



THE FALLS CHURCH EPISCOPAL



DAY SCHOOL

## *Programs of Learning-Kindergarten*

### **Christian Knowledge**

#### God

Children will:

- Listen to Bible stories demonstrating that
  - God is a personal, perfect, omnipresent spirit who, although we cannot see or hear him, always sees and hears us
  - God desires us to pray, praise, and thank Him
- Learn simple prayers, including the Lord's Prayer
- Praise God through singing, playing musical instruments, dancing, and clapping
- Identify specific things for which to thank God
- Participate in thanksgiving worship service

#### Angels

Children will:

- Listen to Bible stories demonstrating angels' role of helping and praising God
- Identify the names of some angels, including Gabriel and Michael

#### Creation

Children will:

- Listen to the Bible story of creation demonstrating that
  - God created "in the beginning" "out of nothing"
  - God created to bring glory to himself
  - Without God there would be nothing
  - Everything was made by God
- Identify things that God made
- Distinguish between "God made" things and "man made" things
- Learn the importance of enjoying and caring for God's world

#### Jesus

Children will:

- Listen to Bible stories demonstrating that
  - Jesus is the Son of God who lived and ruled with God in Heaven
  - God promised to send Jesus to earth a long time before He actually came
  - Jesus became man and was an example of how we should live
  - Jesus died, was buried, and rose again
  - Jesus ascended to heaven where He rules with God and prays for believers
- Identify the seasons of the church year and how they correspond to the life of Christ

#### Holy Spirit

Children will:

- Learn that the Holy Spirit is God and was promised by Jesus. He enables them to understand the Bible and to do good works.
- Participate in the celebration of Pentecost

## **Program of Learning-Kindergarten**

### **(Christian Knowledge, continued)**

#### Believers

Children will:

- Understand that God made them special with similarities and differences
- Know that God loves them and takes care of them
- Appreciate that they are important to God and His work
  - Listen to Bible stories that demonstrate their need to pray, give, and listen and obey
  - Identify ways they can pray, give, and listen and obey
- Understand that they are a part of the larger “church”

#### Missions

Children will:

- Listen to Bible stories that demonstrate God’s desire for them to tell others of Jesus’ love
- Identify ways to tell others about Jesus
- Learn about people who tell others about Jesus (missionaries)

#### Bible

Children will:

- Know the Bible is special and tells about God
- Understand that the Bible is a good book
- Know that the Bible is true
- Learn the Children’s Creed which embodies Biblical truth
- Repeat “Bible words” as a means to beginning to “hide God’s Word in their hearts”

#### Worship

Children will:

- Identify the altar, candles, and cross
- Observe liturgical colors for different seasons of church year
- Understand that the church year follows a pattern
- Follow a liturgical order of worship
- Identify several saints and recount the stories of their lives
- Learn and sing Christian songs, including traditional hymns
- Participate in leading worship by extinguishing altar candles. demonstrating motions to songs, and helping to learn Bible words
- Demonstrate respectful chapel behavior

## **Program of Learning-Kindergarten**

### **Social and Emotional Growth**

Children will:

- Always be valued and respected in a nurturing environment
- Demonstrate respect for all
- Have daily opportunities to demonstrate confidence and positive self image through interactions with others and effective participation in classroom activities
- Have daily opportunities to demonstrate growth in self direction by choosing meaningful activities in the classroom independent of teacher prompts
- Have daily opportunities to demonstrate growth in self control by
  - Following class rules and routines
  - Using materials purposefully
  - Managing transitions and changes in routines
- Have daily opportunities to demonstrate growth in approaches to learning by
  - Choosing a variety of classroom activities
  - Sustaining attention to a task for increasing periods of time, even after encountering a problem
  - Approaching tasks with flexibility
- Demonstrate growth in positive interactions with others by
  - Playing and working cooperatively with peers and adults
  - Participating as an active member of the class including contributing to discussions and projects
  - Participating and following rules in large group activities
  - Expressing empathy for others
  - Using words to resolve conflicts and seeking adult help when needed
  - Engaging in role playing to improve and experience proactive social interactions and decision making
  - Participating in school outreach projects in the community

