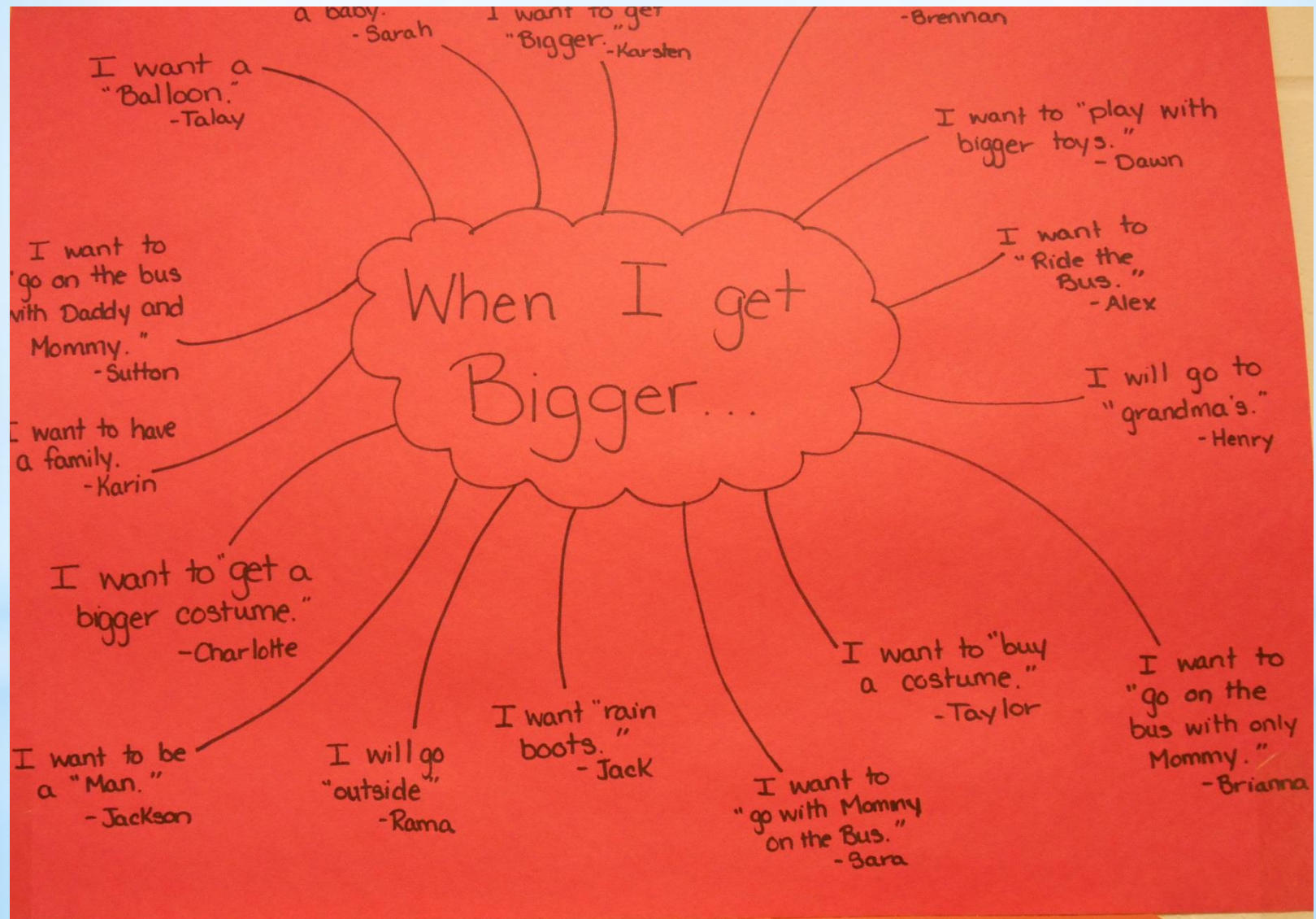


# PRESCHOOL EARLY LEARNING CURRICULUM BOARD



# PRESCHOOL EARLY LEARNING CURRICULUM PLAN

The weekly program plan is an emergent curriculum created in collaboration with the children, their families and the educators. It is influenced by the children's ideas, as well as observations of the children's emerging interest, skills and development. It is created in consideration of the (Early Learning for Every Child Today Curriculum Framework). For the week of:

## **Curriculum Foundations:**

The children have shown great interest in using the bicycles outside. We have started bringing out some of the bigger tricycles and the hand-peddled bikes that are meant for the kindergarten and school-aged children. The preschoolers have enjoyed the challenges of the bigger and more complex bicycles.

