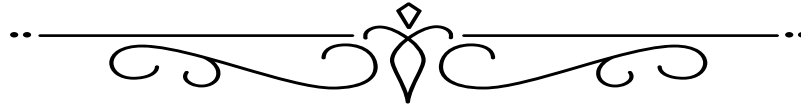


Preschool Curriculum Content



TABLE OF CONTENT



Language Development

Mathematics

Environmental Learning

Arts

Physical Development



Learning Content

Language Development

Skills	Learning Objectives Learners will:	Basic Competencies Learners should be able to:
1. Listening and responding	<ul style="list-style-type: none"> ● develop skills in auditory perception and discrimination ● develop phonic awareness and skills ● listen attentively and respond appropriately ● develop their imagination and desire to hear stories, rhymes and songs 	<ul style="list-style-type: none"> ● distinguish between and identify different sounds they hear in the environment ● notice small differences and similarities between environmental and verbal sounds ● repeat a sound pattern or clapping rhythm correctly ● demonstrate adequate phonic perception and articulation ● identify phonic sounds; far/close; loud/soft; high/low sounds ● respond to verbal instructions ● repeat a sequence of 3-4 words correctly ● listen to stories, rhymes and songs for enjoyment
2. Speaking and Communication	<ul style="list-style-type: none"> ● develop their imagination and desire to communicate ● develop their communication skills and expand their vocabulary ● express their own ideas, opinions, and experiences and listen to others ● develop the muscles of the tongue and use sounds to make meaning 	<ul style="list-style-type: none"> ● retell parts of stories in their own words, say rhymes and sing songs ● participate in discussions, role-play, imitating, miming, and talking with others ● tell own and other short stories using simple sentences and correct language structures and pronunciation ● answer questions on discussions, stories, rhymes and songs ● ask questions to elicit information ● communicate spontaneously and with confidence about themselves and their environment ● describe and compare objects, pictures and situations, pointing out the finer detail ● use courtesy expressions, e.g. greetings, asking for permission and thanking ● exercise tongue muscles: left to right, top to bottom movement ● imitate tongue clicks and sound patterns
3. Preparatory Reading	<ul style="list-style-type: none"> ● develop eye muscles and use visual cues to make meaning 	<ul style="list-style-type: none"> ● exercise eye muscles: left to right, top to bottom movement ● focus the eyes on a stationary object while the head is

	<ul style="list-style-type: none"> ● develop their left-to-right, top-to-bottom orientation ● develop skills in visual perception, visual discrimination and sequencing and visual memory recall ● develop skills in figure-ground differentiation ● develop skills of analysis and synthesis 	<p>moving and vice versa</p> <ul style="list-style-type: none"> ● re-focus rapidly from far to near, as when copying from the chalkboard ● arrange pictures in the correct sequence ● participate in card, word and memory games ● observe the whole as a meaningful entity ● perceive objects in the foreground and the background and separate them meaningfully ● complete jigsaw puzzles up to 12 pieces ● observe a picture as an entity, to separate (break up) its parts logically and bring them together again to a meaningful whole
<p>4. Incidental Reading</p>	<ul style="list-style-type: none"> ● incidentally recognize and associate the written word with the spoken word ● expand their reading vocabulary ● develop skills in visual memory recall ● become aware of the need to read and develop a desire to read 	<ul style="list-style-type: none"> ● recognize their own names ● incidentally read words and slogans (phrases) from their environment ● recognize written signs and sight words ● match and identify words to words and to pictures ● recognize names of labeled classroom objects and pictures ● “read” picture books and learn to handle books correctly
<p>5. Preparatory writing</p>	<ul style="list-style-type: none"> ● develop fine motor muscles, hand/eye coordination, hand dominance, grip and sitting posture ● develop their left-to-right, top-to-bottom orientation ● become aware of the need to write and develop a desire to write ● develop skills in closure 	<ul style="list-style-type: none"> ● demonstrate finger plays and participate in finger exercises ● use dominant hand and demonstrate correct grip using writing tools and correct body posture ● write patterns in the sand ● color pictures without crossing the outer line ● trace and copy rhythmical patterns on dotted lines, from left to right and top to bottom ● copy and later write their own names ● develop rhythm in writing – a free flowing movement ● recognize the whole of a section of a figure or a picture when only part of it is visible, e.g. identify incomplete pictures ● concentrate on a specific task for a specific time and complete tasks within a specific time limit

