

ESCUELA LAS MOROCHAS CURRICULUM FOR THE EARLY CHILDHOOD EDUCATION PROGRAM

A DESCRIPTION OF OUR EARLY CHILDHOOD EDUCATION PROGRAM

Our program consists of a pre-kindergarten 3, a pre-kindergarten 4, and a kindergarten. Pre-kindergarten 3 and pre-kindergarten 4 are half-day programs. A child should be 3 on or before October 1st of the year of admission, toilet trained, able to communicate in his/her home language and be ready to socialize with peers to enter ECEY1.

A child should be 5 on or before December 1st of the year of admission to enter ECEY3. The school will invite prospective parents and child/ren to a personal interview before admission to the Early Childhood Education Program to ensure the child's readiness and aptitude for school.

- The interview held between the parents, ECE teachers and coordinator is to gather information about the child, the language(s) the child has been exposed to, previous day care experience, health etc.
- A recorded observation is carried out to verify the child's readiness for school in terms of social skills, language production, maturity, and independence.
- Having been observed and found ready, students may enter ELM's ECE Program as deemed fit by the coordinator and the director.
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All students begin their day at 8:00am. Preschool students are dismissed at 12:30pm. Our kindergarten is a full-day program with students being dismissed at 3:00pm. All teachers are bilingual. Two of our three teachers hold Masters degrees from US universities.

GENERAL INFORMATION

The Early Childhood Education Program curriculum has been designed to sequentially build a foundation for success in English and academics. The curriculum content has been structured around fundamental shared beliefs about what we at ELM want the students to learn, the ways in which students learn best, the ways teachers should teach to maximize student learning and the ways in which student learning will be assessed.

The ECE Program consists of three year groups: ECE Preschool 3, ECE Preschool 4, and ECE kindergarten also known, for the purposes of this document as ECEY1, ECEY2 and ECEY3 respectively. After successful completion of these years, students are promoted to Primary. The ECE curriculum is based on US standard curriculum with general objectives for the whole program and specific objectives for each year group.

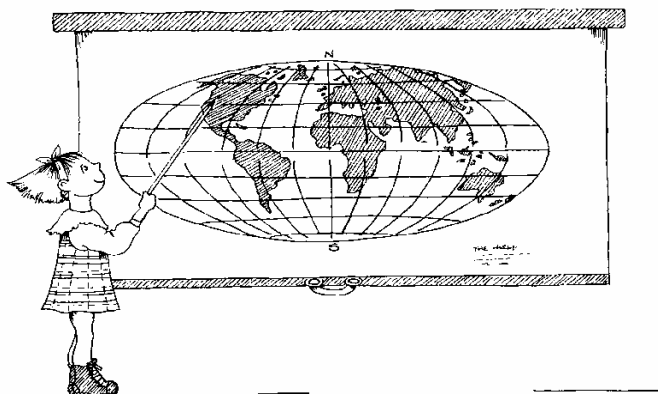
THE CURRICULUM

Our curriculum is designed to be academically challenging. Research shows that young children are competent and capable of excelling at academic tasks when held to high expectations. We base all curriculum choices on research, which is why we use Zoo-phonics at all levels. Spiraling a curriculum to build on prior knowledge has also been shown to provide optimal results in student learning.

Our curriculum addresses all areas of the students' development: Personal, Social, Emotional and Physical development; Language, Communication and Literacy; Numeracy; Knowledge and Understanding of the World and Creative development.

Instruction builds on what children already know and are able to do. It also fosters the acquisition of new concepts and skills. We seek to actively engage children in the learning process; to develop their enquiry, thinking, reasoning, decision making and problem solving skills.

As English is the language of instruction in the School, the acquisition of language skills in English is of key importance to all areas of the learning in the Early Childhood Education Program.



ASSESSMENTS

Assessment in the ECE Program is largely based on classroom observation. The observation checklists are aligned with specific learning objectives for each year group. In ECE kindergarten, a summative assessment is carried out. The criteria for this assessment are the following:

- Knowledge of alphabet sounds and letters
- Level of fluency in the language of instruction: English
- Level of reading fluency in English CVC words

- Knowledge of long vowel sounds created by the addition of “e” to CVC words
- Writing sentences in response to teacher prompt
- Numeracy skills
- Gross and fine motor skills
- Sociability and autonomy
- Awareness and understanding of their immediate environment
- Response to teachers’ expectations

AREA OF LEARNING: LANGUAGE, COMMUNICATION AND LITERACY

English is the language of instruction of the school. The majority of students are not first language English speakers so they require an ELL focus. Plays and visual stimuli are frequently used to encourage speaking skills and promote comprehension.