## **Program of Learning-Kindergarten**

### **Physical Development / Health and Safety**

#### Physical Development

Children will:

- Daily have child-initiated and teacher guided opportunities to improve and demonstrate proficiency in locomotion activities such as: running, hopping, jumping, galloping, sliding, skipping
- Daily have child-initiated and teacher guided opportunities to improve and demonstrate proficiency in non-locomotive activities such as: bending, twisting, swinging, swaying, rocking, rolling
- Daily have child-initiated and teacher guided opportunities to improve and practice stationary movements that demonstrate eye-hand and eye-foot coordination such as: catching, bouncing, tossing, and kicking a ball as well as, riding a trike and pumping on a swing
- Have opportunities to participate in activities that cross midline of the body, like tapping knees with alternating hands. These types of activities increase and improve cognitive processing.
- Daily have child-initiated and teacher guided activities that improve and demonstrate growth in fine motor control and strength. Activities will include manipulation of structural materials, use of scissors and writing and drawing tools
- Participate in non-competitive games that have simple rules
- Combine music and movement activities

#### Health/Safety

Children will:

- Begin to appreciate the value of regular physical activity to enhance healthy lifestyle and enjoyment
- Demonstrate the importance of personal hygiene practices like washing hands and covering mouths when coughing
- Demonstrate with understanding that rules are tools that keep us safe both at school and in the community
- Learn about some of the structures of the body and the need to keep them functioning well
  - Bones are the frame work for our bodies and require certain foods and exercise to keep them strong and growing
  - Our hearts are pumps that keep oxygen and nutrients circulating to every part of our bodies. The heart requires physical exercise and nutrients to function well
  - Our lungs take in oxygen. Lungs require physical exercise and care to function well
- Learn the importance of making nutritious food choices and identify some healthy food groups
- Discuss with understanding the role of some health professionals like doctors and dentists in keeping people healthy

## **Program of Learning-Kindergarten**

### **Language Arts**

#### Oral Language

Children will:

- Listen to a variety of literary forms, including stories and poems
- Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns
- Participate in creative dramatics
- Discriminate between spoken words and sentences
- Use number words
- Assimilate new vocabulary words into everyday use
- Ask about words not understood
- Follow three-step directions
- Demonstrate an understanding of the rules for conversation, (e.g., taking turns and staying on topic)
- Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation
- Recognize that sentences are statements and questions ask for a response
- Listen and speak in informal conversations with peers and adults
- Participate in discussions about learning
- Create new words using familiar rhyming endings
- Match rhyming words
- Sort words orally according to shared beginning, ending, or medial sound
- Blend sounds orally to make words or syllables
- Divide one syllable words into sounds

#### Literature and Reading

Children will:

- Hold print materials in the correct position
- Identify the front cover, back cover, and title page of a book
- Follow words from left to right and top to bottom on a printed page
- Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms
- Explain that printed materials provide information
- Identify common signs and logos
- Read and explain own writing and drawings
- Understand that letters represent sounds
- Identify both uppercase and lowercase letters of the alphabet
- Identify many/most sound-letter relationships, including short vowel sounds
- Recognize rhyming words
- Read some familiar words
- Use pictures to make predictions about story content
- Retell familiar stories using beginning, middle, and end
- Talk about characters, setting, and events
- Use story language in discussions and retellings
- Discuss the difference between fiction and non fiction
- Identify what an author does and what an illustrator does
- Identify the correct punctuation for a sentence and question
- Use computer software to strengthen letter and sound recognition skills

## **Program of Learning-Kindergarten**

### **(Language Arts, continued)**

#### Writing

Children will:

- Print their own first and last names
- Print upper and lowercase alphabet without assistance
- Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events
- Begin to consistently use conventions for print including leaving spaces between most words; writing left to right; top to bottom
- Read own writing
- Write familiar words during classroom activities
- Explore the uses of available technology for reading and writing

## **Program of Learning-Kindergarten**

### **Mathematics**

#### **Number and Number Sense**

Children will:

- Identify and describe, given two sets containing ten or fewer concrete items, the one set as having more, fewer, or the same number of members as the other set,
- Use the concept of one-to-one correspondence when counting concrete items
- Answer the question “how many” by counting
- Count forward to 100 and backward from 10
- Identify, at a minimum, all numerals from 1-30 when they are displayed randomly
- Recognize, sequence, and write numerals to 30 or more
- Seriate sets of objects using different attributes (length, weight, size, number)
- Indicate, given an ordered set of 10 objects and/or pictures, the position of each item using ordinal number words (first, second, third, fourth, etc.)
- Investigate and recognize patterns through counting by fives and tens to 100, using concrete objects and /or a calculator

#### **Computation and Estimation**

Children will:

- Use concrete objects to answer the questions, “how many in all,” and “how many are left”
- Add and subtract whole numbers using up to ten concrete items
- Record math sentences using appropriate math symbols (+, -, =)

#### **Measurement**

Children will:

- Identify a penny, nickel, dime, and quarter and determine the worth of a collection of pennies and/or nickels with a value of 10 or less
- Identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog), calendar (day, month, and season), and temperature (thermometer)
- Count and name days of the week
- Tell time to the hour using an analog or digital clock
- Compare two objects using one or more of the following attributes: length (shorter/longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder)
- Use nonstandard units of measure for comparison. Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block, etc.

#### **Geometry**

Children will:

- Identify, describe, and draw plane geometric figures (circle, triangle, square, and rectangle)
- Identify representations of plane geometric figures (circle, triangle, square, and rectangle), regardless of their position and orientation in space
- Identify plane and solid shapes
- Sort geometric shapes by number of sides and corners

## **Program of Learning-Kindergarten**

### **(Mathematics, continued)**

#### Probability and Statistics

Children will:

- Gather data relating to familiar experiences by counting and tallying
- Represent data by making object graphs, picture graphs and charts
- Make predictions based on probable outcomes and explain results

#### Patterns, Functions and Algebra

Children will:

- Sort and classify objects according to similar attributes (size, color, shape)
- Identify, describe and extend patterns
- Demonstrate odd and even number patterns

### **Computer Technology**

Children will:

- Identify the computer as a machine that helps people at school, work and play
- Identify and use meaningfully some components of the computer including a mouse and a keyboard
- Know and respect the rules for computer use



## **Program of Learning-Kindergarten**

### **Science**

#### Scientific Investigation

Children will:

- Conduct investigations in which
  - Basic properties of objects are identified by direct observation
  - Observations are made from multiple positions to achieve different perspectives
  - A set of objects is sequenced according to size
  - A set of objects is separated into two groups based on a single physical attribute
  - Picture graphs are constructed using ten or fewer units
  - Nonstandard units are used to measure common objects
  - An unseen member in a sequence of objects is predicted
  - A question is developed from one or more observations
  - Unusual or unexpected results in an activity are recognized
  - Objects are described through verbal or graphic representations
- Investigate and understand that humans have senses that allow them to learn about and react to the environment around them. Key concepts include
  - Five senses (taste, touch, smell, hearing and sight)
  - Sensing organs are associated with each of the senses (tongue, skin, nose, ears and eyes)
  - There are words that describe what we sense (sweet, sour, bitter, salty, rough/ smooth, hard/soft, cold, warm, hot, loud/soft, high, low, bright/dull)

#### Force, Motion and Energy

Children will:

- Investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include
  - Attraction/non-attraction, push/pull, attract/repel, and metal/nonmetal
  - Useful applications (refrigerator magnet, can opener, magnetized screwdriver, and magnetic games)
- Observe simple machines (wheels, pulleys, inclined plane) in use during their daily lives
- Explore the way machines make our lives easier

#### Matter

Children will:

- Investigate and understand that objects can be described in terms of their physical properties. Key concepts include
  - Eight basic colors
  - Basic shapes
  - Forms (flexible, stiff, straight, curved)
  - Textures and feel (rough/smooth; hard/soft)
  - Relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short)
  - Position and speed (over/under, in/out, above/below, left/right, fast/slow)
- Investigate and understand some properties of water. Key concepts include
  - Water occurs in different forms (solid, gas, liquid)
  - The natural flow of water is downhill
  - Some materials float in water while others sink

## **Program of Learning-Kindergarten**

### **(Science, continued)**

#### Life Processes

Children will:

- Investigate and understand basic needs and life processes of plants and animals. Key concepts include
  - Living things change as they grow, and need food, water and air to survive
  - Plants and animals live and die (go through a life cycle)
  - Offspring of plants and animals are similar but not identical to their parents and one another

#### Interrelationships in Earth/Space Systems

Children will:

- Investigate and understand that shadows occur when light is blocked by an object. Key concepts include
  - There are natural sources of light i.e. the sun and the moon, and artificial sources of light i.e. lamps, flashlights
  - Shadows change size and intensity based on the position of the light source

### **Earth Patterns, Cycles, and Change**

Children will:

- Investigate and understand simple patterns in their daily lives. Key concepts include
  - Weather observations
  - The shapes and forms of many common natural objects including seeds, cones, and leaves
  - Animal and plant growth
  - Home and school routines
- Investigate and understand that change occurs over time, and rates may be fast or slow. Key concepts include
  - Natural and human-made things may change over time
  - Changes can be noted and measured

### **Resources**

Children will:

- Investigate and understand that materials can be reused, recycled and conserved. Key concepts include
  - Identifying materials and objects that can be used over and over again
  - Describing everyday materials that can be recycled
  - Explaining how to conserve water and energy at home and in school

## **Program of Learning-Kindergarten**

### **History and Social Science**

#### History

Children will:

- Share family traditions and celebrations
- Begin to compare and contrast the present and the past as they recognize that things change over time
- Identify examples of past events in legends and historical accounts
- Identify examples of interesting Americans through exposure to biographies of important people of the past including: George Washington, Betsy Ross, Abraham Lincoln
- Describe the people and events honored in commemorative holidays, including: Columbus Day, Thanksgiving, President's Day, and Lee/Jackson/King Day

#### Geography

Children will:

- Place objects using positional words like near/far, up/down, left/right, behind/in front to compare and contrast the relative location of people, places, and things
- Develop an awareness that a map is a drawing of a place that shows where things are located, and a globe is a round model of the Earth
- Locate land and water on a map and globe
- Become aware that there are directions called north, south, east and west
- Become aware of the physical shape of Virginia and the United States
- Locate areas referenced in historically based legends and stories
- Identify community symbols (traffic signs, traffic lights, street and highway markers, etc.)
- Become aware that maps use symbols

#### Economics

Children will:

- Understand the difference between basic needs (food, clothing, and shelter) and wants (luxuries)
- Identify the practice of exchanging money for goods through participation in dramatic play activities
- Become aware that people work to earn a living
- Identify examples of people saving for the future.

#### Civics

Children will:

- Demonstrate good citizenship by: turn taking and sharing, honesty, self-control and kindness to others
- Take responsibility for certain classroom chores
- Take care of their own things (pencils, clothing, papers, books) and respect what belongs to others
- Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history
- Identify examples of rules and the consequences of breaking them
- Identify traditionally patriotic symbols associated with the United States including the flag, the bald eagle, monuments, etc.
- Identify symbols representing the state of Virginia including: the state flag, cardinal, dogwood
- Learn the Pledge of Allegiance and that the President is the leader of the United States

## **Program of Learning-Kindergarten**

### **Artistic Expression**

Children will:

- Daily have child-directed opportunities for expression and exploration in the arts
- Have daily opportunities to use a wide variety of materials and processes in their artistic representations
- Learn about and have opportunities to experiment with the artistic process of famous artists and illustrators
- Experiment with primary and secondary colors and learn and explore with artistic media the concepts of tint, shade, and hue.
- Incorporate color, line, and form into their artistic representations
- Dictate or write descriptions and titles for their artistic creations when appropriate
- Listen to or read books about the lives of famous artists and composers
- Participate in group and individual musical experiences
- Have opportunities to move expressively and rhythmically to music
- Experience group and individual instrumental improvisation
- Learn the names of simple rhythm instruments
- Listen to and learn songs of music in different genres and styles
- Listen to and identify the sound of different musical instruments played alone and in orchestral presentations
- Have opportunities to respond to the work of famous artists and composers, as well as the work of peers
- Have opportunities for self-expression through child-initiated dramatic play and child-friendly group presentations