The children are interested in the water table that has been opened in the room.

The children have been using some of the emotion masks that we use at circle. They enjoy naming the emotions and making the faces to match.

## **Program Aspirations:**

Developing their curiosity – we have put out some new natural materials in the room and are encouraging the children to explore the materials while teaching them how to explore them safely.

Developing observations skills – using their senses to gather information and being able to reflect upon that.

Developing and practicing their gross motor skills.

Exploring math and science through water play- measuring and cause and effect.

Exploring and identifying their emotions.

# PRESCHOOL EARLY LEARNING CURRICULUM PLAN

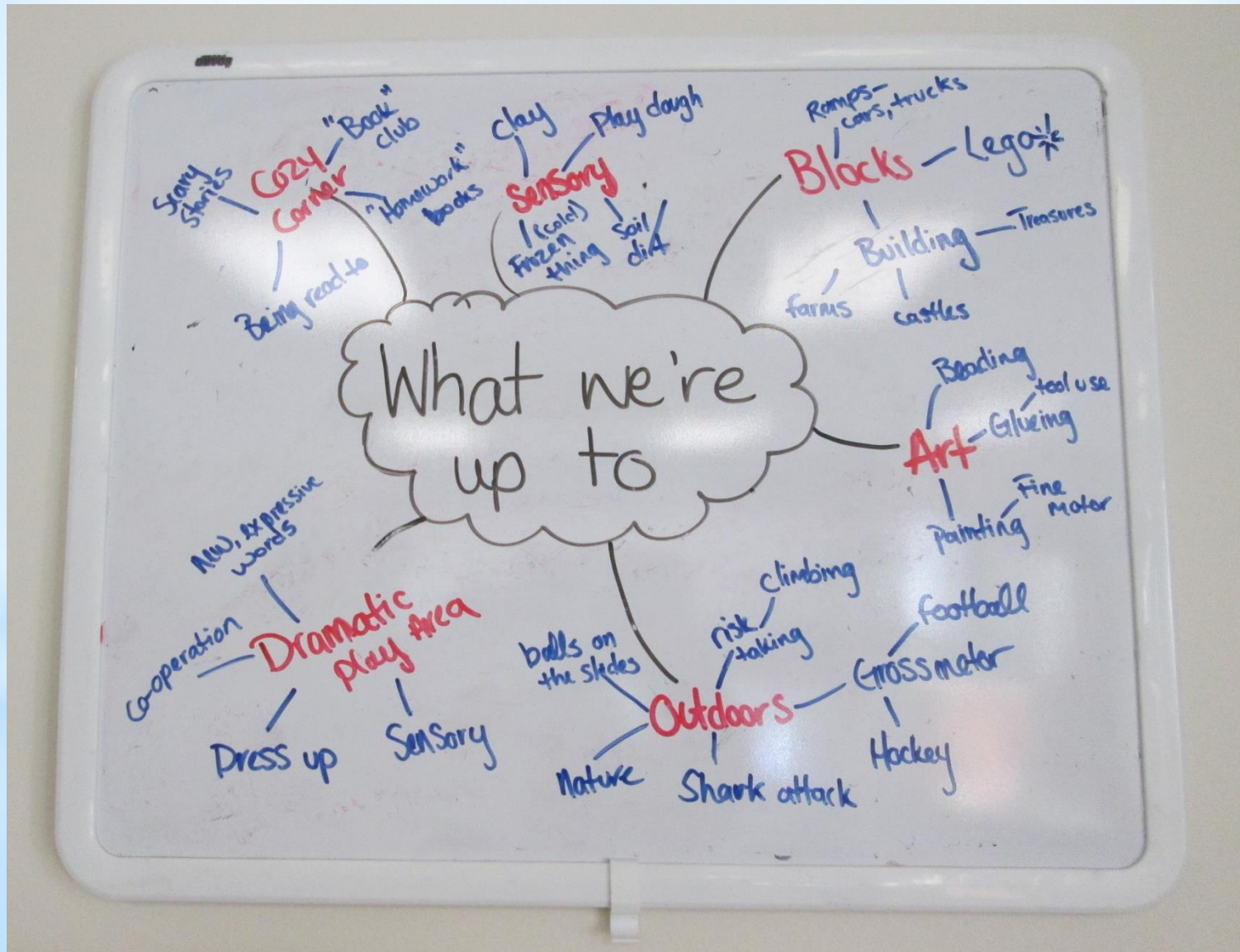
Curriculum Opportunities	Developmental Highlights	Reflections
<b>Bicycling - The children have shown great interest in using the bicycles outside. We have started bringing out some of the bigger tricycles and the hand-peddled bikes that are meant for the kindergarten and school-aged children. The preschoolers have enjoyed the challenges of the bigger and more complex bicycles.</b>	Pedaling and steering riding toys Riding a tricycle smoothly Increasing in coordination, speed, and endurance	The children are really enjoying using the bicycles and they are getting very good at sharing them with others when their turn is over or when they have had enough. Some of the children started exploring the grass/mostly dirt area beside the building and the path. They were going down the slight hill on their bikes, and then turning off the path before they got to the fence!
<b>Baby care- We have changed over the dramatic area and put out the babies and baby care items.</b>	Engaging in give and take when interacting with others Entering play by assuming available roles Pretending to be someone else	
<b>Creating structures with large hollow blocks We have also added the large trucks to this area. The children really enjoy driving them all over the carpet and building roads with the blocks for the trucks to drive over. It also gives the children to learn the names of the different types of trucks (fire engine, garbage truck, dump truck, etc.)</b>	Exploring design, stability, balance Formulating and testing ideas Communicating ideas with others Using structures as props in social dramatic play	The children love using the trucks and have started putting blocks in the back of the dump truck and then driving the blocks wherever they need to go.
<b>Magnets – We have put out the magnetic connectors. The children have really enjoyed seeing the different creations they can make with the different sized and shaped pieces.</b>	Constructing 3D models Playing cooperatively with others	The children have been using the long tube like connectors with one of the magnetic balls on top to make microphones. They then stand in front of the mirror and sing!