GENERAL LEARNING OBJECTIVES

Language, Communication and Literacy

- To use language to communicate
- To communicate needs in English to adults and peers
- To respond appropriately in English
- To communicate in different places for different reasons and in different ways
- To be involved in speaking and listening as a two way process
- To listen to others and be listened to
- To listen and respond appropriately to stories, music, rhymes etc.
- To enjoy stories and relate them to their personal lives
- To negotiate verbally and take turns
- To perform in front of an audience
- To assimilate the language conventions appropriate to grade level
- To communicate experiences
- To make predictions about endings of stories
- To be creative with language-developing stories and poems etc.
- To develop their imagination through story books, poems, songs, rhyme
- To act out a story as part of a group
- To read simple words and stories
- To write simple sentences in response to a teacher prompt

SPECIFIC LEARNING OBJECTIVES for ECEY1

1. To communicate with peers and adults in English
2. To listen to, and enjoy, stories told
3. To follow simple instructions in English, based on classroom vocabulary
4. To know what books are and how use them
5. To distinguish print from illustrations
6. To demonstrate an awareness of environmental print
7. To participate in songs, rhymes
8. To learn simple lyrics
9. To use classroom language according to his/her individual language level in English
10. To repeat and recite theme vocabulary
11. To relate sounds to letters as presented by Zoo-phonics
12. Orally blend CVC words using Zoo-phonics prompts
13. Make marks on paper as emergent writing

SPECIFIC LEARNING OBJECTIVES for ECEY2

1. To participate actively in circle time
2. To name things in their immediate surroundings
3. To produce vocabulary related to themes
4. To recognize characters, settings, problems and solutions from familiar stories
5. To comment on characters, settings, problems and solutions from familiar stories
6. To express needs in English
7. To use classroom vocabulary
8. To listen to and follow classroom instructions
9. To enjoy sharing books
10. To turn pages of book, front to back, one by one and hold the book right way up
11. To identify title, author and illustrator on the front cover of a book
12. To relate sounds to letters with no visual Zoo-phonics prompt
13. To blend CVC words
14. To identify beginning sounds of words and correlating letter
- 15. To recognize sight words I, a, the, and, see**
16. To write simple CVC words with teacher assistance

SPECIFIC LEARNING OBJECTIVES for ECEY3

1. To express him/herself meaningfully in English
2. To analyze, synthesize, evaluate, predict and retell stories in English
3. To use classroom and theme vocabulary effectively
4. To read left to right, up to down sweep
5. To write all letters, capital and lower case, correctly
6. To independently write sentence responses to a teacher directed prompt
7. To read CVC words fluently
8. To read level one sight words from Dolch list
9. To divide words and count syllables
10. To recognize that stories have sequence and be able to recreate that sequence
11. To recognize that pictures can help interpret a story
12. To recognize the concept of rhyme in stories, poems, chants, nursery rhymes etc.
13. To act out simple stories and plays
14. To recognize and produce diphthongs
15. To recognize and read consonant blends
16. To write two to three sentences on topic (phonemic spelling accepted)

By the end of the ECE Program, we expect children:

As a foundation for Reading

- To enjoy sounds and words and experiment with them
- To recognize key words, including their name
- To understand symbolic representation
- To interpret visual information to access meaning
- To have enthusiasm for, and an interest in, books
- To retell a familiar story
- To read CVC words fluently
- To read words with long vowel sounds (CVC with “e”)

By the end of the ECE Program, we expect children:

As a foundation for Writing

- To begin to be aware of left to right writing direction
- To begin to make letters correctly
- To realize that writing conveys meaning

- Writing has a purpose
- Symbols have a name and can be separate or linked
- There is a difference between writing and drawing
- That there is a difference between upper and lower case letters and that there are rules governing the use of each
- That writing can be used for different purposes
- That writing can be shared
- That writing can be used for communication

Resources Used: Zoo-phonics, Houghton Mifflin, Pearson, leveled readers A-Z

ESL FOCUS

As the majority of students are not first language English speakers we use differentiation and an “ESLfocus” to encourage speaking and comprehension skills at this early age. Visual and aural stimuli are an integral part of ESL teaching and learning.

