

# **PRESCHOOL FINE AND GROSS MOTOR SKILLS CURRICULUM**

## **FINE MOTOR SKILLS**

The purpose of the Fine Motor Skills program is to provide opportunities for children to develop fine motor skills through activities such as puzzles, writing, beads, arts and crafts, scissors, blocks, buttons, and zippers. Writing, drawing and cutting with sophistication are activities that can be difficult to many preschoolers. They may experience frustration if they are expected to engage in activities that require control of hand muscles. Open ended activities such as exploring drawing, painting, working with play dough, and building with legos will help to develop these muscles. These activities are essential for fine motor development and support self-confidence in the development of their writing abilities.

The student:

- \*Places large pegs into pegboards
- \*Completes puzzles that are age appropriate
- \*Holds crayons and markers (developmentally appropriate)
- \*Copies simple shapes (developmentally appropriate)
- \*Strings 1/2 inch beads
- \*Forms letters in their name (developmentally appropriate)
- \*Snips paper with scissors

## **GROSS MOTOR SKILLS**

The purpose of the Gross Motor Skills program is to provide opportunities for children to use their large muscles through activities such as running, balancing, jumping, hopping, climbing, dancing, creative movement and outside play.

The students:

- \*Walks up stairs using alternating feet
- \*Runs with age appropriate coordination and control
- \*Throws and catches a playground ball
- \*Uses playground equipment safely
- \*Demonstrates age-appropriate safety awareness

## **SUPPLEMENTAL MATERIALS AND RESOURCES**

- \*The Education Center, *The Mailbox*, The Idea Magazine for Teachers
- \*Pencils, paper, chalk, dry erase boards, scissors
- \*Crayons, Markers, and paints
- \*Puzzles play dough, beads, pegs, legos
- \*Playground equipment, playground balls

## **PRESCHOOL PRE-ACADEMIC SKILLS CURRICULUM**

The purpose of the Pre-Academic skills Program is to help foster confidence and enthusiasm for school, as well as increasing the child's awareness of him/herself and the world around them. Academic skill success is an opportunity to engage children when they are young, eager, and curious and also to challenge them by setting reasonable goals and helping them to achieve those goals.

The student:

- \*Is able to identify most body parts
- \*Matches and recognizes primary colors
- \*Matches and recognizes basic shapes
- \*Demonstrates understanding of sizes (big, little, long, short)
- \*Classifies using one attribute
- \*Demonstrates understanding of directional concepts up/down/, forward/backward, high/low
- \*Demonstrates understanding of quality concepts slow/fast, /few/many, thick/thin, empty/full, less/more
- \*Demonstrates understanding of quantitative concepts

## **SUPPLEMENTAL MATERIALS AND RESOURCES**

- \*The Education Center, *the Mailbox*, The Idea Magazine for Teachers
- \*National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs*
- \**Handwriting Without Tears*
- \*Toys: small manipulative and sorting
- \*Stories
- \*Cut out shapes and pictures
- \*Mat Man (Handwriting Without Tears)
- \*Crayons, markers, and paints

## **PRESCHOOL SOCIAL SKILLS**

The purpose of the social skills program is to help children learn how to establish positive relationships with others. Many opportunities will be provided to support the forming of friendships and to help children, interact, play and work together cooperatively. Positive social and emotional development is extremely important for cognitive and academic growth. Positive interactions with teachers and classmates will be introduced through activities such as song, games, imaginative play and many cooperative activities throughout the school year.

### **SOCIAL SKILLS**

The student:

- \*Understands and follows oral directions
- \*Shares appropriately: materials, space, attention
- \*Participates in all preschool activities
- \*Uses classroom materials appropriately
- \*Solves conflicts with teacher guidance
- \*Accepts redirection and limit setting
- \*Engages in conversations with others

### **PLAY SKILLS**

The student:

- \*Indicates pride in his/her accomplishments
- \*Plays cooperatively with teacher guidance
- \*Initiates play appropriately with teacher guidance
- \*Listens to others
- \*Engages in associative play and cooperative play
- \*Engages in imaginative play

### **SUPPLEMENTAL MATERIALS AND RESOURCES**

- \*The Education Center, *The Mailbox*, The Idea Magazine for Teachers
- \*Games
- \*Puzzles
- \*Toys
- \*Art supplies
- \*Imaginative play materials

## **PRESCHOOL SELF HELP CURRICULUM**

The purpose of the Self-Help Program is to encourage the preschool child to learn to take care of their own needs with the guidance of the teacher and to acquire self-confidence through these successes. Since each child develops at an individual rate, these concepts are introduced, emphasized, and incorporated throughout each day and within most activities through the academic year.

### **SELF HELP SKILLS**

The student:

- \*Knows his/her/ name, age and gender
- \*Cares for toileting needs independently
- \*Washes and dries hands independently
- \*Dresses and undresses self with teacher guidance
- \*Care for his/her belongings with teacher guidance
- \*Takes risks, is flexible, tries alternatives
- \*Demonstrates appropriate activity level for task

### **SUPPLEMENTAL MATERIALS AND RESOURCES**

- \*The Education center, *The Mailbox*, the Idea Magazine for Teachers
- \*National Association for the Education of Young Children, *Developmentally Appropriate Practice In Early Childhood Programs*
- \*Dress up dolls

## **PRESCHOOL LANGUAGE AND LITERACY**

The purpose of the Language and Literacy program is to enrich and extend children's interest in language and reading books as well as ensure their success as emergent readers. Their language skills will be encouraged through many activities such as show and tell, class discussions and sharing of their art work. Their enthusiasm for reading will be supported through reading books out loud and through exposure to rich literary materials such as children's literature, poems, rhyming games, songs, chants and finger plays.

