



Sir Manasseh Meyer  
International School

A VISION FOR EXCELLENCE

## **NURSERY CURRICULUM**

- LANGUAGE ARTS
- MATHEMATICS
- THEMATIC UNITS

# LANGUAGE ARTS

## PRE SCHOOL LITERACY

Phonological skills are taught with a focus on phonemic awareness. Phonemic awareness skills such as sound discrimination, blending, unblending and sound manipulation are emphasized first through games and later through manipulation of blocks and pictures of mouth forms for sounds. In Nursery and K1, activities based on Phonemic awareness are used to provide fun and stimulating interactions with syllables and sounds.

Throughout the pre-school program, students are exposed to books. Teachers share books with students and model reading behavior. They teach the students that there is a structure to a written story. Through the use of predictable text, the students are taught to discuss and generate sentences in response to the story.

### Phonemic Awareness

Children are taught these skills through short, activities. Children learn:

1. To tell the difference between two sounds that are similar and are easily confused.
2. To identify words that begin with a specific sound
3. To take apart a word provided by the teacher
4. To put together the sounds provided by the teacher to create a word
5. To add, delete, or change a sound within a word.
6. Recognize uppercase letters, Bubble Letters: the only worksheet and art activities.
7. Writing : Pre-writing: Dot to Dot Tracing of lines and curves, Matching Shapes and Math numerals.

Receptive Language: Understands 2 step directions, Understands contrasting concepts and able to discriminate between environmental sounds.

### Oral and Expressive Language:

Thematic Discussion

Story Telling: repeated over a week, picture recall, sequencing

Show and Tell

Vocabulary Expansion

## MATHEMATICS

Nursery follow the Growing with Mathematics program which is based on exploration, discovery and communication.

The program provides a multi-sensory approach that introduces math concepts at a concrete level. Manipulatives and practical activities allow the children to build upon their understanding. The discussion books, activity books and math literature give children the opportunities to apply this understanding in an abstract level. Additional activities that provide extra help, practice and challenge are available to cater to the range of abilities and needs of the students.

- Number and operation – count with understanding and recognize how many in sets of objects. Connect numerals to the quantities they represent using various manipulatives. Able to order numbers up to 10 in the correct sequence.
- Sorting and Classification - Use of manipulatives constructively to sort objects of various attributes. Sort, classify and order objects by size, number and other properties like big or small, short or tall.
- Space and Shape- recognize, name, build, draw, compare and sort two and three dimensional shapes.
- Temperature - be able to describe the temperature using the appropriate vocabulary such as hot, cold.
- Measurement – predict which two objects are heavier and check their properties by holding the objects. Explore questions on passage of days and weather while working with the calendar.
- Designs and Patterns - Recognize simple patterns and follow them.
- Nursery follows the Growing with Mathematics program which is based on exploration, discovery and communication.

## THEMATIC UNITS

The students are introduced to various topics throughout the year. They learn about the specific topic for two months. Each topic consists of specific goals and objectives. The following topics are discussed and explored during the course of the year.

### **September & October: All about me – Family and friends**

Different nationalities, grandparents.  
Faces: each one is special and unique  
Parts of the face- link to senses.  
Self portraits

### **November & December: Animals – Insects and Creepy Crawlies**

How insects move.  
Characteristics of insects, habits and habitat  
What insects eat.

### **January & February: Food – Plants**

Introduction to parts of a plant  
How do plants grow?  
What is necessary for plants to grow?  
Texture and color of the parts of a plant  
Sizes and uses of plants.

### **March & April: The world around us – Community Helpers**

Community Helpers  
Who are the community helpers?  
Why do we need community helpers?  
How to do community service  
Who is a fireman, policeman, doctor, mailman, teacher, baker etc

### **May & June: Popular Children's books and authors**

Simms Taback- Joseph had a little overcoat  
Steve Sanfield- Bit by Bit  
Phoebe Gilman- Something from Nothing  
Laura Numeroff: If you give a mouse a cookie  
If you give a moose a muffin  
If you give a pig a pancake  
If you take a mouse to school.

**DEVELOPMENTAL MILESTONES FOR 3-4 YEAR OLDS**

Children develop in specific ways but at their own pace. Some of your young preschoolers may still be developing their older toddler skills or already be developing their PreK skills! The list below, although not exhaustive, shows the key abilities and processes that can be reasonably expect from a 3-4 year old in seven developmental areas.

<p><b>SOCIAL DEVELOPMENT</b>          Enjoys singing and doing actions with others.          Greets familiar people.          Engages in simple group games.          Helps with clean-up activities.          Takes turns.          Gives attention to stories for 10 minutes.          Plays interactive games.          Plays with peers with minimal conflict.          Interacts with peers in socially appropriate manner most of the time.          Interacts with adults in a cooperative, socially appropriate manner most of the time.          Asks permission to use items belonging to others with minimal reminders.</p> <p><b>EMOTIONAL DEVELOPMENT</b>          Able to recover from anger or temper tantrum and be cooperative.          Separates from parent without reluctance.          Verbalizes emotions he or she is feeling.          Expresses displeasure with words rather than physical aggression.          Maintains an appropriate, stable temperament most of the time.          Beginning to differentiate between fact and fantasy.          Recognizes emotions in others.</p>	<p><b>COGNITIVE DEVELOPMENT</b>          Draws faces.          Makes random marks on paper.          Makes controlled scribbles on paper.          Makes basic shapes.          Combines circles and/or squares with crossed lines.          Makes suns, animals, trees, flowers.          Can sort by two different colors.          Understands three prepositions (from, about, with, etc.)          Recalls familiar objects.          Counts to five by rote.          Classifies objects by categories          Can match identical pictures.          Can select the different object from combination of 2 alike and 1 different.          Counts 3 objects and can match 2 colors.          Knows own gender.</p> <p><b>Communication and Language Development</b>          Gives own first &amp; last name and age.          When given a choice, names preferred object or activity.          Uses complete sentences consistently.          Tells of a simple experience.          Sings a simple song and tells a story using pictures.          Asks a variety of questions using "who", "what", "where", etc.</p>	<p><b>PHYSICAL DEVELOPMENT- GROSS MOTOR</b>          Jumps over obstacles when running.          Jumps down from object 6" to 8" off the ground.          Catches a 6 to 8 inch ball using arms.          Balances on one foot for 4-5 seconds.          Hops on one foot at least 2 times.          Walks up and down stairs unassisted, alternating feet.          Throws a ball over-handed and under-handed.</p> <p><b>Physical Development: Small/Fine Motor Skills</b>          Draws or copies vertical and horizontal lines.          Draw or copies a complete circle.          Builds with blocks and other building toys.          Strings 1" beads.          Cuts paper into two pieces with scissors.          Draws or copies two lines that cross.          Puts together 9-piece (or larger) puzzles.</p>
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## **REMINDER**

As with all milestones, remember that there can be a 6 to 8 month window with typical development. This means that children may exhibit skills 6 to 8 months before or after the age the skills are listed under.