

**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 |
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|  | 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 | |