AREA OF LEARNING: NUMERACY

Numeracy helps the child make sense of the world around them and solve practical problems. The big learning outcomes are:

- **Understanding and using numbers in everyday life**
- **Knowing about shape and space**
- **Engaging in logical thought and recognizing patterns**
- **Developing an understanding of quantity and measurement**

GENERAL LEARNING OBJECTIVES

Understanding and Using Numbers

- To describe shapes
- To understand the uses of different shapes
- To know how shapes can be changed by cutting and folding

- To understand symmetry
- To make comparisons of length, capacity and weight
- To appreciate the purposes of measurement
- To know and use appropriate vocabulary for comparing measures
- To begin to measure using a variety of To understand the purpose of numbers
- To be able to recite numbers in correct order
- To be able to count a collection of objects accurately
- To match one-to-one
- To know what number comes before/after another number in order
- To be able to compare the amounts in two or more sets
- To make sets of their own and say/count what number of objects they contain
- To compare two sets to understand the meaning of the words more/less, heavier/lighter than, longer/shorter than, taller/shorter than
- To understand and use appropriate vocabulary for comparing and ordering numbers
- To identify a missing number in sequence
- To understand and use the appropriate math language
- To be able to manipulate numbers 1 through 20 in addition and subtraction sentences
- To recognize addition and subtraction fact families and explain their relationship
- To match “like objects” and identify the odd object in a group
- To recognize time sequence: day/night, and match daily activities to the nearest hour
- To sort objects by common properties
- To order size and capacity, weight and length
- To recognize a pattern
- To make a sequence of their own
- To be aware of a variety of shapes
- To know the names of 2D shapes
- To recognize shapes in the environment
- To know the properties of 2D shapes

SPECIFIC LEARNING OBJECTIVES

ECEY1

1. To count to 5 in order
2. To make a set of 1,2 and 3 objects by common properties
3. To sort into two sets: same/different, big/small etc.
4. To recognize 2D shapes: circle, triangle, square, oval
5. To begin to use numerical words
6. To recognize and name big/small
7. To identify red, blue, yellow, green, brown, black, white and purple
8. Creates AB patterns with concrete item
9. To form sets of odd and even using numbers to 5
10. Recognize that shapes change with cutting and folding
11. To use shapes to cover an area
12. To introduce measurement by estimating and comparing classroom objects
13. To make comparisons of height
14. To order items according to capacity
15. To recognize and name missing number in sequence using numbers 1 to 5

ECEY2

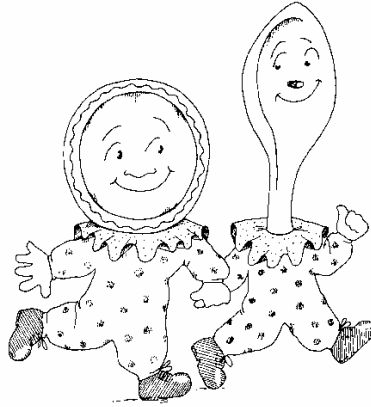
1. To match one to one
2. To recite numbers in correct order 1 to 10
3. To make a set of objects of the numbers 1 to 10 and name it
4. To sort objects by size, color and/or shape
5. To name objects' size, color or shape
6. To recognize simple patterns and repeat them
7. To measure and compare their size, height
8. To recognize and use directional words: left, right, up, down, over and under
9. To count groups of objects
10. To recognize numerals 1 to 10

11. To recognize and identify like and different objects
12. To recognize and name 2D shapes: circle, square, triangle, rectangle, diamond, oval, star, etc.
13. Write numbers 1 to 10
14. Draw four shapes independently
15. Use appropriate math vocabulary
16. To form groups of odd and even using numbers 1 through 10
17. Begin to visualize various shapes that can be used to cover an area
18. To compare weight, capacity and height
19. To measure various items in the classroom

ECEY3

At the end of the Early Childhood Education Program, in ECEY3, the students will have been taught and assessed on their ability to:

1. Match like objects as well as identify and describe differences
2. Measure and compare length, weight, and height
3. Match one to one to show a common relationship, and equivalent sets
4. Compare two sets to understand the meaning of more/less, heavier/lighter, longer/shorter, taller/shorter
5. Counting orally and reciting numbers 1 to 100
6. Sequence numbers, shapes, colors according to a pattern
7. Understand the conservation of number
8. Order according to size and capacity