# PRESCHOOL EARLY LEARNING CURRICULUM PLAN

<p><b>Sensory Experience –</b>  <b>Water table: we changed the items in the table and put out a water wheel, shovels, cups, sieves, frogs and added some bubbles.</b></p>	<p>Using all senses to gather information          Describing connections between different objects</p>	<p>The children have been enjoying playing in the water, scooping water and filling containers. As well as watching what happens when they add water to the water wheel.</p>
<p><b>Singing Songs &amp; Games – When we gather for circle time, we sing songs to welcome everyone to the carpet for circle and practicing everyone’s names. We have also been playing games that help children learn about shapes, colors, numbers and letters.</b></p>	<p>Listening to each other with attention without distraction or interruption          Visually attending to things in their environment          Naming and describing the things that they have observed</p>	<p>The children are getting really good at memorizing some of the songs that we sing on a regular basis.</p>
<p><b>Free Art- Providing the children with free art materials throughout the day that they can use whenever they want. Also painting at the paint easel. Expanding the repertoire of materials to further expand their creativity!</b></p>	<p>Using their creativity to cut, glue and create works of art.          Using their fine motor skills to practice cutting.</p>	<p>The art gala was a huge success! Thank you to everyone who made it such a wonderful night.</p>
<p><b>Keyboards – We have put out some keyboards and a phone on one of the tables in the room, the children really enjoy making pretend phone calls and writing letters on the keyboards.</b></p>	<p>Pretending to be someone else          Playing cooperatively with others</p>	



