

Soapstone Preschool Curriculum Map - 4 Year-Olds September - December 2020-2021

Resources:

North Carolina Foundations of Early Learning and Development Curriculum Indicators:

- Social/Emotional Development (SE): NCFELD pp. 48-64
- Physical (P): Fine Motor Skills/Sensory NCFELD pp. 66-84
(P): Gross Motor Skills NCFELD p. 75
- Cognitive:
Reading/Writing (C): Language Development & Communication (LCD): NCFELD pp. 88-115
Math/Science/Spatial/Art (C): Cognitive Development (CD) NCFELD pp. 117-144

Guidelines for Weekday Preschool Ministry Programs in United Methodist Churches:

- Spiritual (S) - Integrated all day

Conscious Discipline (SE): <https://consciousdiscipline.com/>

Learning without Tears: Handwriting Without Tears (HWWT): <https://www.lwtears.com/hwt>

	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
Colors/Themes	WILL VARY BY CLASSROOM			
Circle Time *C *SE *P *S	Roll play scenarios- if this happens/is said what do I do Conflict resolution *Acceptance/diversity/we are all important and special. Using facial clues * items will be on going skills built on through the year	Recognize personal positive attributes(Why am I special) *Kindness/sharing	Personal greetings Taking turns *Thankfulness/gratitude	*Thinking of others. What we can do to make people feel special/loved

<p>Reading *C</p>	<p>Assess listening, attention span, recall and pre-reading skills</p> <p>Fiction v. Non fiction</p>	<p>Story recall Story retelling Make connections: All about me Introduce parts of the book Introduce word webs</p>	<p>Predict outcomes Story recall Story details Cont. parts of book</p> <p>Word Web</p>	<p>Predict outcomes Recall story detail Word Web</p> <p>Assess comprehension progress</p>
<p>Math *C</p>	<p>Intro/review 0-1 1-1 Correspondence Classifying/sorting Graphing</p>	<p>5 Frames Review 0-1 Intro 2-3 1-1 Correspondence Intro Patterning</p>	<p>Counting objects in a set-5 frames Positional Concepts Review 0-3 Intro 4-5</p>	<p>10 Frames 2 D shapes Review 0-5 Intro 6-7</p>

<p>Handwriting/ Fine Motor *P *C</p>	<p>Mat Man Assess name writing Intro proper grip Straight lines</p>	<p>Review grip Handwriting Without Tears (HWWT) White boards Tracing activities Cutting- demonstrate proper grip, snipping/cutting</p>	<p>Assess grip HWWT Tracing activities Cutting-straight lines Continued work on writing first names</p>	<p>Assess progress writing names and introduced letters HWWT Continued cutting practice</p>
<p>Manipulatives *P *C/C *SE</p>	<p>Playdough w/ letters Puzzles,Magnetic letters Sorting activities,Busy Bags *continuous goals of improved fine motor skills, problem solving,hand strength</p>	<p>Playdough with fall items Sorting activities Busy Bags</p>	<p>Assess fine motor skills-pinching Shape Review Shapes/access skill Playdough-turkeys Feathers/stainers</p>	<p>Christmas fine motor activities/strength</p>
<p>Dramatic Play *P/P *C/C *SE</p>	<p>Assess cooperative play</p>	<p>Work on cooperative play skills/ taking turns</p>	<p>Focus on saying thank you and show gratitude during play</p>	<p>Review cooperative play, gratitude/sharing</p>
<p>Blocks/ Construction *P/P *C/C *SE</p>	<p>Assess fine motor and gross motor skills</p> <p>Introduce inclusion/how to play together</p>	<p>Interactive and cooperative play Assess play styles re: individual play/side by side play/ play inclusion</p>	<p>Encourage creativity through example Practice working together to create larger more detailed projects</p>	<p>Continue to stress cooperative play and inclusion Encourage vocabulary that promotes sharing and turn taking.</p>

<p>Sensory *P/P *C *SE</p>	<p>Assess motor skills Practice scooping/pouring/pinching skills</p>	<p>Explore feelings, sounds and interactions with a variety of sensory items</p>	<p>Explore movement of liquids v solids</p>	<p>Explore 5 senses and how we identify things using them</p>
<p>Art/ Easel *P/P *C *SE</p>	<p>Assess level of skills, use of utensils, ability to follow directions</p>	<p>Process art How different common items can be used to paint and create different results</p>	<p>Assess progress with art utensils Continued use of art tools and techniques to improve fine/gross motor skills</p>	<p>Encourage creativity through free art -offer a variety of materials for children lead projects</p>

Additional Social/Emotional/Conscious Discipline (ongoing throughout the year):

- ★ Brain Smart Start
- ★ I Love You Rituals
- ★ Connections - Songs
- ★ Greetings
- ★ Breathing
- ★ Brain Breaks
- ★ Signing/Picture Stories (visuals)
- ★ Avoid “no” by giving ok choices (snacks, toys, books, etc.)
- ★ Offer cozy safe places for children to be alone if they wish
- ★ Jobs/being responsible (clean up toys, trash, sweep up messes)
- ★ Separation Anxiety/ help establish trust and security
- ★ What we can do to make people feel special/loved
- ★ Positive relationships with others (caregivers and friends)
- ★ Being part of a group (family pictures, preschool family, girl/boy, cultural groups)
- ★ Social rules, transitions, routines, wait time with reminders and practice
- ★ Appropriate words to influence friends’ behavior (stop hitting me, play with me, negotiate a toy)
- ★ Thankfulness/gratitude--Please/Thank you
- ★ Kindness/Sharing/turn taking
- ★ Conflict resolution