Mathematics

<p>Themes and Topics</p>	<p>Learning Objectives Learners will:</p>	<p>Basic Competencies Learners should be able to:</p>
<p>1. Number Concept</p>	<ul style="list-style-type: none"> ● appreciate and understand the need and convenience of counting in everyday life ● develop skills of visual memory recall ● express orally their understanding of number sequences and symbols, and of equal/unequal values of numbers 1-9 ● develop an awareness of the numerical symbols that is represented by a group of objects ● develop a basic awareness about addition, subtraction, multiplication and division using Montessori materials strategy 	<ul style="list-style-type: none"> ● learn number sequences through counting rhymes songs and finger plays/chants ● mechanically count up to 10 ● manipulate objects and count out up to 9 ● observe, discover and identify numerals in their environment ● assign a descriptive term to objects that imply the amount of objects, such as a lot, a few, many ● do one-to-one correspondence of objects to explain equal/unequal values of numbers 1-9 ● associate numerals with the spoken number names or groups of objects up to 9 ● recognize sets of numbers ● connect counting and grouping of objects with addition, subtraction, multiplication and division
<p>2. Classification</p>	<ul style="list-style-type: none"> ● develop their skills in visual, auditory, tactile, taste and smell perception, discrimination and sequencing and expand their mathematical vocabulary ● understand form constancy ● develop skills of logical thinking 	<ul style="list-style-type: none"> ● sort objects together that share one or two common properties ● sort objects according to color, texture, shape, size, taste and smell and correctly use the relevant vocabulary ● correctly interpret sensations such as hot/cold, hard/soft, smooth/rough, blunt/sharp, sweet/sour/bitter, pleasant/unpleasant, loud/soft, high/low, etc. ● describe the characteristics of and relationships between the following 2 dimensional shapes: circle, square, triangle and rectangle ● differentiate between shapes and symbols and recognize the essential characteristics of an object even when it appears on a different size, color, position or form ● classify objects that can sink/float, that are living/non-living, etc.

<p>3. Seriation (ordering)</p>	<ul style="list-style-type: none"> • develop skills in visual and tactile perception, discrimination and sequencing • expand their mathematical vocabulary • develop an awareness of the patterns and sequence of objects, shapes and numbers • have an awareness of ordinal numbers 	<ul style="list-style-type: none"> • arrange pictures/objects in a specific order or pattern, using relevant vocabulary such as big, bigger and biggest; small, smaller, smallest; light, lighter, lightest; heavy, heavier, heaviest, short, shorter, shortest; long, longer, longest, smooth, smoother, smoothest, etc. • arrange events in sequence, using the concepts 'before' and 'after' • identify the part(s) that repeat(s) in a repetitive pattern • copy a given pattern or sequence • create a pattern using objects/pictures and describe it • do one-to-one correspondence, matching equal and unequal groups • begin to use vocabulary to indicate order, e.g. first, second, last
<p>4. Spatial Relations</p>	<ul style="list-style-type: none"> • develop an awareness of spatial orientation, becoming aware of their body in relation to their surroundings and the position that objects have in relation to one another • expand their mathematical vocabulary 	<ul style="list-style-type: none"> • demonstrate and describe the relation of the body or an object to other objects in their surroundings in terms of direction and comparison • use relevant vocabulary such as: in front of, behind, below, above, on top of, underneath, inside, outside, far, near, left, right, etc. • build jigsaw puzzles
<p>5. Measurement</p> <ul style="list-style-type: none"> - Time - Length - Mass - Capacity 	<ul style="list-style-type: none"> • acquire an understanding of a period of time, the duration of time and the continuity of time • expand their mathematical vocabulary • become aware of and make comparisons between the concepts length, mass and capacity 	<ul style="list-style-type: none"> • differentiate between day/night, morning/afternoon/evening, a long/short time • name the days of the week • compare the length, mass or capacity of two objects/containers, using relevant vocabulary such as long/short, heavy/light, full/empty, the same as, more than/less than

