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**Stay & Play Preschool**

**Philosophy Statement**

Stay –N- Play Childcare, Inc believes that every child should be provided a learning opportunity that is appropriate for individual needs through a variety of teaching tools and qualified educators who will help them succeed. SNP believes that in providing care with a safe, structured learning environment, and providing children with the resources needed to learn and grow.

 Learning Goals & Objectives

Ages 3-5 Years Old

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| **Self Concept**  |
|  | Shows ability to adjust to classroom routine and struc­ture, and has a basic understanding of the timeline of a day  |
|  | Follows directions, simple tasks, shows self-control and independence  |
|  | Is able to clean up after center time and snack  |
|  | Demonstrates ability to transition to familiar and non-familiar classroom tasks  |
|  | Shows respect for teachers and peers  |
|  | Shows enthusiasm for their own accomplishments  |
|  | Takes pride in their work  |
|  | Demonstrates and identifies functions of body parts  |
|  | Participates in a variety of multi-sensory experiences  |
|  | Recognizes self as an individual unit of a group or demographic as part of a greater whole  |
| **Relationship with Others**  |
|  | Shows appropriate trust in teachers and staff  |
|  | Interacts comfortably with familiar adults  |
|  | Demonstrates care for personal belongings  |
|  | Respects other classmates  |
|  | Respects classroom materials  |
|  | Demonstrates the ability to make and show appro­priate affections and friendship with family, peers or groups  |
|  | Participates in group settings throughout the day  |
|  | Appropriately seeks help and direction when needed  |
|  | Resolves conflict using appropriate language skills  |
|  | Develops a sense of self-worth through classroom accomplishments  |
| **Self Care**  |
|  | Follows and communicates basic safety and health rules  |
|  | Demonstrates increasing knowledge of the Food Pyr­amid, healthy life style, good nutrition, and tries new foods at snack  |
| **Emotional Development**  |
|  | Appropriately states and expresses own emotions and recognizes emotions expressed by peers  |
|  | Uses a variety of thought processes to solve problems  |
|  | Shows ability to share  |
|  | Demonstrates emotions through play, music and art  |
|  | Relates well with other peers  |
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| **Gross Motor Skills**  |
|  | Demonstrates basic P.E. skills (running, jumping, skip­ping, hopping with one and two feet, jumping with two feet, walking in a straight line… )  |
|  | Ability to balance while walking or running  |
|  | Attempts to catch, throw, and kick objects such as a ball  |
|  | Is able to move up and down stairs, or other places that require up and down movement  |
|  | Is strong enough to play with peers and shows agility and flexibility in activities on the playground or in the gym  |
|  | Is specially aware of themselves and how they relate to the environment around them  |
| **Fine Motor Skills**  |
|  | Ability to hold and rest a pencil  |
|  | Demonstrates adequate strength of muscles in hands  |
|  | Demonstrates eye hand coordination while playing with puzzles, lacing cards, stringing beads, using a pencil, or using art supplies  |
|  | Ability to use paint brush, crayons, colored pencils and other medium art supplies  |
|  | Is able to control scissors correctly to allow for cutting various sizes of shapes and objects |

**Kindergarten Readiness Skills**

 Recognize all letters of alphabet

 Count to 20 out loud

 Write full name with correct letter upper & lower

 Case letters

 Understand and follow 1 & 2 step directions

 Speak in complete sentences

 Recognize basic shapes

 Take turns

 Wait for their turn

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| **Curiosity and Imagination**  |
|  |  | Demonstrates an eagerness to learn through their surroundings |
|  |  | Asks questions and desires answers to understanding the world around them |
|  |  | Demonstrates a willingness to participate and join in classroom activities both in familiar and unfamiliar areas |
|  |  | Shows excitement about new opportunities for learning and growth |
|  |  | Is able to discriminate between a variety of multisensory experiences |
| **Persistence**  |
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| --- | --- |
|  | Demonstrates an eagerness to learn through their surroundings  |
|  | Asks questions and desires answers to understanding the world around them  |
|  | Demonstrates a willingness to participate and join in classroom activities both in familiar and unfamiliar areas  |
|   | Shows excitement about new opportunities for learning and growth  |
|  | Is able to discriminate between a variety of multisensory experiences  |
|  |
|   | Is able to start and finish a task on their own  |
|   | Demonstrates abilities to ask for guidance or direction when needed  |
|  | Is able to set a simple goal towards skill development until it is completed and or mastered  |
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| **Listening and Conversation**  |
|  | Is able to distinguish the sounds of language  |
|  | Expresses ideas and is able to communicate using words and sentences  |
|  | Is able to follow directions given orally  |
|  | Asks and answers questions  |
|  | Participates with peers and teacher in classroom con­versations  |
|  | Expands and connects vocabulary through listening to stories, conversations, and music  |
|  | Can distinguish rhyming words  |
|  | Expresses self clearly when asked to communicate with other peers and teachers through verbal and non-ver­bal cues  |
| **Vocabulary**  |
|  | Actively participates in music by following actions, singing, and recognizes language through printed text  |
|  | Listens for words that begin with the letter of the week  |
|  | Communicates with peers through daily activities  |
|  | Expresses emotions and ideas through art expression  |
|  | Capable of identifying names of simple shapes and colors  |
|  | Capable of recognizing and reciting phone number and address  |
|  | Understands transitional words, up, down, forward, back, under, over etc.  |
|  | Understands multi-step directions  |
|  | Increases in vocabulary skills as year progresses  |
| **Reading Comprehension**  |
|  | Shows interest and joy in reading  |
|  | Ability to recall parts of stories, ask and answers questions regarding the story, and make up alternate variations of the story  |
|  | Looks at pictures in storybook and begins to make up a story of their own  |
|  | Knows how to handle a storybook, hold upright, turn pages from right to left  |
|  | Recognizes printed alphabet letters, and the sounds they make, through printed text around the classroom and in storybooks  |
|  | Shows interest in a variety of literature  |
|  | Listens to stories and asks and answer questions throughout  |
|  | Ability to make connections between stories and real world experiences  |
|  | Can retell beginning, middle and ending of stories  |
|  | Recognizes sight words and word family words  |
|  | Listens and understands meaning of words read aloud  |
| **Emergent Writing**  |
|  | Understand the language of writing  |
|  | Demonstrates writing the letters of the alphabet  |
|  | Demonstrates top to bottom writing skills using cor­rect letter formation and strokes |

