CURRICULUM FOR 4-YEAR OLDS

AREAS OF DEVELOPMENT

PHYSICAL DEVELOPMENT & MOVEMENT

- Energetic activity both indoors and out and experiencing the feeling of wellbeing that it brings
- Exploring a range of different ways in which the children can use their bodies in physical activity
- Being safe in movement and in using tools and equipment
- Co-operating with others in physical play and games
- Running, jumping, climbing, balancing, throwing and other gross motor skills with increasing skill and confidence
- Developing control of fine motor skills of the fingers and hands

INTELLECTUAL DEVELOPMENT

Knowledge and understanding of the world

- The weather, days of the week, seasons, birthdays, past, present and future
- Prescribing and measuring time i.e. morning, snack time
- Awareness of parts of the body
- Recognizing shapes, patterns and colours.
- Developing an appreciation of nature
- Exploring various cultures and celebrations
- Developing positive attitudes towards people with different cultural backgrounds
- Developing an awareness of one’s own cultural background and family
- Becoming aware of the importance of hygiene, diet, exercise and personal safety

METHODS OF TEACHING/LEARNING

PHYSICAL DEVELOPMENT & MOVEMENT

- Play in the garden using various tools such as swings, climbing frames, bikes etc.
- Using body through rhythmic and expressive movement such as music, drama, and dance
- Playing outdoor games, going for walks
- Yoga: awareness of body, developing concentration, focus and listening skills, following instructions.
- Ice skating

INTELLECTUAL DEVELOPMENT

Knowledge and understanding of the world

- Circle time, weather chart, rhymes, songs, various visual aids
- Rituals for celebration of birthdays
- Puzzles
- Continents, globes, maps and flags
- Books
- Daily routines
- Celebrating traditional and international holidays
- Parent guests sharing their cultural background
- Personal books
- Art projects
- Use of garden
- Everyday uses of technology
- Experiments
- Excursion
**Maths**

- Introducing number recognition
- Understanding of mathematical processes such as sorting, grouping, matching, counting, measuring
- Using mathematical language appropriate to the learning situations

**Communication and language**

- Communicating feelings, needs, thoughts, ideas and questions
- Developing vocabulary
- Understanding concepts such as the same and opposites i.e. high, low, in front, behind, etc.
- Listening, following instructions
- Developing concentration
- Introduction to the alphabet

**SOCIAL, EMOTIONAL AND PERSONAL DEVELOPMENT**

- Developing confidence, self esteem and a sense of security
- Recognizing and expressing our feelings
- Playing cooperatively and sharing resources
- Developing friendships
- Functioning in a group
- Developing independence
- Persevering in tasks
- Becoming aware of and respecting the needs and feelings of others
- Learning to follow rules which are made for the safety and consideration of all
- Learning to follow instructions

**CREATIVE DEVELOPMENT**

**Arts and crafts**

- Investigating and using various materials and techniques such as drawing and painting
- Exploring line, shape, form, colour, pattern and texture

**Maths**

- Puzzles
- Learning through conversation
- Learning through music and singing
- Various materials used as teaching aids
- Books
- Learning through play
- Workbooks

**Communication and language**

- Morning circle
- Listening and communicating through conversation
- Books, rhymes, songs, musical games
- Interacting through play
- Vocabulary exercises
- Work books
- Visual aids
- Word building
- Reading and writing exercises

**SOCIAL, EMOTIONAL AND PERSONAL DEVELOPMENT**

- Using the “Second Step” program (a social and emotional learning program using hands-on interactive activity based lessons)
- Learning to identify feelings, solve problems and get along with others
- Interacting in circle time
- Working in groups
- Daily routines
- Books, sharing news and conversation
- Personal books
- Songs
- Free play

**CREATIVE DEVELOPMENT**

**Arts and crafts**

- Playdough, clay, junk modelling
- Handling scissors, glue, tape, paintbrushes, crayons
- Holding pencils
- Using insets and stencils
<table>
<thead>
<tr>
<th>Music</th>
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<tbody>
<tr>
<td>• Music appreciation</td>
<td>• Songs at morning circle</td>
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<tr>
<td>• Learning language and communication through music</td>
<td>• Song books</td>
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<tr>
<td>• Basic use of musical instruments</td>
<td>• Use of instruments, rhythmic games and dances, tapes and cds</td>
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<td>• Weekly visits from music teacher</td>
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<thead>
<tr>
<th>Drama</th>
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<tr>
<td>• Using dramatic expression for learning about our feelings, values and the world around us</td>
<td>• Role play</td>
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<td>• Puppets</td>
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<td>• Dress up</td>
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<td></td>
<td>• Plays/theatre</td>
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<td>• Dramatic games and exercises</td>
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<tr>
<th>SPIRITUAL DEVELOPMENT</th>
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<tr>
<td>• To encourage qualities such as empathy, joyfulness, kindness, truthfulness, helpfulness, cleanliness, contentedness, non-harming, and forgiveness</td>
<td>• Teacher as a loving role model</td>
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<td>• Reverence and love for all living and non living things</td>
<td>• All-round self development of the teacher</td>
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<td>• To encourage love of self and respect</td>
<td>• Using songs, stories, role-play, theatre, music and arts and crafts</td>
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<td>• Providing children with opportunities to experience harmony through moments of peace and tranquillity</td>
<td>• Quiet time in morning circle</td>
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<td>• Harmony with nature</td>
<td>• Using positive affirmations</td>
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<td>• Protecting children from over-commercialization and preserving their right to a rich and meaningful childhood by encouraging their natural sense of wonder at the magic of the universe</td>
<td>• Acknowledgements of children’s strengths and efforts</td>
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<td>• Creating a sense of universal family</td>
<td>• Using positive language when correcting a child or in discipline situations, and avoiding negative criticism</td>
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<td>• Observing and being in nature</td>
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<td>• Vegetarian food</td>
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<td>• Service activities (such as watering plants, going to visit the retirement home, teacher’s helper)</td>
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<td>• Creating a subtle environment with peaceful music, paintings, plants and as many natural materials as possible</td>
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