9. Find capacity by counting
10. Correctly name and identify sphere, cube, cone,
11. Recognize and write numerals correctly from 1 to 30
12. Recognize time in sequence. Match events to day-time or night-time, match times for daily school routine to the nearest hour
13. Recognize the concepts of addition and subtraction
14. Recognize fact families and be able to explain relationships
15. To express through cutting, folding, and drawing the symmetry of various shapes
16. To use a variety of items, including a ruler, to measure classroom items
17. Order by capacity and weight
18. Use estimation with relative accuracy
19. Recognize, name and write the missing number in a sequence
20. Recognize sets as odd or even and be able to explain why

By the end of the ECE Program, we expect children:

As a foundation for Numeracy

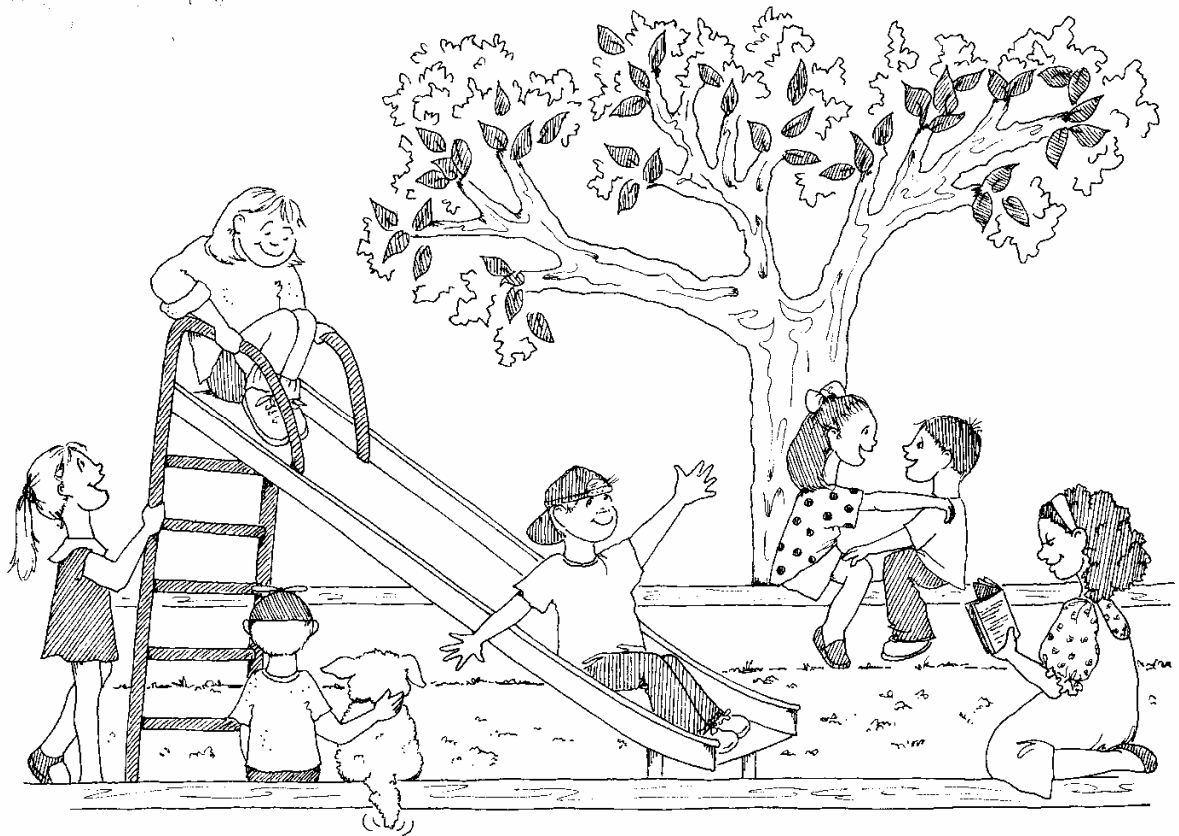
- Understand the purpose of numbers
- Recite numbers in correct order
- Count and compare a collection of objects correctly
- Match one-to-one
- Know what number comes before/after another number in order
- Compare the amounts of two or more sets