# KINDER EARLY LEARNING CURRICULUM BOARD



# MONTHLY KINDER SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
Social	<b>1.3</b> Peer Group Entry Skills <b>1.6</b> Co-operating <b>1.1</b> Making Friends	Observing before entering play. Offering objects or ideas relevant to play. Entering play by assuming available roles. Exchanging ideas and materials during play. Listening, thinking and responding during group time. Seeking out other to play with/Playing with other co-operatively Pretending to be someone else/Playing with a plot and imaginative features
Communication Language Literacy	<b>3.3</b> Vocabulary <b>3.7</b> Enjoying Literacy	Asking questions to extend their understanding of words. Linking new experiences with words they know. Choosing to spend time with books/Requesting specific stories
Physical	<b>5.2</b> Gross motor skills <b>5.3</b> Fine Motor Skills (Tool Use)	Increasing in coordination, speed, and endurance. Cutting with scissors. Glue stick use. Cutting straws, Threading string

# MONTHLY KINDER SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
Cognitive	<b>4.14</b> Comparing Quantities  <b>4.3</b> Representation  <b>4.16</b> Describing and Determining Ordinal Number and positioning <b>4.18</b> Identifying Patterns	<p>Making more or less comparisons when using materials. Moving objects to align them when comparing quantities. Counting to compare quantities.</p> <p>Drawing and constructing 2D and 3D models. Beginning to use tools and materials to express their ideas. Talking about the story or meaning of work. Recognizing their own work and the work of others. Pointing to and describing relative position: before, after, front, back next, last, first etc. Recognizing patterns in their environment. Identifying, creating, copying and extending patterns</p>
Emotional	<b>2.2</b> Identity Formation  <b>2.5</b> Regulating Attention, Emotions, and Behaviour  <b>2.6</b> Listening to others	<p>Increasing identity formation. Noticing their own abilities. Recognizing shared abilities.</p> <p>Focusing attention/increasingly expressing emotions appropriately, gaining control of their behavior</p> <p>Listening to others with attention without distraction or interruption</p>

