

Our Pre-Nursery Program

2011

Pre-Nursery Program

Our emphasis is on individual child. Our program utilizes a low teacher/student ratio that allows the necessary time for positive interaction between teacher and child, creating healthy interpersonal bonds and building the child's self esteem. All children are encouraged to increase their gross and fine motor skills through exploration of various manipulative materials and developmentally appropriate toys

Our academic program introduces skills and concepts such as colour and shape recognition, number and alphabet introduction, vocabulary expansion and spatial relations. It is specifically designed to utilize hands-on experiences to help promote learning through the use of language, music, art, games, storytelling and cognitive activities. In addition, we introduce appropriate self-help skills such as toilet training and dressing skills along with the concepts of independence and self confidence. Our teachers create lesson plans to incorporate the key learning experiences of early childhood education. We are committed to the total needs of your child - academically, socially and emotionally.

Goals:

1. Self-esteem and personal awareness;
2. Communication skills;
3. Social skills; and
4. Physical development.

Self-awareness and positive self concept are fostered by the caregivers through close personal contact, communication with positive reinforcement, permitting freedom of activity, and respect for the child as an individual.

Communication skills are fostered through thoughtful speaking with the children during routine tasks and in stories, music, and the description of activities occurring in their presence.

Social development is largely a function of the children's interaction with adults, however, their development is enhanced through physical contact, interaction in play, and structured group activities.

Physical development is the foundation upon which cognitive development is based. Responsive adults provide the most significant experience, but the environment and physical activities are structured to maximize development. Children are supported and encouraged in their natural inclination for independent physical activity.

Children between 24 months to 42 months old are mobile, capable, and experiencing significant language development. Their program features a more challenging yard, with climbing structures and opportunities to take walks around the school. Group activities will feature singing, playing musical instruments, playing movement games, and hearing stories. As young children's attention spans are short and rapidly shifting, the program is highly flexible and individualized.

Learning Approaches

Integrated learning

Children grasp ideas more easily and more effectively and maintain their interest in school when they have an educational program that is integrated – one that enables them to connect their learning to their own lives and the world around them, and that helps them see how knowledge and skills in one area are relevant for other areas. Our Kindergarten emphasizes the interconnected learning that occurs when children are exposed to real-life situations and activities in the classroom, home, school, and neighbourhood. For example, a trip to the zoo can develop literacy, numeracy and social skills, and can provide opportunities for scientific thinking.

Learning Through Inquiry

Most young children are naturally curious and ask many questions about things that catch their attention. Our program capitalizes on this natural desire to learn and absorb information. Young children will have many opportunities to manipulate materials, to observe, listen, investigate, experiment, and ask questions, as well as draw conclusions. Our teachers will help children make connections between what they already know and what they are discovering and learning.

Learning Through Play

It has been long acknowledged that there is a strong link between play and learning for young children. Play, therefore, has a legitimate and important role to play in Kindergarten and can be used to further children's learning in all areas of our Kindergarten program.

Play provides opportunities for learning in a context in which children are at their most receptive. During play with others and with materials and equipment in their environment, children become immersed in activities through which they learn about themselves and explore their world.

The Learning Expectations / Goals

Our Pre-Nursery and Kindergarten program contains expectations for all the six domains under-pinning the Ministry of Education Curriculum Framework for Pre-School Education. These six domains are:

- √ Personal and Social
- √ Language and Literacy
- √ Mathematics
- √ Physical and Health
- √ Science (Environmental Awareness)
- √ The Arts (Aesthetics and Creative Expression)

The learning expectations outlined in our program describe learning achievements that are appropriate for young children and that will prepare them for successful learning experiences for Primary 1.

Two sets of expectations are listed for each area of learning. The overall expectations / goals describe in general terms the knowledge and skills that children are expected to achieve by the end of Kindergarten are found in this booklet. The expectations in specific areas describe the expected knowledge and skills in greater detail are found in the Child's Developmental Profile.

Learning Goals at the end of Kindergarten years

Personal and Social –

Children will....

- 1) Demonstrate self-confidence
- 2) Demonstrate self-direction
- 3) Identify and express feelings
- 4) Exhibit positive interactions with other children and adults
- 5) Exhibit pro-social skills
- 6) Exhibit attending and focusing skills
- 7) Participate in group routines

Language and Literacy –

Children will...

- 1) Converse effectively for a variety of purpose relating to real experiences and different audiences
- 2) Write to communicate for a variety of purposes
- 3) Use language to acquire, assess, and communicate information
- 4) Understand literature and ideas

Mathematics –

Children will....

- 1) Demonstrate an understanding of number and numerical operations
- 2) Develop knowledge of spatial concepts like shapes and measurement
- 3) Understand patterns, relationships and classifications
- 4) Develop knowledge of sequence and temporal awareness
- 5) Use mathematical knowledge to represent, communicate and solve problems in their environment

Science (Environmental Awareness) –

Children will....

- 1) Demonstrate inquiry skills, including problem-solving and decision making
- 2) Observe and investigate the properties of objects, both living and non-living
- 3) Explore the concept of change in both living and non-living entities and in the environment
- 4) Demonstrate an awareness of the environment and human responsibility for its care

Physical and Health –

Children will.....

- 1) Demonstrate self-help and personal hygiene skills
- 2) Demonstrate an awareness of potential hazards to their health
- 3) Demonstrate control, balance, strength and coordination in gross motor tasks
- 4) Demonstrate coordination and strength in fine motor tasks

Art –

Children will.....

- 1) Work independently to create own art representations
- 2) Recognize and describe various art forms e.g. photographs, sculpture and paintings
- 3) Explore and describe art choices

Music (Kindergarten 4 to 6 years) –

Children will....

- 1) Play a simple song on the keyboard
- 2) Develop basic knowledge of treble and bass clefs notes, time value of notes, time value of rests, time signature and stemming of notes
- 3) Develop awareness of rhythm and pitch
- 4) Understand dynamics and emotions through songs

Dance (Kindergarten 4 to 6 years) –

Children will...

- 1) Explore different ways of moving their bodies with and without music
- 2) Attempt to move to the beat of the music
- 3) Respond to changes in tempo

Music for Pre-Nursery (Introduction)

There will be many opportunities for our children to explore a vast array of music, rhythm and movement. Singing, playing percussion, moving to music and being creative with music will build children's confidence in their music abilities and learn to appreciate from young the aesthetic part of life.

Children are introduced to:

- Rhythm and Rhyme (learning rhythmic patterns through nursery rhymes with/ without percussion)
- Music and Movement (understanding the element of speed, mood and expression in music through movements, games or simple dances)
- Early introduction to solfege through simple songs
- Early introduction to various instruments and its sounds
- Introduction to musical terms through themes (animal sounds, stories, or characters) and emphasizing and reinforcing through classical themes or storybooks

Objectives:

- Introduce the elements of music through fun, age-appropriate, interactive ways
- Develop musical awareness to rhythm, melody and intonation
- Develop creativity through sounds imageries and imagination
- Build self-confidence and body control through music and movement

As young children learn best through a relaxed and trusting environment, the music teacher will work hand in hand with the classroom teachers to try to create this environment as best possible in order for children to be able to have fun and hence learn at the optimum level.

Units of Study – Pre-Nursery

- Term 1 - My School / Myself
(Things around the school; My teachers; My classroom;
My friends; My name)
- Term 2 - Baby Animals
(Young of popular animals - farm and pets)
- Term 3 - Sunny Garden
(Weather; Garden creatures; trees and flowers)
- Term 4 - Wonderful Toys!
(Toys in school/home; Favourite toy)