- Make sets of their own and say/count what number of objects they contain
- Compare two sets to understand the meaning of the words more/less, heavier/lighter than, longer/shorter than, and taller/shorter than
- To be able to manipulate numbers 1 through 20 in addition and subtraction
- Recognize fact families and explain their relationships
- Recognize time sequence and tell time to the nearest hour
- Recognize patterns
- Create patterns
- Be aware of a variety of shapes in their environment and be able to name them
- Change shapes by cutting or folding
- Have a simple understanding of symmetry
- Make comparisons of length, capacity and weight
- Begin to measure items using a variety of classroom objects, including a ruler
- Have a rough understanding of estimation

AREA OF LEARNING: PHYSICAL DEVELOPMENT

In this area of learning in the ECE years the children will be learning to control their bodies for specific intentions and extending their physical abilities examining the possibilities of

appropriate activities at their age



level.

GENERAL LEARNING OBJECTIVES

- To identify parts of the body and what we use them for
- To use physical capabilities in the fullest possible way
- To develop hand to eye coordination
- To experience muscular change and development
- To increase control over movements
- To improve the quality of movements
- To control the body for specific intentions
- To develop gross motor skills
- To develop fine motor skills
- To coordinate different parts of the body to achieve particular actions
- To develop awareness of space: its possibilities and its intentions
- To use outdoor spaces appropriately and safely

- To work with confidence
- To use a range of equipment safely
- To share space effectively
- To use both sides of the body equally
- To share space effectively
- Recognize healthy food and explain why certain foods are healthy choices
- To hold a crayon correctly
- To hold a pencil correctly
- To color within the lines
- To cut a straight line, a curved line and a zigzag line
- To use hoops correctly
- To jump rope
- To skip backward, forward and side to side
- To take care of basic personal hygiene
- To button and zip clothing independently
- To tie shoes independently

SPECIFIC LEARNING OBJECTIVES

ECEY1

1. To imitate the teacher's movements and follow them according to his/her ability
2. To listen to, and to respond to, simple instructions
3. To use playground effectively; climbing frame, slide, steps
4. To follow basic personal hygiene habits: toileting, washing/drying hands with guidance
5. To eat with a spoon and drink from a cup independently

6. To move from one place to another in different ways: jumping, crawling, hopping, running and crawling
7. To hop
8. To pass over/under an obstacle in different ways
9. To balance
10. To kick
11. To roll a ball
12. To receive a rolled ball
13. To roll a ball from one place to another
14. To jump in different directions
15. To run in a zigzag pattern
16. To walk backwards and forwards
17. To tear paper
18. Attempts to manage own toileting
19. To cut a straight line
20. To hold crayon correctly

ECEY2

1. To manage her/his own toileting
2. To observe the teacher and follow his/her movements
3. To observe others and follow their movements
4. To manipulate toys and puzzles and equipment effectively
5. To work cooperatively in a team
6. To listen and respond to, instructions
7. To hold pencil in correct grip
8. To hold scissor correctly
9. To color within lines
10. To cut a straight line
11. To kick a moving ball with dominate foot
12. To bounce a ball with dominate hand

13. To throw a ball from one place to another
14. To travel around, under, over and through balancing and climbing equipment
15. To tie shoes with guidance
16. To zip and button pants/skirt independently
17. To eat and drink independently
18. To use a hoop effectively

ECEY3

1. To listen to, and respond to instructions
2. To throw/roll a ball to an identified place, with either hand
3. To bounce ball with either hand
4. To catch a thrown or bounced ball
5. To hit a ball with a bat
6. To receive a thrown or bounced ball from a partner
7. To kick a ball to an identified place
8. To link movements
9. To use both right and left hand sides of the body
10. To skip
11. To plan and carry out a sequence
12. To jump off a piece of equipment and land appropriately
13. To evaluate and refine movements
14. To use vocabulary to describe and compare movements
15. To know that food and drink are necessary for good health
16. To eat (using a knife, fork and spoon) and drink independently
17. To lay the table and clear away independently
18. To learn about the effect of exercise on the body
19. To take care of basic personal hygiene independently
20. To tie his/her shoes independently
21. To share space effectively

22. To use hoop effectively
23. To jump rope
24. To cut a zigzag line
25. To color within the lines
26. To hold a pencil correctly and form letters correctly
27. To cooperate with others in team games
28. To respond to and set own challenges

By the end of the ECE Program, we expect children:

As a foundation for Physical Education

- To identify parts of the body and what we do with them
- To develop hand eye coordination
- To imitate the teacher's movements and follow them according to his/her ability
- To imitate others and follow their movements
- To use playground equipment effectively; climbing frame, slide, steps
- Listen and respond to instructions
- Throw/roll a ball to an identified place
- Bounce a ball with either hand
- Catch and throw a thrown/bounced ball
- Hit a ball with a bat
- Receive a thrown/bounced ball from a partner
- Kick a ball to an identified place
- Use both right and left hand sides of the body
- Skip
- Jump rope
- Use a hoop effectively
- Cooperate with others in team games
- Eat using a knife, fork and spoon
- Lay a table
- Tie shoes independently

- Use vocabulary to compare and describe movements
- Know what food and drink are necessary for good health
- Learn about the effect of exercise on the body
- Take care of personal hygiene independently
- Cut a straight line, a curved line and a zigzag line
- Hold crayon, pencil and scissors correctly
- Color within the lines

AREA OF LEARNING: CREATIVE DEVELOPMENT (ART)

In this area of learning, the children will be developing their skills in creative and imaginative expression of their ideas with a variety of materials in different ways.

GENERAL LEARNING OBJECTIVES

- To explore color, texture, shape, form and space in two and three dimensions
- To use their imagination in art and design
- To achieve fine motor control
- To express their ideas confidently with a variety of materials
- To choose a variety of materials for different creative purposes
- To use vocabulary related to art



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OBJECTIVES

ECEY1

1. To use different art materials creatively
2. To use a paintbrush effectively
3. To construct simple models
4. To finger paint imaginatively and independently
5. To work with clay/play dough imaginatively and independently
6. To distinguish colors: red, yellow, orange, green, blue, purple, brown, black and white
7. To tear effectively
8. To cut a straight line

ECEY2

1. To express themselves creatively and imaginatively
2. To differentiate all primary colors
3. To mix paint and make new colors
4. To show confidence experimenting with new Art materials and techniques
5. To create own designs using their imagination and previous experience
6. To use a paintbrush and finger paint effectively
7. To choose a particular color for a purpose
8. To cut a curved line
9. To use specific Art vocabulary
10. To respond to the work of famous artists in a variety of ways
11. To recognize and use basic common materials effectively: pain, glue, tape, string

ECEY3

1. To use scissors, paintbrush, paint, glue effectively and independently
2. To cut a straight line, a curved line and a zigzag
3. To represent a story pictorially
4. To create pictures, models imaginatively
5. To use specific Art vocabulary

6. To identify and differentiate primary and secondary colors
7. To recognize the need for, and use of, basic common materials effectively and independently
8. To choose particular colors for different purposes
9. To differentiate texture and use different kinds
10. To explore shape, form, and space in two and three dimensions
11. To work creatively and cooperatively on group/individual work
12. To differentiate marks and movements with a paintbrush
13. To respond to famous works of art in a variety of ways
14. To identify the work of at least three different artists and comment on their work

By the end of the ECE Program, we expect children:

As a foundation for Art

- Explore color, texture, form and shape in two and three dimensions
- Use imagination in art and design
- Achieve fine motor control
- Express ideas confidently with a variety of materials
- Use specific Art vocabulary
- Use scissors, paintbrush, paint, glue effectively and independently
- Cut a straight line, a curved line and a zigzag
- Represent a story pictorially
- Create pictures and models imaginatively
- Identify and differentiate primary and secondary colors
- Work creatively and cooperatively on group/individual work
- Respond to famous works of Art in a variety of ways
- Identify the work of at least three different artists and comment on their work

AREA OF LEARNING: CREATIVE DEVELOPMENT (MUSIC)

In this area of learning, the children will be developing their skills in creative and imaginative expression of their ideas with a variety of materials in different ways.

GENERAL LEARNING OBJECTIVES

- To react and respond to different music in different ways
- To make and use simple musical instruments
- To recognize and explore how sounds can be made
- To sing simple songs from memory, in public
- To learn a variety of songs, popular rhythms and chants
- To use body language to express emotions
- To use specific Music vocabulary

SPECIFIC LEARNING OBJECTIVES

ECEY1

1. To participate in simple songs
2. To follow simple rhythm
3. To express themselves in different music in various ways
4. To imitate animal sounds
5. To use body language, gestures, facial expressions to indicate personal satisfaction or frustration
6. To use simple musical instruments: drums, tambourines
7. To participate readily in dancing and circle games