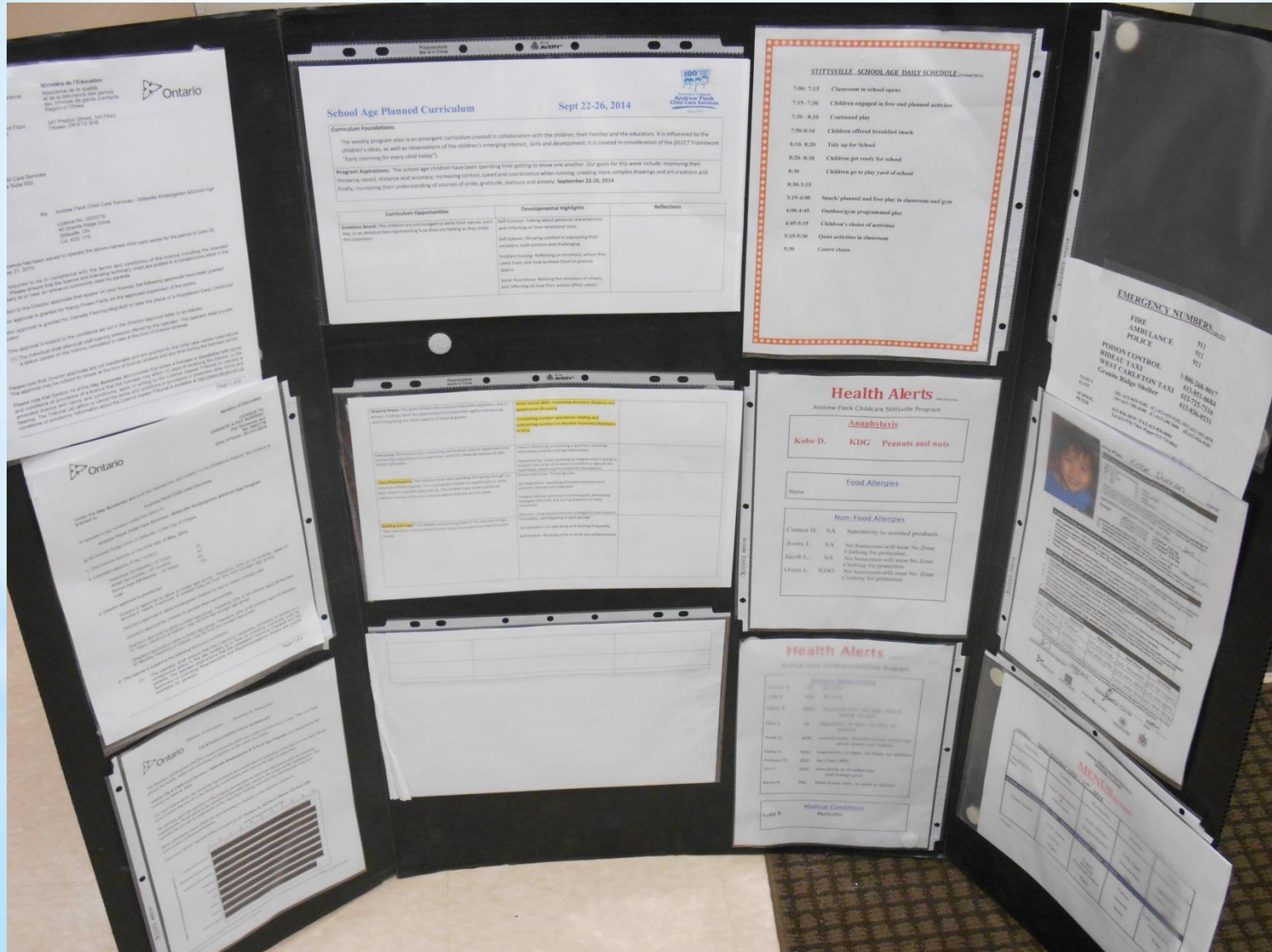
# KINDER EARLY LEARNING CURRICULUM

Broad Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Creative &amp; Free Art</b>	Collage (5.3, 2.2)	Collage (5.3, 2.2)	Collage (5.3, 2.2)	Collage (5.3, 2.2)	Collage (5.3, 2.2)
<b>Sensory/Science</b>	Water Play (5.3, 4.14)	Water Play (5.3, 4.14)	Water Play (5.3, 4.14)	Water Play (5.3, 4.14)	Water Play (5.3, 4.14)
<b>Manipulative/ Table Top</b>	Puzzles (1.6, 4.18)	Lego (1.6, 4.18)	Magnet Shapes (1.6, 4.3)	Puzzles (1.6, 4.18)	Lego (1.6, 4.18)
<b>Language &amp; Literacy</b>	Books (3.7, 3.3)	Books (3.7, 3.3)	Books (3.7, 3.3)	Books (3.7, 3.3)	Books (3.7, 3.3)
<b>Constructive / Floor Toys</b>	Hollow Blocks and Firehouse 4.18,1.3, 1.1, 2.5, 2.6)	Hollow Blocks and Firehouse 4.18,1.3, 1.1, 2.5, 2.6)	Hollow Blocks and Firehouse 4.18,1.3, 1.1, 2.5, 2.6)	Hollow Blocks and Firehouse 4.18,1.3, 1.1, 2.5, 2.6)	Hollow Blocks and Firehouse 4.18,1.3, 1.1, 2.5, 2.6)
<b>Dramatic Play</b>	Babies and Childcare (3.5,4.3)				
<b>Outdoor</b>	Mini Sticks (5.2)	Mini Sticks (5.2)	Mini Sticks (5.2)	Mini Sticks (5.2)	Sleds (5.2)

\*Reproduced from the *Early Learning for Every Child Today*; a framework for Ontario early childhood settings. Queens printer for Ontario, 2012



