



**Magic Moments Preschool**  
*where love and learning meet*

## Preschool Curriculum Ages 3 to 5 years

*The Children's Center and Magic Moments Preschool Programs promote the philosophy of play-based learning and believe that play is essential to every aspect of a child's development. In each classroom, the teachers foster learning and development in age-appropriate ways. Read below to see in more detail the learning standards we cover in our planning.*

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

*How do young children develop understandings of themselves and others?*

1. Recognize, describe or represent emotions (e.g., happiness, excitement, surprise, anger, fear, sadness).
2. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.
3. Talk about how people can be helpful/hurtful to one another.
4. Practice independence and self-help skills.
5. Recognize and express one's needs; recognizes other's feelings.
6. Understand and accept behavioral limits; demonstrates ability to regulate.
7. Describe members of their family and developed awareness of social identity.

The Children's Center and Magic Moments Preschool Programs use the Pyramid Model framework which includes concrete strategies for promoting healthy social-emotional development of young children. To learn more, visit [www.pyramidmodel.org](http://www.pyramidmodel.org).

### **ENGLISH LANGUAGE ARTS**

*How do young children develop understandings of language and use it to communicate with others?*

#### **LANGUAGE DEVELOPMENT**

1. Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions).
2. Follow instructions that include a two or three step sequence.
3. Communicate personal experiences or interests.
4. Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.
5. Listen to and use formal and informal language.

## READING AND LITERATURE

1. Listen to a wide variety of age appropriate literature read aloud.
2. Develop familiarity and awareness of print and letter forms.
3. Identify parts of books such as cover, first page, and title.
4. Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.
5. Link letters with sounds in play activities.
6. Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.
7. Listen to, recite, sing, and dramatize a variety of age-appropriate literature.
8. Recognize rhythm and rhyme in poetry.
9. Listen to, recognize, and use a broad vocabulary of sensory words.

## EMERGENT WRITING

1. Understand that writing is a way of communicating.
2. Use their own words and scribbles, shapes, or pictures to represent ideas/describe their experiences, tell imaginative stories, or communicate information about a topic.
3. Add details or make changes to published or class made stories.
4. Use emergent writing skills to make letters in many settings and for many purposes.
5. Arrange events in order when telling or retelling a story.
6. Begin to copy or write their own name.

The Children's Center and Magic Moments Preschool Programs use in collaboration with the Preschool Special Needs Program, the *Read It Once Again* curriculum which is an early literacy-based program with an intense focus on language and foundational skills. For more information, visit [www.readitonceagain.com](http://www.readitonceagain.com).

## MATHEMATICS

*How do young children develop mathematical thinking and use it to make sense of their world?*

### NUMBER SENSE

1. Listen to and say the names of numbers in meaningful contexts.
2. Connect many kinds/quantities of concrete objects and actions to numbers.
3. Use positional language and ordinal numbers (first, second, third) in everyday activities.
4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).
5. Observe and manipulate concrete examples of whole and half.

### PATTERNS AND RELATIONSHIPS

1. Explore and describe a wide variety of concrete objects by their attributes.
2. Sort, categorize, or classify objects by more than one attribute.
3. Recognize, describe, reproduce, extend, and create repeating patterns.

### SHAPES AND SPATIAL SENSE

1. Investigate and identify materials of various shapes, using appropriate language.

2. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.
3. Listen to and use comparative words to describe the relationships of objects to one another.
4. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.

#### MEASUREMENT

1. Use estimation in meaningful ways and follow up by verifying the accuracy of estimations.
2. Use nonstandard units to measure length, weight, and amount of content in familiar objects.

#### DATE COLLECTION AND ANALYSIS

1. Organize and draw conclusions from facts collected to make sense of the world.

#### TIME AND SEQUENCE

1. Understand time as it relates to daily routines and sequencing of events.

### SCIENCE AND SOCIAL STUDIES

*How do young children develop understandings of their physical and social worlds?*

#### INQUIRY SKILLS

1. Observe, explore, experiment, classify and predict.
2. Ask and seek out answers to questions about objects and event with adult assistance.
3. Identify and use simple tools appropriately to aid in investigation.
4. Record observations and share ideas through simple forms of representation such as drawings.

#### EARTH AND SPACE SCIENCES

1. Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.
2. Explore and discuss what air is or does (air takes up space inside bubbles and beach balls; air can move things; air can support things such as parachutes and kites).
3. Identify the characteristics of local weather based on first-hand observations.
4. Observe sunlight and shadows and describe the effects of the sun or sunlight.
5. Show interest in caring for the earth and the environment.

#### LIFE SCIENCES

1. Observe and identify the characteristics and needs of living things: humans, animals, and plants.
2. Investigate, describe, and compare the characteristics that differentiate living from non-living things.
3. Observe and describe plants, insects, and animals as they go through predictable life cycles.

4. Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.
5. Describe or represent living things that inhabited the earth years ago, as child express interest.

#### LIVING THINGS & THEIR ENVIRONMENT

1. Use their senses of sight, hearing, touch, smell, and taste to explore their environment; use sensory vocabulary to describe their experiences.
2. Observe and describe seasonal changes in plants, animals and their personal lives.
3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.
4. Observe and describe ways that animals, birds and insects use various parts of their bodies to accomplish certain tasks and compare them to ways people accomplish a similar task.

#### PHYSICAL SCIENCES

1. Explore, describe, and manipulate a wide variety of natural and man-made materials through sensory experiences.
2. Observe and compare the properties of liquids and solids found in children's daily environment.
3. Investigate, describe, or demonstrate various ways that objects can move.
4. Explore and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing.
5. Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.
6. Experiment with a variety of objects to determine when the objects can be balanced.

#### SOCIAL SCIENCES

1. Engage in activities that build understanding of words for location and direction.
2. Talk about the qualities we value in a person's character such as honesty, courage, willingness to work hard, kindness, fairness, trustworthiness, and personal responsibility.
3. Discuss classroom responsibilities in daily activities.
4. Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.
5. Observe and discuss the various kinds of work people do outside and inside their homes.
6. Observe, discuss and dramatize basic economic concepts such as buying and selling, producing and consuming.
7. Learn about different types of families.
8. Develop a curiosity about other countries, cultures, and customs.
9. Understand and respect differences and similarities.
10. Observe holidays and discuss how and why people celebrate them.

## HEALTH EDUCATION

*How do young children use their bodies to explore and participate in their world while navigating risks and developing healthy behaviors?*

### PHYSICAL DEVELOPMENT

1. Listen to and use appropriate language describing the names and functions of parts of the human body.
2. Build body awareness, strength, and coordination through locomotion activities.
3. Discuss various aids and accommodations used by people for the activities of daily life.
4. Build awareness of directionality and position in space.
5. Use both sides of the body to strengthen bilateral coordination.
6. Alternate the left and right sides of the body and cross the midline of the body.
7. Build upper body strength and stability to gain controlled movement of shoulders.
8. Strengthen hand grasp and flexibility.
9. Use thumb/forefinger in pincer grasp.
10. Use a variety of tools and materials to build grasp-and-release skill.
11. Build finger dexterity through finger play activities.
12. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities.
13. Understand gender in age-appropriate ways.

### SAFETY AND SELF CARE

1. Understand the program wide expectations of Be Safe, Be Kind, Be Responsible, and Be Respectful and demonstrates the expectations in the classroom.
2. Practice personal hygiene and safety measures.
3. Discuss strategies to prevent injury and illness, control the spread of germs, and promote cleanliness.
4. Discuss the importance of rest.
5. Discuss tooth care and dental health including brushing and flossing.
6. Recognize and eats a variety of nutritious foods; can name healthy foods.
7. Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, playground safety, as well as safety at home and in the community.
8. Talk and listen to stories about safe, unsafe, and inappropriate touch and ways to protect themselves, if needed.
9. Demonstrate and explain the safe and proper use of tools and materials.
10. Discuss sun safety, including the use of sunscreen and sunglasses.

## CREATIVE EXPRESSION & AESTHETIC APPERCIATION

*How do young children express creativity and experience beauty?*

### MOVEMENT AND DANCE

1. Explore activities and language related to movement, balance, strength, and flexibility.
2. Develop physical and aesthetic response to musical experiences.
3. Participate in simple sequences of movements and dance to various kinds of music.

4. Express oneself freely through movement.
5. Use props to explore space and movement.
6. Act out ways that movement and dance can show feelings or convey meaning.
7. Develop audience skills by observing performances or artists.

## MUSIC

1. Sing expressively a variety of songs within children's vocal range, independently and with others.
2. Sing songs with repetitive phrases and rhythmic patterns.
3. Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.
4. Play instruments using different beats, tempos, dynamics, and interpretation.
5. Listen to, imitate, and improvise sounds, patterns, or songs.

## THEATER ARTS

1. Listen to storytellers and watch dramatic shows.
2. Use dramatic play, costumes, and props to pretend to be someone else.
3. Create characters or use puppets with physical movement, gesture, sound, speech, and facial expressions.
4. Create scenarios and games for dramatizations and dramatic play.

## VISUAL ARTS

1. Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork.
2. Explore and experiment with wet and dry media in a variety of colors including black and white.
3. Explore various types of lines in artwork and in nature.
4. Experiment with the use of texture in artwork.
5. Use basic shapes and forms of different sizes to create artwork.
6. Explore concepts of pattern and symmetry in the environment and artwork.
7. Create artwork from memory or imagination.
8. Choose artwork for display in the classroom, school, or community or for a personal book, class book or portfolio.

*Adapted from NH Early Learning Standards and Massachusetts' Early Learning Guidelines*