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|  | Understands letters make up words and words form sentences  |
|  | Can follow written directions left to right, and top to bottom  |
|  | Can follow written directions tracing shapes, letters, numbers and symbols  |
|  | Recognizes and demonstrates writing first and last name with correct letter formation  |
|  | Begins writing the 50 sight words and word-family words  |
| **Phonemic Awareness**  |
|  | Recognizes alphabetic sounds  |
|  | Recognizes a variety of rhyming words  |
|  | Understands and demonstrates how to blend sounds together to make words  |
|  | Understands the difference between upper and lower case letter recognition  |
|  | Demonstrates how many syllables are in a word  |
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| **Art Expression**  |
|  | Demonstrates ability to follow directed art  |
|  | Demonstrates the ability to use imagination on undi­rected art projects  |
|   | Demonstrates the ability to use different art mediums i.e. finger paints, watercolors, crayons, glue and scissors  |
|  | Will be able to explore, express, create, analyze and observe a variety of art forms  |
|  | Shows care and appreciation for their work  |
|  | Shows appreciation and respect for peers work  |
|  | Understands how art can be used to express self  |
| **Creative Movement and Music**  |
|  | Participates in group music activities, finger plays, dramatic play and story telling  |
|  | Sings the circle time songs while participating with actions  |
|  | Uses props to show self expression and to enhance play in their environment  |
|  | Uses imagination and creativity, but can distinguish between fantasy and real world experiences  |
|  | Demonstrates the ability to play cooperatively with classmates  |
|  | Explores with rhythm and sound using play, move­ment, and instruments  |
|  | Shows expression of emotions through dance move­ment  |
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| **Numbers and Patterns**  |
|  | Rote counting 1-100  |
|  | Recognizes number names, and number recognition  |
|  | Recognizes patterns and can repeat them (color and shape)  |
|  | Recognizes patterns and can explain what comes next  |
|  | Understands and recognizes how to add and subtract from groups and sets  |
|  | Understands ordinal terms  |
|  | Demonstrates classrooms graphs and can express understanding of their operation  |
|  | Uses counting skills in play environments as ways to determine quantity  |
|  | Recognizes sets as more than, less than, or equal to  |
|  | Counts objects up to 10 using one-to-one correspondence  |
|  | Can take apart, name and regroup sets of items  |
| **Measurement**  |
|  | Recognizes the concept of bigger and smaller  |
|  | Recognizes the concept of longer and shorter  |
|  | Recognizes the difference between in and out  |
|  | Recognizes the difference between over and under  |
|  | Recognizes heavier verses lighter  |
|  | Uses tools for measurement of length, volume or weight  |
| **Geometry**  |
|  | Understands that shapes remain the same regardless of position  |
|  | Explores ways to use simple shapes to create new shapes  |
|  | Explores ways to fit objects together to create a whole  |
| **Spatial Reasoning**  |
|  | Understands position words up, down, inside, outside, top, bottom, behind, beside  |
|  | Recognizes the meaning of horizontal, diagonal, and vertical  |
|  | Recognizes positions of top and bottom from different perspectives  |
|  | Given simple directions they can move from place to place  |
| **Problem Solving**  |
|  | Demonstrates simple estimation strategies or reason­ing skills in solving mathematical problems  |
|  | Uses simple explanations to explain how and why a mathematical problem was solved a certain way  |
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| **Observation**  |
|  | Explores and observes the world around them  |
|  | Makes observations on living and non-living things  |
|  | Understands a variety of animal behaviors, habitat and environments  |
|  | Is able to sequence events in their proper order  |
|  | Is able to predict what will happen or come next  |
| **Questions and Investigation**  |
|  | Asks questions who, what, when, where, how and why in relation to their world  |
|  | Gains an appreciation for their world and surroundings  |
|  | Can classify and sort like things, objects, and animals  |
|  | Uses ‘if” “then” statements and cause and effect rea­soning  |
|  | Recognizes how to compare and contrast  |
|  | Understand the role of simple scientific objects and tools  |
|  | Uses technology skills to further exploration  |
|  | Explores simple ideas and events and can reason outcomes  |
|  | Is able to use problem solving skills to determine outcomes using knowledge, skills, observations, and evaluation |
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| **Citizenship**  |
|  | Can recite the Pledge of Allegiance  |
|  | Engages in appropriate social behavior and partici­pates in the classroom environment  |
| **Culture**  |
|  | Demonstrates an understanding of their family unit and their individual role  |
|  | Explores many types of cultural celebrations both in and outside the classroom  |
|  | Recognizes the differences between their own culture and the culture of others both in and outside the class­room environment  |
| **Community**  |
|  | Gains an understanding of a variety of roles and re­sponsibilities that people play in the community  |
|  | Understands how individuals exchange goods or services  |
|  | Explores jobs and roles inside the classroom that will benefit the community |

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