

Phoenix Christian School K-8 Pre-Kindergarten Curriculum Scope

We know and understand that children will enter Pre-K at a variety of levels, so we design our curriculum knowledge to move in a progression (→→) according to each student's ability, exposures and readiness. Every child will have the exposure; not every child will master the entire list, and that's perfectly normal. This scope of objectives shows where we will begin and where we will end. We know that each child was created to progress at his or her own rate so everything in between comes from knowing and understanding early childhood development. That's why it simply cannot be an exhaustive list of what we will be working to develop, because as we observe each child we will incorporate the right activities, materials, and guidance that will help him or her grow and develop in awareness, knowledge and skill levels. Our weekly teacher observations will provide you and us with a "progress chart" of development. We will conference twice during the year, but regular communications will keep you up-to-date on the important markers. And of course if either you or the teacher has concerns, those will be discussed immediately.

This list includes important foundational elements for a child to be able to progress into Kindergarten. All of them are taught in a developmentally appropriate way...that means the children will be involved in doing, handling, manipulating, experimenting, creating, playing and having a ton of fun through the entire learning process.

Pre-reading, Pre-writing and Language Development

- Discriminate sounds and rhyming words→→Invent own rhymes
- Identify source of common sounds→→Verbalize what the source does or what it looks like
- Memorize and recite songs and nursery rhymes→→Invent a rhyme or insert a missing rhyming word
- Discriminate between numbers and letters→→Work toward learning letter names and sounds
- Engage in character/dramatic role playing→→Assign or invent dramatic roles
- Expand vocabulary→→Begin to define words
- Recall stories→→Tell stories and "illustrate"
- Answer questions about a story→→Invent a story or solve a problem when asked a question
- Follow two to three step directions→→Move spatially from directions
- Participate in conversations→→Explain an event from the past, present or future, or a simple process from start to finish
- Recognize own name when printed→→Identify print on classroom objects
- Identify and verbalize needs→→Express a personal opinion
- "Read" book from pictures or memory→→Understand that letters make words, that words make sentences, that sentences make story books
- Interpret events and their sequence from picture books or other media→→Predict outcomes
- Know left from right→→"Read" in a left to right progression following words→→Know page positions: Upper L Upper R, Lower R Lower L
- Focus during circle/story up to 10 minutes
- Small motor proficiency with stenciling using pencil, advanced cutting, painting objects, handling small manipulatives→→Perform writing strokes with direction→→Engage in inventive writing
- Identify familiar words in their world→→Match spoken word to written word

Math, Reasoning, Time and Space

- Sort by color or shape (Ex: All reds or all squares)→→Sort by 2-3 attributes (Ex: Red squares, blue circles or red squares with one dot)
- Count numbers in sequence to 10→→Recognize, name and match numbers to 10 with corresponding quantities
- Copy and continue a repeating pattern of two→→Create a repeating pattern of two attributes (Ex: Yellow square & green circle, yellow square and green circle)
- Name and locate 7 days of week on calendar→→Understand today, tomorrow, yesterday, month and major holidays
- Match pairs→→Match shapes, halves, pieces/parts, textures
- Understand concepts: next to, big/bigger/biggest, empty/full, around, bottom, over/under, small/big→→Understand concepts: more/less, same/equal/different, part of/whole/half, small/medium/large, beginning/middle/end
- Place object or person in 1st and last position→→Understand and organize objects in ordinal positions of 1st-4th
- Name and trace shapes→→Draw: circle, square, triangle, rectangle, cross, X
- Sequence photos according to passage of time (Ex: baby, toddler, child, adult, elderly adult)→→Place four story cards in order of the event (Ex: She walked outside, she saw it was raining, she opened the umbrella, she went down the sidewalk)
- Understand the concept of what is “next” in the school day→→Be able to “read” a classroom chart of activities for the day and tell the group what is next
- Read a simple (2 line) bar graph (Ex: Which has more/which has less?)→→Help create a simple bar graph with data from environment (Ex: There are more girls than boys or 10 children have dogs, 6 have cats, and 4 have both)
- Compare two objects (Ex: Soft/smooth)→→Compare and describe differences and similarities between two objects (Ex: Size, color, shape, use)
- Compare items by length and identify which is longer/shorter→→Use a nonstandard form of measurement to determine length or height (Ex: Pieces of string, stacked blocks, chalk line, children’s bodies!)
- Use concepts of put together and take away with a number of objects→→Distinguish the totals after adding or subtracting numbers of objects to a group

Motor Skills and Movement

- Join group in finger plays, clapping hands, moving to music
- Free hand paint using fingers or variety of objects→→Paint or draw a recognizable object
- Trace objects
- Cut shapes that are drawn→→Cut on the line with greater accuracy
- Jump on two feet, march→→Hop on one foot 3-4 times
- Walk forward heel-to-toe on a balance beam→→Walk backward on beam
- Navigate an obstacle course→→Navigate following directional arrows
- Walk up or down stairs alternating feet
- Throw a large ball to a person→→Throw a ball or bean bag through a large opening
- Catch a large ball→→Catch a small ball or bean bag
- Ride a tricycle
- Hit a ball off a tee
- Use a pencil/crayon/marker with proper grip
- Button/zip clothing→→Tie shoes
- Manipulate small objects (Ex: Thread beads, puzzle pieces, legos)
- Build/construct an object or structure using play dough, blocks, boxes, manipulatives
- Pantomime a song or rhyme

Social/Emotional Development and Creative Expression

- Play group games with teacher direction→→Verbalize rules to a game and play with minimal teacher direction
- Move into established group→→Assign roles during group play
- Seek adult help to solve a problem→→Solve most peer problems on own but know when to ask for help
- Play along side others (parallel play)→→Join in sharing toys, roles, willing to take turns (cooperative play)
- Follow class routine/take turns→→Make plans for the day (Ex: First I am going to paint and then I want to build a city with the blocks)
- Show feelings→→Verbalize and/or display preferences, feelings, friendships, love
- Share answers in a group→→Stand in front of class to illustrate something for teacher, show and tell, or lead group conversation
- Show creative expression to music→→Follow a sequence of steps or choreographed movements, interpret tempo, rhythm
- Sing along with the group→→Identify and mimic musical moods and themes
- Accompany a piece of music using rhythm instruments
- Paint, draw and create various art forms using a variety of mediums and materials
- Identify primary colors→→Mix two colors to create a color (Ex: Red and yellow = orange)

God's World and Science

- Begin experimenting, observing and understanding elements of creation: land (mountains, deserts, soil), water (sink/float, ocean, river, lake), space (planets/heavens and dimension), animals (wild, habitat and pets), plants (beauty, food source, water and light to grow), day (sun), night (moon), people (growth, body parts, senses, feelings), weight (light/heavy), gravity (falling), air (breathing and floating), weather (seasons, hot/cold, rain, snow, clouds, how we dress)
- Use comparative language while observing/experimenting
- Join in construction of projects→→Construct project by self
- Observation and beginning understanding for use of basic tools and machines
- Begin to predict outcomes for simple experiments

Spiritual Development and Growth

- Begin understanding that God created everything, knows everything and controls everything
- Know of Jesus' love for him or her
- Fold hands and bow head to pray
- Ask for prayer for someone or something they love
- Pray for others
- Know favorite Bible stories and one or two important spiritual points of story
- Begin to understand and see sin
- Begin to comprehend that faith (by God's grace) in Jesus as our Savior and Lord cleanses our sin and gives us eternal life
- Respond to teacher giving Biblical guidance and direction
- Be willing to apologize for doing something wrong
- May express a faith of own