ECEY2

1. To listen and respond physically to Music
2. To sing lyrics of songs and participate in action songs
3. To use simple instruments to accompany Music
4. To recognize and discriminate between different sounds

5. To use specific vocabulary related to Music
6. To participate readily in circle songs and finger rhymes

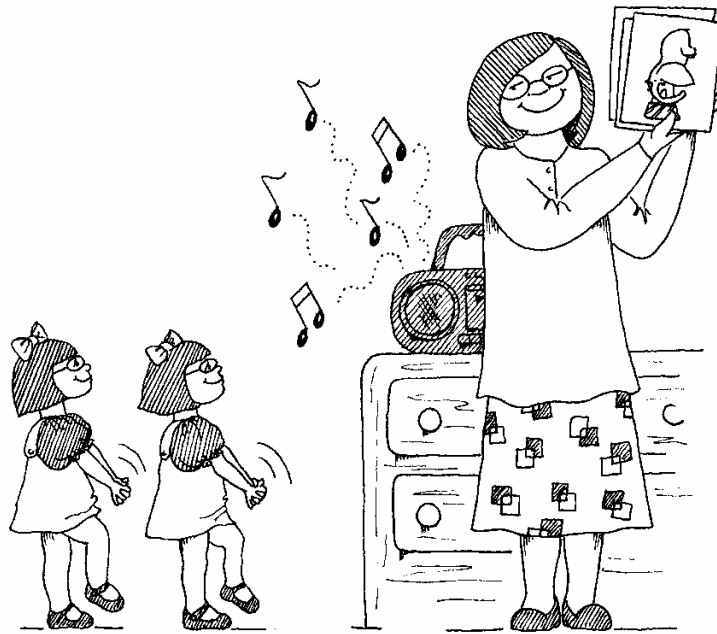
ECEY3

1. To build a repertoire of songs
2. To make musical instruments and experiment with them
3. To show interest in the way musical instruments sound
4. To explore and learn how sounds can be changed
5. To imitate and create movement in response to Music
6. To create simple rhythm and tap out/clap out simple repeated rhythms
7. To learn how sounds can be changed
8. To use their imagination in music and dance
9. To dramatize songs
10. To use specific vocabulary related to Music

By the end of the ECE Program, we expect children:

As a foundation for Music

- Learn a variety of songs, popular rhythms and chants
- Use body language to express emotion
- Use specific Music vocabulary
- Participate readily in dancing and circle games
- Make simple musical instruments and experiment with them
- Create simple rhythm and tap out/clap out simple repeated rhythms
- Dramatize songs



**AREA OF LEARNING: KNOWLEDGE OF THE WORLD, SOCIAL STUDIES,
SCIENCE AND HEALTH**

In this area of learning, the children will be discovering the world around them and their own place within it.



GENERAL LEARNING OBJECTIVES

- To have an understanding of self within different settings: family, school
- To develop respect for a variety of cultures, languages spoken and nationalities within the setting

- To appreciate the world around them
- To use vocabulary to describe different environments at their individual language level
- To talk about their immediate environment
- To recognize routines in life
- To recognize change in weather, plants animals
- To recognize and modify behavior in different situations
- To recognize past events
- To notice people in the school and community and the jobs they do
- To learn by discovery with sand, water, air

SPECIFIC LEARNING OBJECTIVES

ECEY1

1. To learn by discovery with different materials; sand, water, air
2. To recognize and label things in their immediate environment
3. To name and describe different elements in the world around them
4. To recognize and describe changes in their environment
5. To show care for nature
6. To understand routine
7. To name parts of his/her body
8. To discover the senses
9. To understand basic human needs for food, clothing, shelter etc.
10. To compare and differentiate themselves from others
11. To find his/her own way around the ECE area
12. To identify and follow ECE rules

ECEY2

1. To respect animals, plants and others

2. To accept simple responsibilities
3. To look after the environment
4. To recognize different weather
5. To recognize change
6. To recognize jobs people in the school community have and do
7. To experiment with a range of tools and techniques safely
8. To make collections
9. To become aware of the seasons of the year
10. To show interest in why things happen
11. To enquire about the natural world