Environmental Learning

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Learners should be able to:
1. Myself - Self-awareness	<ul style="list-style-type: none"> learn relevant information about themselves understand that they are unique and special human beings act spontaneously and self-assuredly, in control of their emotions 	<ul style="list-style-type: none"> give personal information, e.g. their names, surnames, address, telephone number, birthday, etc. tell others about things that make them unique and special recognize and identify their own feelings and be sensitive for the feelings of others recognize how emotions and moods can change
2. My Body - Body awareness - Body concept	<ul style="list-style-type: none"> know and understand the body, the body parts become aware of their senses, themselves and their immediate surroundings by means of their senses 	<ul style="list-style-type: none"> distinguish between the parts of the body and their functions become aware of the attachment points of the body identify and name the five sensory functions and explain how they contribute to learning
3. My Family	<ul style="list-style-type: none"> extend their knowledge about family and relatives learn the value of good family relationships and enhance their social development become aware of rights and responsibilities within a family circle 	<ul style="list-style-type: none"> identify and name family members discuss the roles and responsibilities of family members within the household talk about rights and responsibilities of their family members
4. My Home	<ul style="list-style-type: none"> know their home address (where relevant) and learn about the way from and to their home discover the similarities and differences between various types of houses and building materials used in their home and environment 	<ul style="list-style-type: none"> know where they live name some land marks on the way from their home to school and back name different building materials used in their own home differentiate between the types of houses according to traditional type, color, size and shape
5. My School	<ul style="list-style-type: none"> learn relevant information about school know objects in the classroom and on the school ground understand and apply suitable ways of behavior in class 	<ul style="list-style-type: none"> know the name of the school, principal, class teacher and class mates identify and name objects in the classroom and on the school ground demonstrate suitable ways of behaving at school and in class
6. My Community - Culture	<ul style="list-style-type: none"> develop respect and appreciation for their own and others' cultures become aware of the community as a social structure 	<ul style="list-style-type: none"> identify and name elements from their own culture, e.g. language, food, clothing, etc. tell traditional stories name different kinds of services and occupations and the role that each member plays in the community name the means of transport used in the community

7. Animals	<ul style="list-style-type: none"> ● become aware of various kinds of animals in their immediate environment ● learn how to take care of animals 	<ul style="list-style-type: none"> ● identify and categorize domestic and wild animals in their environment ● describe how to attend to farm and domestic animals
8. Water	<ul style="list-style-type: none"> ● become aware of sources of water in their immediate environment ● learn about the importance of water, how to save water and to prevent pollution 	<ul style="list-style-type: none"> ● identify and name local sources of water ● name the uses of water and how to save water ● name ways in which water can be polluted and the dangers of drinking polluted water
9. Plants	<ul style="list-style-type: none"> ● become aware of different kinds of plants in their immediate environment ● learn how to care for plants ● discover the differences and similarities between various plants, seeds and leaves 	<ul style="list-style-type: none"> ● identify plants in their environment and name the ones that can be eaten ● become alert of poisonous plants ● describe how to take good care of plants ● compare the shapes, sizes and colors of various plants, leaves and seeds
10. The Weather	<ul style="list-style-type: none"> ● become aware of weather patterns and seasonal changes ● learn how to dress appropriately and about food in season 	<ul style="list-style-type: none"> ● describe the seasonal changes ● name clothes that are suitable for weather conditions ● name the types of food people prefer or use during the various seasons ● participate in keeping a daily weather chart for the class
11. Health	<ul style="list-style-type: none"> ● understand that good eating habits, exercise and rest are necessary for their growth and health ● understand the value of personal hygiene ● understand how to care for others while protecting oneself ● develop an understanding that a healthy environment is important for our basic needs, and develop a sense of care for the environment 	<ul style="list-style-type: none"> ● explain why a clean environment, personal hygiene, body exercise and rest are important ● differentiate between healthy and unhealthy food ● describe a daily routine of how to keep their body clean, tending to hair, skin, nails, brushing teeth, washing hands before they eat and after using the toilet ● discuss ways that can or cannot infect them with HIV and AIDS e.g. hugging, playing together, touching an open wound/blood ● explain the importance why humans should keep the environment clean ● participate in keeping a daily duty chart for the class
12. Safety	<ul style="list-style-type: none"> ● understand how to behave as a pedestrian and when they are passengers using transport ● apply appropriate safety rules in and around the home, school and in their environment ● understand how to take care of themselves in potentially dangerous situations 	<ul style="list-style-type: none"> ● describe good passenger behavior, e.g. not disturbing the driver, sitting in a safe place ● describe good pedestrian behavior, e.g. when crossing a street, walking on the safe side of a road ● describe danger and safety measures in the home, school and immediate environment, e.g. picking up strange objects, handling sharp objects, fire, fuel and electricity