### **LANGUAGE SKILLS**

The student:

- \*Uses simple sentences of 3-5 words
- \*Can tell a simple story
- \*Asks who, what, where, and why questions
- \*Uses language to organize thoughts
- \*Offers information to small and large group discussions
- \*Can follow 2-3 step directions

### **READINESS SKILLS**

The student:

- \*Recognizes print in the local environment
- \*Attends to beginning and rhyming sounds in salient words
- \*Matches uppercase letters
- \*Matches lowercase letters
- \*Labels some uppercase letters
- \*Matches some letter sounds
- \*Matches numbers 1-10
- \*Recognizes some numbers between 1-10 by name
- \*Rote counts 1-10 and higher
- \*Attends to repeated sounds in language

### **SUPPLEMENTAL MATERIALS AND RESOURCES**

- \*The Education center, *The Mailbox*, The Idea for Teachers
- \*Scholastic, *Literacy and the Youngest Learner* Best Practices for Educators of Children from Birth to 5
- \*\*National Association for the Education of Young Children, *Developmentally Appropriate Practice In Early Childhood Programs*, Serving children from Birth to Age 8

## SCIENCE AND SOCIAL STUDIES CURRICULUM

### SCIENCE:

The purpose of the science curriculum is to provide opportunities for children to explore their environment with materials that promotes key concepts such as cause and effect, predicting, observing and classifying. These concepts are integrated throughout the curriculum through hands on experience and with their natural environment such as; experimenting with the concept of sink and float, ice and snow, magnets, sorting leaves, planting seeds, observing live animals as well as the life cycle of a butterfly.

#### The student:

- \*Classifies using one attribute using simple categories: people, animals, toys, clothes, food, vehicles
- \*Experiments with cause and effect
- \*Experiments with predicting and observing
- \*Experiments with soil and rocks

### SOCIAL STUDIES:

The purpose of the social studies curriculum is to include familiar everyday events and experiences in the classroom as the basis of learning social studies and social competence skills. Basic concepts such as geography, history, and political science can be explored. Activities such as creating simple maps of the areas in the classroom, or using a timeline of the day or week can help foster understanding of these concepts. Working together as a group or classroom community will help to promote positive attitudes in expressing their opinions, making group decisions, and listening to the ideas of others.

#### The student:

- \*Participates in a group setting or classroom community
- \*Expresses opinions
- \*Listens to the ideas of others
- \*Shows self –respect and the respect of others

## MATH CURRICULUM

The purpose of the math curriculum is to provide focused mathematics time that is meaningful and interesting to children. Math learning experiences are integrated throughout the preschool day and throughout the year and include three areas that are important for preschoolers: number and operations, measurement and geometry/spatial relationships. Activities such as balancing toys on a scale, counting dinosaurs and dividing cookies help to promote concepts such as reasoning and problem solving.

The student:

- \*Rote counts 1-10
- \*Matches numbers 1-10
- \*Recognizes numbers 1-10 by name
- \*Matches quality with symbol 1-10
- \*counts objects with one-to-one correspondence from 1-10
- \*Matches and recognizes basic shapes
- \*Completes puzzles that are age appropriate
- \*Demonstrates understanding of directional concepts up/down/, Forward/backward, high/low
- \*Demonstrates understanding of quality concepts slow/fast, few/many Thick/thin, empty/full, less/more
- \*Demonstrates understanding of sizes (big, little, long, short)

# PRESCHOOL RELIGION CURRICULUM

The purpose of the Preschool Religion Program is to develop a positive self-concept for each child. This is accomplished through awareness that God has made each one of them special. This preschool religion program is designed to support parents in education their children about the Catholic faith.

## RELIGION

### LOOK AT ME

The student:

- \*Develops a positive attitude about him/herself
- \*Develops positive attitude about his/her talents and abilities that God has provided
- \*Develops positive attitude about him/her five senses that God has provided

### LOOK AROUND ME

The student:

- \*Develops a positive attitude about his/her family and friends
- \*Develops an appreciation for the animals and flowers that God has provided
- \*Develops an appreciation for trees, water, and light that God has provided

## LET'S CELEBRATE

The student:

- \*Develops knowledge and participation in the Church's liturgical season of Advent, Christmas, Lent and Easter
- \*Develops a positive attitude about God's love and goodness through Scripture, music and prayer

# METHODS AND STRATEGIES OF THE PRESCHOOL RELIGION CURRICULUM

- \*Teacher presentations
- \*Stories
- \*Songs
- \*Dramatizations
- \*Finger-play
- \*Games
- \*Sensorial activities

## TEXTBOOK FOR THE PRESCHOOL RELIGION CURRICULUM

I Am Special, God Loves Me Our Sunday Visitor Publishing Division

## SUPPLEMENTAL METERIALS

Our Sunday Visitor Publishing Division I am Special Fun Book  
Our Sunday Visitor Publishing Division Teach Me About God's Creation  
Our Sunday Visitor Publishing Division Family Moments

Posters:

I Am Special  
Me At...  
Waiting for Christmas  
I Can!  
Stickers