# SCHOOL AGE EARLY LEARNING CURRICULUM BOARD



# MONTHLY SCHOOL AGE SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
Social	<b>1.3</b> – Co-operation <b>1.4</b> – Helping Skills <b>1.6</b> – Taking Another’s Point of View	<ul style="list-style-type: none"> <li>▪ Co-operating and sharing frequently</li> <li>▪ Increasing helping behaviours</li> <li>▪ Understanding that others think, believe or feel differently from self</li> </ul>
Emotional	<b>2.1</b> – Self- Concept <b>2.3</b> – Self-Esteem <b>2.4</b> -- Recognizing and Expressing Emotions	<ul style="list-style-type: none"> <li>▪ Talking about personal characteristics</li> <li>▪ Showing pride in work and achievements</li> <li>▪ Increasing understanding of sources of pride and gratitude; jealousy and anxiety</li> </ul>
Communication, language and literacy	<b>3.1</b> – Verbal and Non-Verbal Communication <b>3.2</b> – Vocabulary <b>3.3</b> – Conversing with Peers and Adults <b>3.5</b> – Knowledge of Print <b>3.6</b> – Reading <b>3.7</b> - Writing	<ul style="list-style-type: none"> <li>▪ Using correct verb tense, word order and sentence structure</li> <li>▪ Learning more words daily</li> <li>▪ Adapting Messages to the needs of the listeners</li> <li>▪ Decoding and word identification to make meaning</li> <li>▪ Beginning to understand punctuation</li> <li>▪ Enjoying being read to, reading simple stories, reading for different purposes</li> <li>▪ Writing about a personally meaningful topic</li> </ul>

# MONTHLY SCHOOL AGE SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
Cognitive	<p>4.1 – Self- regulation</p> <p>4.2 – Problem Solving</p> <p>4.3 – Representation</p> <p>4.4 – Memory</p> <p>4.5 – Inquiry</p> <p>4.8 – Completing Number Operations/Patterning</p>	<ul style="list-style-type: none"> <li>▪ Regulating attention becomes more selective, planned and adaptable</li> <li>▪ Planning to achieve goals</li> <li>▪ Creating complex 2D and 3D drawings and constructions</li> <li>▪ Using memory strategies of rehearsal and organization</li> <li>▪ Observing and Forming a question, collecting information, interpreting information</li> <li>▪ Extending Patterns, representing and describing patterns</li> </ul>
Physical	<p>5.1 – Gross Motor Skills (Running, Jumping, Catching, Throwing, Kicking)</p>	<p>Increasing control, speed and coordination, jumping vertically increases in height, catching small balls over greater distances, kicking speed and accuracy improve</p>

# SCHOOL AGE EARLY LEARNING CURRICULUM PLAN

Broad Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Creative &amp; Free Art</b>	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)	Texture Painting Stained glass with tissue paper (1.3, 2.3, 4.5, 4.9)
<b>Sensory/Science</b>	Paper Mache Volcanoes (1.4, 2.3, 3.2, 4.2, 4.3 )	Paper Mache Volcanoes (1.4, 2.3, 3.2, 4.2, 4.3)	Paper Mache Volcanoes (1.4, 2.3, 3.2, 4.2, 4.3)	Volcano eruptions (1.4, 2.3, 3.2, 4.2, 4.3)	Volcano Eruptions (1.4, 2.3, 3.2, 4.2, 4.3)
<b>Manipulative/ Table Top</b>	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)	Othello Sticks and Jacks Sorry (1.6, 2.4, 3.1, 4.1, 4.11)
<b>Language &amp; Literacy</b>	New Year's Resolutions Chapter Book Reading (2.1, 3.3, 3.5, 3.6, 3.7)	New Year's Resolutions Chapter Book Reading (2.1, 3.3, 3.5, 3.6, 3.7)	Sudoku Chapter Book Reading (4.2, 4.4, 4.8, 3.6)	Sudoku Chapter Book Reading (4.2, 4.4, 4.8, 3.6)	Sudoku Chapter Book Reading (4.2, 4.4, 4.8, 3.6)
<b>Constructive / Floor Toys</b>	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)	Lego Linkin Blocks Large building blocks (2.3, 3.1, 4.2, 4.5)



# SCHOOL AGE EARLY LEARNING CURRICULUM PLAN

Broad Skill	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Dramatic Play</b>	<b>Kitchen (1.1, 1.2, 1.3, 4.2)</b>				
<b>Gym/Outdoors</b>	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)	Toboggan Tournament Building Snow Forts with shovels (5.1)