

## **Early Childhood Program Three Year Old Curriculum**

### **Christian Education**

- Learn that the Bible tells about God and His son, Jesus Christ
- Learn about the world God created and how God provides for them through his creation
- Understand that they can talk to God whenever and wherever they want
- Find out how biblical people served God and how boys and girls today can serve Him
- Learn that the Church building is a special place that requires appropriate behavior
- Desire to obey parents and teachers as an expression of their love and praise for God
- Worship God together with their classmates, expressing thanks for God's love and care
- Be kind, helpful, and cooperative at school and home
- Participate in finger plays and songs which teach scripture and biblical truths

### **Social Development**

- Greet friends, family, and/or visitor :Hi, Hello, Hug, Smile
- Look at the speaker and make eye contact with person being spoken to
- Use appropriate volume in the classroom
- Close with a verbal good-bye or a non-verbal gesture such as hand wave
- Ask/signal for a person to attend to what she/he want to say/do
- Spontaneously comment on objects or actions
- Appropriately request objects or actions
- Appropriately protest an undesired action or event
- Deny the truth of an incorrect statement
- Response with appropriate remarks when called upon or during discussions
- Engages in appropriate conversation with children and adults
- Says things to make people feel good
- Takes turns willingly
- Initiate conversation with an adult and/or peers
- Specify and maintain a topic verbally
- Clarify when requested to do so
- Request clarification when needed
- Perceive adults as source of support and modeling
- Identify the reasons for classroom rules
- Distinguish acceptable from unacceptable classroom behavior
- Develop skills related to self-control
- Become aware of how people live together in families and communities
- Develop a sense of responsibility for the environment

### **Language Arts**

#### **Listening**

- Expand their prior knowledge base through interaction with print (seeing, hearing, and retelling)
- Participate in experience that enhance and challenge listening skills (music, stories, conversation, audiotapes, films, videos)
- Identify and discriminate likenesses and differences among sounds (e.g. environmental sounds, words, etc.)
- Improve their ability to focus on oral content and ignore distractions
- Respond to oral directions
- Demonstrate comprehension by responding with related comments or question

- Follow simple three step directions

### **Speaking**

- Experiment with language sounds (rhythm, volume, pitch) and words (intonation and expression)
- Expand their abilities to:
  - speak in complete sentences
  - express emotions and desires
  - ask questions and demonstrate an understanding of the answers
  - tell stories about pictures
  - use words to effect a situation
  - become more fluent and coherent
  - increase expressive vocabulary in amount and precision
  - participate in group discussions
  - participate in creative dramatics activities
- Learn ABC's through song and rhymes

### **Phonemic Awareness**

- Listen to a variety of sounds including music, sound patterns, environmental and letter
- Listen for rhyming patterns when “playing” with language
- Distinguish between same and different words (dog-dog, dog-cat)
- Introduced to vowel and consonant sounds

### **Pre-reading**

- Recognize at least half the letters of the alphabet
- Form habits of observing, requesting, and enjoying literature
- Use the classroom library to find books and other material for entertainment and information (story time and book talks)
- Practice “pretend” reading behaviors
- Develop reading readiness skills:
  - recognize the front and back of the book
  - recognize left to right progression of print
  - recognize left to right page progression
  - recognize top to bottom progression of print
- Listen to the teacher and discuss the story
- Say familiar nursery rhymes, songs, poems, and finger plays as teachers track words for one-to-one correspondence to develop and understand the flow and pace of reading

### **Mathematics**

#### **Pre-mathematical Concepts**

- Identify, reproduce, complete, and extend various formats of patterns
- Classify objects by attributes (size and color)
- Explore the concept of zero and basic sequential numeration 0-10
- Work with objects in sets as a way of expressing the idea of collection or groups
- Develop basic understanding of equivalent and non-equivalent sets
- Explore addition models using manipulatives
- Identify colors (red, orange, yellow, green, blue, purple, black, white, and brown)
- Expand their ability to count by rote
- Identify numerals 0-10
- Say numbers 1-20
- Explore duration of time within their own daily schedules

- Build upon the concept of calendar
- Identify geometric shapes (circle, square, triangle, rectangle, oval, and diamond)
- Expand vocabulary relating to location concepts (between, above, below, under, over, in, inside, outside, on top of, beside, and close to)
- Understand how temperature affects daily living
- Repeat orally a 4 digit pattern

### **Pre-Science**

- Participate in hands on experiences for learning science concepts
- Practice observation skills
- Practice classification skills
- Observe events and changes in the environment
- Use the senses to gain information
- Participate in simple experimentation

### **Movement**

#### **Fine Motor**

- Practice fine motor skills and increase small muscle coordination through daily play activities such as stringing beads, inserting pegs into pegboards, manipulating puzzle pieces, painting with various tools, handling scissors, rolling and shaping clay, pretend writing in sand or salt, using chalk, markers, crayons, and pencils to draw or write

#### **Gross Motor**

- Increase proficiency in locomotor skills (walk, run, gallop, slide, hop, skip, jump)
- Develop eye-hand and eye-foot coordination skills (throw, catch and kick)
- Develop stability (swing, sway, twist, turn, bend, and stretch)
- Attain and maintain adequate levels of sustained movement with such activities as walking, jogging, dancing, climbing, or completing obstacle courses
- Learn to snap, button, and zip clothing

### **Physical Activity**

#### **Health**

- Develop coordination, flexibility, and agility
- Describe and experience space and directionality (personal space, general space, forward, backward, sideward, diagonally, and in various patterns)
- Develop good nutritional habits
- Learn how to keep their bodies fit
- Know the importance of rest, sleep, and exercise
- Practice appropriate personal hygiene (washing hands)

#### **Social**

- Identify safety procedures and rules
- Recognize safe practices and talk about dangerous situations
- Develop respect for others' personal space and control for their own bodies

### **Arts**

#### **Creative Dramatics**

- Mimic in their play behaviors what they have seen or experienced
- Use their bodies to represent real or imaginary objects or events (a tree, ice melting)
- Create play themes
- Interact with other children in make believe roles
- Dramatize familiar stories, songs, poems, and past events
- Integrate construction sets and/or props into pretend episodes

- Develop self-awareness through dramatic play
- Explore space using expressive movements
- Imitate sounds
- Encourage the ability to imagine

### **Music**

- Sing songs and play instruments in music class
- Be exposed to various forms of music
- Work collaboratively with others to create music
- Sing songs that relate to themes
- Sing songs and play musical games from different cultures
- Participate in action songs and games
- Memorize songs, words, and tunes
- Practice appropriate audience behavior during a live performance

### **Visual Arts**

- Gain pleasure from art sensory experiences
- Become familiar with various mediums (clay, play doh, paints, crayons)
- Create artwork using a variety of colors, forms, tools, materials, and techniques
- Become familiar with the basic elements of visual arts (line, color, form, shape, and texture)
- Work collaboratively with others in art
- Recognize their own strengths as creative artists
- Contribute to the aesthetic environment of the school
- Exposure to their own cultural heritage and that of others through art

### **Computer Technology**

- Show awareness of basic parts and hardware components of the computer
- Use the mouse and keyboard appropriately
- Follow acceptable use policies when using the computers
- Use multimedia programs for classroom reinforcement