		<ul style="list-style-type: none"> • identify potentially dangerous situations and places in the home, school and local environment, why they are dangerous and how to avoid them • discuss and practice how to say “no” in an uncomfortable, potentially dangerous situation or touching and where to go for help • learn about yes/no forms of contact
13. Special Occasions	<ul style="list-style-type: none"> • share experiences of national festivals and of family customs and ceremonies • venture out and explore things 	<ul style="list-style-type: none"> • participate in celebrations of national festivals held at the school • explain their own family customs, ceremonies and celebrations • participate in keeping a birthday chart for the class • participate in class excursions, collecting information

Arts

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Learners should be able to:
1. Visual Art - Drawing - Painting - Modeling - Construction - Collage	<ul style="list-style-type: none"> • explore and be aware of the rich environment that surrounds us such as textures, colors, patterns, lines and space and how to organize these • express what they may not be able to verbalize • create symbols of their own invention which can be shared with others 	<ul style="list-style-type: none"> • participate in creative art activities, e.g. picture making, pattern making; paper crafting, modeling and toy making by using different materials and techniques such as: <ul style="list-style-type: none"> - working with different materials such as paint, crayons, pencils - using utensils such as brushes, crayons, pencils, scissors - molding with modeling clay river clay, play dough - sculpting with wood, stone, soap, wire - folding, tearing, cutting, pasting
2. Music - Singing - Playing Instruments (allowed ones)	<ul style="list-style-type: none"> • be aware of the rich environment that surrounds us such as melodies, sounds and movement and how to organize these • become aware of the possibilities of voice and percussion • become aware of folk songs 	<ul style="list-style-type: none"> • participate in melodious activities by using different materials and techniques such as: <ul style="list-style-type: none"> - free interpretation of music - music appreciation through listening - singing in a group, keeping rhythm and tempo - doing body percussions like clapping, snapping, etc. - playing various self-made percussion instruments, keeping rhythm and tempo

<p>3. Dance</p> <ul style="list-style-type: none"> - Free movement - Choreographed dances 	<ul style="list-style-type: none"> ● be aware of the rich environment that surrounds us such as melodies, sounds, movement patterns, and space and how to organize these ● become aware of movement and gesture 	<ul style="list-style-type: none"> ● participate in dancing activities, by using different techniques such as: <ul style="list-style-type: none"> - free and choreographed movement to music - large and small muscle movements - position in space and directionality - perceptual-motor movements and muscle coordination - balance and rhythm - perform traditional dances
<p>4. Drama</p> <ul style="list-style-type: none"> - Dramatization - Role play - Mime 	<ul style="list-style-type: none"> ● be able to create symbols of their own invention which can be shared with others ● become aware of movement and gesture and how to use space through self-expression 	<ul style="list-style-type: none"> ● participate in drama activities, by using different props and techniques such as: <ul style="list-style-type: none"> - dramatization and role-play, with or without using props, costumes and masks - body image, body awareness and body experience - miming
<p>5. Appreciation</p>	<ul style="list-style-type: none"> ● be able to appreciate and enjoy their own endeavors and those of others ● develop personal and social skills 	<ul style="list-style-type: none"> ● communicate their interpretation of and response to others' artistic expression with an appreciative attitude ● share work with each other as well as the parents and the community ● cooperate in a group, respecting the needs of others