ECE3

1. To recognize and talk about his/her country of origin, the host country or others he/she may have visited
2. To describe his/her immediate family and name them
3. To show respect and care for nature
4. To observe and comment on change in nature
5. To demonstrate knowledge about staff in the school community and name/comment on their job
6. To respect his/her own property and that of others
7. To comply with ECE rules
8. To know where things are and where they belong
9. To be able to describe where something is in relation to them
10. To be able to explain why things happen in nature at their own language level
11. To observe, comment and relate to the natural world

By the end of the ECE Program, we expect children:

As a foundation for Social Studies, Health and Science

- To have an understanding of self within different settings
- To develop respect for variety of cultures and languages
- To appreciate the world around them
- To talk about their immediate environment
- To recognize routines in life
- To recognize and comment on changes in nature

AREA OF LEARNING: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Personal, Social and Emotional development is taking place in all the different areas of learning, but in this area of learning the objectives are concerned with developing particular social and autonomy skills.

GENERAL LEARNING OBJECTIVES

- To separate from main care-giver with confidence
- To build positive relationships with teachers and peers
- To develop their negotiation skills
- To demonstrate social, cooperative and collaborative behavior
- To understand and respond to teachers' expectations
- To be aware of the needs of others
- To develop an awareness of the consequences of their words and actions for themselves and others
- To select and use a variety of activities and resources
- To develop awareness of their own country's culture, that of the host country and that of their peers'
- To recognize the difference between right and wrong, fair and unfair
- To accept simple responsibilities
- To further their management of their personal hygiene

SPECIFIC LEARNING OBJECTIVES

ECEY1

1. To separate from main care-giver with confidence
2. To build positive relationships with teachers and peers
3. To develop their negotiation skills
4. To follow social, cooperative and collaborative behavior
5. To understand and respond to teachers' expectations
6. To begin to be aware of the needs of others
7. To begin to select and use a variety of activities and resources
8. To begin to recognize the difference between right and wrong, fair and unfair
9. To begin to accept simple responsibilities
10. To further the management of their own personal hygiene
11. To share and take turns
12. To show self confidence
13. To show a positive attitude towards new experiences

ECE2

1. To become independent in terms of basic hygiene and toileting habits
2. To play alongside children who are engaged in the same activity
3. To form good relationships with adults and peers
4. To begin to understand agreed upon codes of behavior and set boundaries
5. To show flexibility and adapt their behavior to different events and activities
6. To share space, equipment and teachers' attention
7. To engage in imaginative and role play based on first hand experiences
8. To negotiate verbally
9. To respect other peoples' feelings
10. To show confidence when facing new experiences
11. To be settles and happy in the school routine
12. To begin to manage independently within the ECE setting
13. To tidy up cooperatively
14. To express needs/feelings in appropriate ways

15. To start to use 'please' and 'thank you' without being reminded

16. To select and use resources independently

ECE3

1. To be independent in terms of basic hygiene and toileting
2. To play alongside children who are engaged in the same activity
3. To share resources and equipment
4. To form appropriate relationships with adults and peers
5. To understand agreed upon codes of behavior and set boundaries
6. To interact with others, negotiating plans and activities effectively
7. To be interested, excited and motivated to learn
8. To recognize and care for their belongings
9. To spend increasingly longer periods of time on an activity of their own choosing
10. To show independence in selecting and carrying out activities
11. To express needs and feelings in appropriate ways
12. To understand what is fair/unfair, right and wrong and be able to explain why
13. To take on simple responsibilities
14. To cooperate with tidying up
15. To take on simple responsibilities
16. To begin to use appropriate manners when interacting with adults

By the end of the ECE Program, we expect children:

As a foundation for Personal, Social and Emotional Development we expect students to be able to:

- Form appropriate relationships with adults and peers
- Be responsible for personal hygiene
- To share resources and equipment

- To understand agreed upon codes of behavior and set boundaries
- To interact with others, negotiating plans and activities effectively
- interact with others, negotiating plans and activities effectively
- To be interested, excited and motivated to learn
- To recognize and care for their belongings
- To spend increasingly longer periods of time on an activity of their own choosing
- To express needs and feelings in appropriate ways
- To understand what is fair/unfair, right and wrong and be able to explain why
- To take on simple responsibilities
- To begin to use appropriate manners when interacting with adults



AREA OF LEARNING: TECHNOLOGY

The students in ECE are introduced to Technology as part of the ECE program. He/she learns how to use the computer mouse effectively. They learn to use a variety of age appropriate software. Their progress is recorded quarterly. ECE3 will complete two key-boarding assignments during the year.