

The Country Childrens Center



Curriculum Plan

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Children Learn

as they

play.

Most importantly,

in play children

Learn

how to

Learn.

~ 0. Fred Donaldson

The Goals of our Curriculum

We believe that children learn best by doing. We want children to explore, create, build, take things apart and see what they can find out. A curriculum that encourages children to be active explorers will promote inquisitive and confident learners who are able to participate in a group and make friends. Our goal is to create an environment to foster these principles.

The 4 developmental goals of our curriculum

- **Social-emotional:** to help children manage emotions and behavior, trust their new environment, make friends, and participate cooperatively in a group.
- **Physical:** to help children increase their large and small muscle skills and increase movement skills.
- **Language:** to help children engage in conversations with others and use words to describe their ideas, observations, and feelings.
- **Cognitive:** to help children acquire and use information to make predictions, ask questions, problem solve, and help them become confident learners by letting them try out their ideas and experience success.

The Basis for our Curriculum

Creative Curriculum

Knowing children's interest and how they develop and learn is the basis for planning activities, selecting materials, and guiding children's learning.

The Classroom

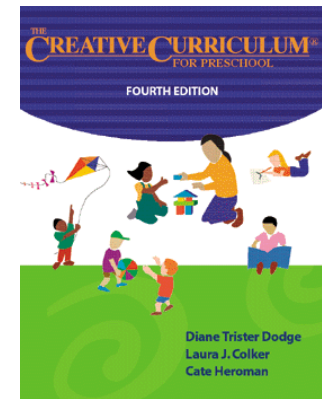
The classroom is set up so children have many opportunities to make choices, come up with ideas, and make positive relationships. Materials are placed low and labeled with pictures or words so children know where they belong. There is a daily routine and schedule with small- and large-group time and outdoor play.

Interest Areas

There are distinct interest areas (blocks, dramatic play, toys and games, art, music, computers, sand and water, library) that provide a setting for children to apply skills and learn academic content such as math, science, literacy, social studies, and the arts. There are a variety of learning materials in each area so no matter where children choose to play, they learn.

The Teacher's Role

While children play, teachers talk with them to find out what they are thinking and offer suggestions. They watch how they use materials and listen as they play. When children are ready, teachers challenge them to think further. They also build a true partnership with families by getting to know families' interests, backgrounds, and communicate with them regularly. Children feel secure when home and school are connected in a positive and secure way.



Developmentally Appropriate Practice - NAEYC

- **Knowing about child development and learning**

Children are observed so teachers know what is typical at each age and stage of early development. This knowledge helps teachers decide what experiences are best for children's learning and development.

- **Knowing what is individually appropriate**

Projects and activities are set up based on each child's interests, strengths and weaknesses, and developmental level. At the same, challenging enough to promote their progress and interest.

- **Knowing what is culturally important**

Developmentally appropriate environments make an effort to get to know children's families and learn about the values and factors that shape their lives at home so teachers can provide meaningful, and relevant learning experiences for each child.



Handwriting Without Tears

This program uses hands-on, multisensory materials to teach prewriting skills, phonological awareness, and basic math concepts.

Prewriting skills

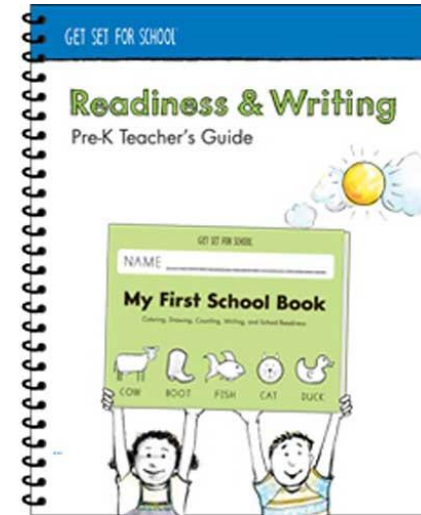
Preschoolers work with wooden shapes (lines and curves) to form letters. Adding yet another tactile activity, preschoolers use dough to roll out letters to match laminated cards along with chalkboards, special paper, and music.

Phonological awareness

Children learn to identify letter symbols, both capital and lowercase, by letter names. They learn how these “symbols” work together to form printed words and how printed words relate to spoken language.

Basic math concepts

With playful manipulatives, music, and rhymes, the numbers and math program teaches counting, comparisons, spatial awareness, patterning, sequencing, matching, sorting, problem solving, and even Pre-K geometry skills. They also get time to play with real objects and test their ideas so that math becomes real and meaningful.



What does this look
like in the
classroom?

Infants



- * Learn to build trusting relationships with caregivers by spending time with teachers after his or her family has left.
- * String sounds together when teachers sing short simple songs to infants.
- * Become aware of sounds in language through books and stories.
- * Explore sensory experiences through finger painting.
- * Promote fine and gross motor development with rattles, shakers and push-and-pull toys.
- * Build eye-hand coordination by providing toys that can be pushed, pulled and filled.

Toddlers



- * Build relationships with others through dramatic play.
- * Learn color recognition through art projects.
- * Express an interest in literacy during story time.
- * Build language skills by talking about what they hear on nature walks or in stories and games.
- * Explore their senses during sand and water play.
- * Explore shape, size, and balance while playing with blocks.

Preschool



- * Becoming a member of the community by having a classroom job.
- * Experiment with color, shapes, and lines through artwork.
- * Understand the meaning of written and spoken language during story time.
- * Develop basic concepts of balance, proportion, shape and weight by playing with blocks.
- * Exploring Science and nature through nature walks and experiments.
- * Develop symbolic role play and social relationships during dramatic play.

Pre-K



- * Learn mathematical and spatial relationships while building with blocks.
- * Experience the creative process during Art studies.
- * During Kindergarten Readiness, emergent literacy and prewriting skills are developed through the Handwriting Without Tears program.
- * Becoming a part of the community during circle time and class jobs.
- * Learn about family history through cultural studies.
- * Find information, solve problems, and play games with the use of technology.

Before and After School Programs

The Country Childrens Center Before and After School Programs offer parents convenient, onsite child care at five local elementary schools. Our staff is trained to communicate with parents on a daily basis in order to support the growth and development of the children. Your child will be challenged with exciting, educational and thought provoking activities designed to enrich their lives and support social growth. The programs take place in the school's cafeteria and include a daily snack, sports and games, homework assistance, arts and crafts, team building and much more.

Activities, Games and Projects

- * Manipulatives like Play Doh, Block Building, and Lego construction to encourage creativity and support sensory development.
- * Books and quiet reading are available so children can read and let their imaginations flow.
- * Group games like Shark and Tag to encourage listening skills and stress the importance of patience.
- * Sports include soccer, wiffle ball, and basketball to support team work and stress the importance of patience.
- * Board games including Chess, Checkers, and Stratego are played to teach basic strategy and creative thinking.
- * Art Centers with access to cartooning books, paint, markers, crayons, feathers, beads and just about anything you can recycle.



Music



Our music program incorporates music, math, dramatic arts, oral language and presentation skills.