Physical Development

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Learners should be able to:
<p>1. Gross Motor Development</p> <ul style="list-style-type: none"> - Gross motor movements 	<ul style="list-style-type: none"> ● have effective control over and coordination of the larger muscles of the body ● gain good muscle growth and motor coordination ● sustain control of the body when using both sides simultaneously, individually or alternately 	<ul style="list-style-type: none"> ● demonstrate accurate movement of the larger muscles of the body, e.g. arms and legs ● carry out daily tasks with vigor and alertness
<ul style="list-style-type: none"> - Balance 	<ul style="list-style-type: none"> ● move the muscles to function in a skilled, harmonious pattern 	<ul style="list-style-type: none"> ● hold the body in the correct position with minimal support in the performance of various tasks and balancing exercises ● acquire smooth coordinated movements which allow them to move with self-assurance
<ul style="list-style-type: none"> - Coordination 	<ul style="list-style-type: none"> ● perform movements with the hands as directed by the eyes 	<ul style="list-style-type: none"> ● perform coordinated, symmetrical movements of all body parts ● participate successfully in games, sports and dance
<ul style="list-style-type: none"> - Eye-hand coordination 	<ul style="list-style-type: none"> ● control the movement and direction of the body using arms, hands and fingers 	<ul style="list-style-type: none"> ● control the movement and direction of the body using arms, hands and fingers

- Eye-foot coordination	<ul style="list-style-type: none"> visually steer the movement of the feet 	<ul style="list-style-type: none"> control the movement and direction of the body using legs and feet
- Rhythm	<ul style="list-style-type: none"> develop a sense of rhythmic timing through coordinated body movements have sufficient control and coordination of the small muscles of the body, e.g. fingers, tongue, eyes 	<ul style="list-style-type: none"> relate gross motor activities to auditory stimuli, e.g. music, clapping, etc. manipulate small objects and control writing materials control eye and tongue movements have appropriate control to start and stop an activity relate fine motor activities to auditory stimuli, e.g. music, clapping, etc.
2. Fine Muscle Development - Fine muscle control, movement and rhythm	<ul style="list-style-type: none"> have knowledge of the body, including an inner awareness of the body and its relationship to objects 	<ul style="list-style-type: none"> control the body in such a manner that they can move around freely, avoiding obstacles demonstrate through movement the body's relationship to space
3. Body Awareness - Body concept	<ul style="list-style-type: none"> know the parts of the body, their names, their individual functions and how the body functions as a whole 	<ul style="list-style-type: none"> name the body parts and their functions indicate where parts are attached to one another move specific body parts in unison (harmonious movements) and discord (disharmony)
- Dominance	<ul style="list-style-type: none"> develop a preference for using one particular hand, foot, eye or side of the body 	<ul style="list-style-type: none"> perform activities with the preferred hand, foot and/or eye
- Laterality and directionality and crossing the mid-line	<ul style="list-style-type: none"> develop an inner awareness of the left and right sides and the mid-line of the body experience direction in the external world in relation to themselves 	<ul style="list-style-type: none"> name the right and left parts of their own and others' bodies cross the vertical middle line of the body indicate direction of movement or of static objects in relation to themselves
4. Relaxation	<ul style="list-style-type: none"> experience what the body feels like when it is tense and what it feels like when it is relaxed 	<ul style="list-style-type: none"> demonstrate how to tense muscles and then relax them explain why relaxation is needed when the body is tense discuss the necessity of exercise and rest

Peace[®]
—SCHOOLS—