of activities using varied material so that the cognitive development of the child is happens appropriately.

ACTIVITIES THAT WE DO FOR COGNITIVE DEVELOPMENT:

Matching- similar objects, pictures, symbols	Nature walk
Grouping/ classification	Experiments
Seriating	Water Play
Conservation	Memory Games
Puzzles	
Building blocks	Riddles and maze

LANGUAGE DEVELOPMENT

The main purpose of language is communication- of feelings, thoughts, observations, experiences, imagination. Language also helps in relating to others. Language development affects all other areas of development be it cognitive, personal, social, emotional, physical. The better vocabulary a child develops, the better he is able to comprehend and express. Apart from developing a good vocabulary, the preschool children need to develop clarity of speech, accurate use of words, fluency of speech.

There are four components of language development:

Listening
 Speaking
 Reading
 Writing

Language skills to be developed:

<ul style="list-style-type: none"> • Express his feelings, needs, want • Describe situations, observations, experiences • Narrate events in sequence • Ask questions • Give directions • Imagine situations • Communicate ideas 	<ul style="list-style-type: none"> • Listen to other people, songs, stories, rhymes, narration • Follow instructions • Comprehend complex sentences, ideas 	<ul style="list-style-type: none"> • Discriminate and play with sounds • Letter/ word recognition • Use words correctly • Pronounce clearly • Vocabulary • Writing uppercase and lower case letters. • Writing simple words and sentences • Use of drawing and words to communicate ideas
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ACTIVITIES THAT WE DO AT SCHOOL FOR LANGUAGE DEVELOPMENT

<p>Auditory and visual discrimination games Auditory and visual games Labeling the environment Informal talk, discussions Stories Rhymes, finger-plays, memorization Vocabulary/ command games</p>	<p>Sound, rhyming games Riddles Picture/ chart reading Books Puppet play Pretend play Drama Show and Tell Assemblies Object/picture talk</p>
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PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

This refers to developing skills that to relate with self and others, formation of good habits, healthy behaviour patterns, positive attitude and sound values.

The feelings young children experience are common human emotions. If a child is enabled to understand, accept and handle his emotions, he would become a well adjusted individual. It is important to express positive feelings of happiness, contentment, peace, sharing, caring but it more imperative to recognize and handle negative emotions like hostility, jealousy, resentment, fear, aggression, timidity/ shyness, shame. Many adults ignore the negative emotions wishing that these would disappear with time. They don't. They remain with the child and may become a part of his character or surface at a later age in forms of depression, bullying, self imposed isolation.

The emotions can be managed by providing outlets like motor expression(using clay, rubber toys, balls, blocks, dolls, teddy bear etc); language (to express the feeling), creative expression- art, craft, music, painting.

ACTIVITIES THAT WE DO AT SCHOOL

Stories	Participation in daily chores
Songs	Sharing at meal time and in class
Rhymes	Grooming and cleaning one self
Puppet activities	Keeping things in assigned places
Drama	Throwing waste in dustbin
Role Play	Keeping the environment clean and tidy
Pretend play	Taking care of animals and plants
Celebrations: festivals, birthdays, Circle Time	

CREATIVE DEVELOPMENT

Creative development enables a child to experience joy of creation, develop aesthetic sense, positive self esteem, derive a feeling of satisfaction and achievement, and provides outlets to express and control feelings, and communicate meaningfully with others.

Forms of creative expression can be:

1. Body movement and dance
2. Vocal: reciting rhymes, singing songs, narrating stories
3. Use of hands for drawing, painting, craft activities
4. Use of all above- drama, finger play

The above areas of expression also help the children to master physical, social- personal-emotional, language skills.

Creative development is often misunderstood and the only activities considered to develop creativity are copying pictures or drawing objects seen in real life or colouring. Creativity can be explored in many ways- it can include imaginative stories and characters, presenting a different ending to a story, making things from play dough, placing things in an aesthetically appealing manner, making situations using dolls to express personal sadness, pain, anger.

Activities that we do to enhance creative development are:

Music and movement Dance Drama Puppet activities Role Play Mime Songs Finger plays Enacting rhymes	Drawing Painting using different techniques and mediums Play dough Clay modeling Creating imaginative stories Changing the ending of the story
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* The detailed month wise syllabus is on the website.