

Preschool Curriculum



World Famous
PEACE OF MIND®
Early Education Center

Scope & Sequence

Preschool



The Peace of Mind Pre-School Curriculum (Scope and Sequence) program is unique to our school. Developed in 2009 by our teaching team and administrative staff, the pre-school program at Peace of Mind meets and exceeds Minnesota state standards for early childhood education.

Reviewed annually, our curriculum focuses on the following areas of growth:

- Emotional & Social Development
- Intellectual & Cognitive Development
- Logical, Math & Science
- Physical Development – Fine and Gross Motor Skills
- Literacy & Language Development

For more information or to schedule your tour of Peace of Mind, contact us at 651-731-2608.

Resources:

Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple (1997).
Minnesota Early Childhood Indicators of Progress, Minnesota Department of Children, Families & Learning (2000)

Preschool





The preschool years mark the start of personal relationships with others that include interactions, making friends, solving conflict, and functioning effectively in groups. This area of growth also concentrates on a child's personal feelings about themselves as a responsible individual and learner.

Three-Years-Old

Emotional Development

- Has a sense of humor
- Emotions are shown as extreme or intense, freely expresses their feelings
- Gives reasons for emotions or actions taken, although may not fully understand them

Self-Concept

- Admires own appearance
- Speaks positively of self, labeling themselves as fast, or strong
- Shows pride in creations accomplished

Social Competence

- Fits well in a group, has a presence in the class
- Participates in parallel play and solitary play
- Exhibits primarily physical responses to conflict
- Stands up for self and what they want
- More cooperative during play

Four-Years-Old

Emotional Development

- Seek adult help when needed for emotional support and approval
- Demonstrate increasing competency in recognizing and describing own emotions
- Respond to praise and criticism

Self-Concept

- Begin to experiment with own potential and show comfort with self
- Start to show self-direction in actions
- Begin to develop awareness, knowledge, and acceptance of gender and cultural identity

Social Competence

- Understands others have rights and privileges
- Recognizes that others are different than themselves
- Can participate in sharing without getting upset
- Follows directions and expectations on a regular basis

Five-Years-Old

Emotional Development

- Consistently used words instead of actions to express emotions
- Shows self-regulation to handle emotions appropriately
- Comes to an adult to talk about a problem

Self-Concept

- Recognizes certain abilities, characteristics and preferences
- Is comfortable with self and confident in their surroundings

Social Competence

- Understands others have rights and privileges
- Recognizes that others are different than themselves
- Can participate in sharing without getting upset
- Follows directions and expectations on a regular basis

Goals to help accomplish Emotional & Social success

1. Build self-confidence and a sense of self-worth by allowing choices within limits and building on successful experiences.
2. Provide a warm, loving, accepting environment for each child to work and play in.
3. Encourage curiosity and a sense of wonder with an emphasis on self-motivation.
4. Assist in the development of self-discipline in each child.
5. Provide appropriate alternatives to aggressive behavior and strengthening inner emotional control.
6. Promote and instill a sense of caring and sensitivity toward others through modeling.
7. Develop recognition of individual needs as well as group needs.
8. Aid in the development of problem solving skills through modeling and clear expectations.
9. Encourage individual decision-making power so that each child feels a sense of control over their own lives.
10. Teach our children to learn and seek the rewards of giving of themselves unconditionally for the benefit of others, and reminding each other to do the same.



Curiosity about the surrounding world is a child's natural-driven force which helps develop understanding of people, places and things. This area of growth concentrates on the children's little minds gaining knowledge.

Three-Years-Old

Logical, Mathematical & Scientific Thinking

- Show curiosity and interest in counting and number
- Understand having “one” of something
- Know how many fingers are on each hand
- Identify and label simple shapes

- Express wonder about the natural world
- Use senses to explore materials
- Use tools for investigation
- Desire to figure out how certain objects or events around them work

Four-Years-Old

Logical, Mathematical & Scientific Thinking

- Recognize and duplicate simple patterns
- Sort things into subgroups by different characteristics
- Place several objects in order on the basis of one characteristic
- Understand beginning, middle and end
- Anticipate, remember, and describe sequence of events
- Identify characteristics of objects
- Pose questions and find answers through active exploration
- Make comparisons among objects that have been observed

Five-Years-Old

Logical, Mathematical & Scientific Thinking

- Understand what “half” means
- Begin to know concept of odd and even
- Count ten or more objects
- Duplicate more complex patterns
- Recall certain events from past with great detail
- Draw conclusions based on own exploration and critical thinking

Goals to help accomplish Intellectual success

1. Spark excitement in children about the opportunity to learn and encourage curiosity, risk taking, imagination, persistence, and reflection.
2. Empower each child to take charge of their education, without limiting the methods they may use to do so.
3. Encourage children to seek knowledge in areas where the child is interested by giving them the flexibility to explore those interests and desires.
4. Stimulate children's minds by providing an atmosphere where children have multiple opportunities to discover and explore.

5. Teach independence by learning how and where to find solutions.
6. Engage in play, exploration and imagination with the children taking their play to a more sophisticated level.
7. Provide a wide variety of activities within an atmosphere where cooperative play is encouraged.
8. Change the environment to reflect themes children are interested in and include activities in the curriculum areas of art and creativity, literacy (listening, speaking, writing, reading), language (Spanish and American Sign Language), fine motor, science, dramatic play, sensory, movement, music, and cooking!
9. Support children with their learning so that they learn to trust their own feelings about what is learned, heard, seen and done, and begin to share these experiences with others.
10. Help children to develop a lifelong love for learning by showing our own excitement for learning through our actions in the classrooms and by what we learn from them!



Children learn best by doing. Hands-on work with plenty of movement stimulates thinking and sparks interest. Giving into their physical desires rather than fighting them promote healthy physical characteristics as well as neurological connections.

Three-Years-Old

Gross Motor Development

- Run smoothly and at an even pace
- Gain balance by alternating feet on stairs, standing on one foot, and walking on tiptoes
- Jump off low steps or over small objects
- Continue to develop muscle strength and coordination with large objects

Fine Motor Development

- Hold writing utensils with fingers rather than fist
- Draw simple shapes such as lines and circles
- Handle a scissors and attempt to cut
- Undress without assistance
- Unbutton with skill

Four-Years-Old

Gross Motor Development

- Develop control of large body movement
- Develop increased body strength and stamina
- Continue to develop body flexibility
- Use a variety of equipment for physical development

Fine Motor Development

- Use strength and control to perform simple fine motor skills like puzzles and lacing
- Use scissors more effectively and begin to cut simple patterns
- Explore use of various drawing and writing tools
- Draw a person with at least four body parts

Five-Years-Old

Gross Motor Development

- Skip and run with agility and speed
- Climb with accurate movements
- Pump self on swing

Fine Motor Development

- Draw recognizable pictures in a planned and organized way
- Basic understanding of left and right
- Dress quickly and with ease including zipping and buttoning



Goals to help accomplish Physical success

1. Teach each child to use their body in a variety of active ways by participating in fine motor activities, both indoors and outdoors, such as lacing, painting, cutting, tracing, dressing, pouring and writing.
2. Teach each child to use their body in a variety of active ways by participating in large motor activities, both indoors and outdoors, such as dancing, balancing, running, skipping, pumping on swings, catching, and playing with balls.
3. Promote physical health and well being by demonstrating and using physical activity daily.



Literacy skills begin long before the ability to read or write is present. What a child experiences in language and literacy from birth on up help a child to be successful in literacy later in the elementary school years. This area of growth concentrates on those vital pre-writing and pre-reading skills.

Three-Years-Old

Listening

- Follow one-step directions
- Understand location words; in, on, under
- Begin to pay attention when others speak

Speaking

- Use simple sentences of three or four words to express needs
- Attempt to pronounce unknown words
- Ask many who, what, where, why questions
- Show steady increase in vocabulary

Emergent Writing

- Show interest in scribbling and marking up papers
- Ask what ads or signs in the environment say
- Recognize own name in print

Emergent Reading

- Show interest in books
- Understand reading concept of top and bottom
- Turn pages of book with ease and one page at a time

Four-Years-Old

Listening

- Listen with understanding to directions and conversations
- Follow directions that involve two or three-steps
- Remember what they heard (auditory memory)

Speaking

- Communicate needs, wants, and thoughts through non-verbal gestures, actions or expressions
- Speak clearly and understandably in home language and/or English
- Uses language for a variety of purposes
- Use new vocabulary and grammar in speech
- Initiate and respond in conversation with others

Emergent Writing

- Understand that writing is a way of communicating and that “talk” can be written down
- Use scribbles, shapes or pictures to represent thoughts or ideas
- Know letters have certain distinctive shapes
- Print name in any way

Emergent Reading

- Understand print carries a message, not just the picture
- Read to self favorite books

Five-Years-Old

Listening

- Listen attentively when others speak (eye contact)
- Identify words that rhyme
- Take turns when speaking, interrupts less frequently

Speaking

- Speak in fuller, more complex sentences
- Use pitch and voice inflection when speaking
- Show continued speech fluency in expressing ideas

Emergent Writing

- Understand English writing concepts of top to bottom, left to right and front to back
- Know letter sequences make words
- Begin to use inventive or “kid” spelling
- Print name clearly

Emergent Reading

- Recall and retell the sequence of a story
- Recognize five or more letters of the alphabet
- Identify and associate letter sounds
- Interest in a variety of books
- Understand reading concepts as the same as writing concepts; top to bottom, left to right, and front to back.

Goals to help accomplish Literacy & Language success

1. Model appropriate conversations with others, both adults and children during activities, playtime and meals.
2. Respond appropriately and genuinely to children’s comments.
3. Create lists, charts, webs and labels with children using appropriate print and displaying it in the room.
4. Read aloud to children everyday, several times a day, with enthusiasm and animation.
5. Provide opportunity for and encourage children to listen respectfully while other children talk, speak in front of others with confidence, write their own stories and draw their own pictures using a variety of writing utensils, and read books on their own in comfortable surroundings.
6. Expect children to listen, speak, write and read successfully promoting self-confidence of their capabilities.
7. Ask open-ended questions to provoke thought and conversation.
8. Promote literacy skills by offering literacy building activities such as patterning, sequencing, letter exposure, pencil grip, concepts of print, and writing and reading.
9. Introduce and define new words often through themes and classroom activities.
10. Understand and respect languages of people from other backgrounds, including (but not limited to) Spanish and American Sign Language.

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