



Programs of Learning-Four Year Olds

Christian Knowledge

The Bible

Children will:

- Know that the Bible tells us about God and Jesus
- Understand that the Bible is God's Word and that He tells us what to do in the Bible
- Appreciate that the Bible is a book of true stories

God

Children will:

- Understand that God loves them and others and cares for all who love Him
- Become aware that God made all things and that children can care for and enjoy His creation
- Thank God for all that He has made
- Appreciate that God made each of us a unique creation with the special purpose of enjoying, loving, pleasing, and obeying Him
- Understand that prayer is "talking to God," and that they can pray anytime, anywhere, and in any place and God will hear them
- Listen to and learn prayers, as well as have the opportunity to pray themselves
- Appreciate that God can be trusted and depended upon
- Know that God sent Jesus to earth

Jesus

Children will:

- Begin to understand that Jesus is God and He is God's son
- Appreciate that Jesus loves them and that He is their best friend
- Understand that Jesus wants children to love Him
- Learn that Jesus will help them trust, obey, and share
- Learn that Jesus rose from the dead
- Know that Jesus is now living in heaven

Home and Parents

Children will:

- Know that God gave parents to care for them and teach them
- Understand that God wants them to obey, love, and please their parents

Worship

Children will:

- Understand that chapel is a place to worship God by singing and praying
- Appreciate that chapel is a special place where we learn about God

Others

Children will:

- Know that God wants them to be kind, to share, and to pray for others
- Learn that God wants them to tell others about Jesus

Program of Learning-Four Year Olds

Social and Emotional Growth

Children will:

- Always be valued, respected and encouraged in a nurturing environment
- Begin to respect the differences of others
- Begin to demonstrate positive sense of self by
 - Knowing and confidently sharing personal information like first and last name/age /birthday/likes/dislikes
 - Choosing personally meaningful materials and activities in the classroom
 - Demonstrating mastery of self-care practices like putting on a coat and washing hands without help
- Have daily opportunities to demonstrate maturing self control by
 - Following classroom rules and routines
 - Practicing flexibility during transitions and schedule changes
 - Using classroom materials purposefully
- Daily demonstrate growth in approaches to learning by:
 - Asking questions for information, or to satisfy curiosity
 - Persisting in a task for an increasing period of time
 - Trying new activities
 - Engaging in problem solving
 - Seeking help when needed
- Demonstrate growth in positive interaction with others by:
 - Frequently engaging in cooperative play with peers
 - Choosing a variety of classmates with whom to engage in play
 - Interacting appropriately with familiar adults
 - Using polite and respectful language with peers and adults
 - Using words to express negative emotions like anger and frustration instead of a physical response
 - Expressing empathy for others in school and in the community

Program of Learning-Four Year Olds

Physical Development / Health and Safety

Physical Development

Children will:

- Daily have child-initiated and teacher guided opportunities to practice and demonstrate developing mastery in locomotion activities such as: running, jumping, hopping, and galloping
- Daily have child-initiated and teacher guided opportunities to practice and demonstrate developing mastery in non-locomotive skills requiring balance and spatial awareness such as: bending, twisting, swinging, rocking, and rolling
- Daily have opportunities to improve mastery of non-locomotive activities that demonstrate coordination such as: pumping o a swing, riding a trike, kicking a ball
- 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 directed activities that explore directions (forwards, backwards), levels (high, low), pathways (straight, curved), and effort (hard, gentle)
- Daily have opportunities that improve strength and control while performing fine motor movements in activities such as: building with structural materials, and using scissors and drawing tools
- Combine music and movement activities

Health/Safety

Children will:

- Perform self-care skills independently
- Practice personal hygiene practices like washing hands and covering mouths when coughing
- Discuss reasons for rules that keep us safe
- Identify some rules for safety in school and community
- Begin to identify food groups and healthy food choices

Program of Learning-Four Year Olds

Language Arts

Four-year-old children will be immersed in a literature rich environment to develop an appreciation for literature and further their awareness of the connection between spoken and written language. Four-year-olds are learning to listen as a group and speak with clarity to communicate their thoughts.

Oral Language

Children will:

- Listen in a whole class setting to a variety of literary forms including fiction, non-fiction, and poetry
- Listen to book tapes with understanding
- Participate in class recitations of short poems, chants, songs with repeating patterns, and finger plays in a whole class
- Speak with clarity to communicate comprehensive and expressive needs
- Have the opportunity to initiate and participate in creative dramatics
- Experiment with rhyming sounds and patterns
- Use words to identify and describe people, places, and things in their communities
- Use words to describe position, size, color, and shape
- Ask about words not understood
- Follow three-step directions in group settings
- Listen and speak in informal conversations with peers and adults
- Begin to recognize spoken words as a sequence of sounds (Phonemic Awareness)
- Detect beginning sounds in words
- Follow rules of conversation by learning to take turns and staying on topic

Literature and Reading

The major objective in the four-year-old classroom is to provide multiple opportunities for literature immersion. Books should be an integral part of every center and theme. Children should experience the use of literature for enjoyment and resource.

Children will:

- Listen to and discuss stories and books in whole class settings
- Understand that print carries a message
- Hold print materials in correct position
- Turn one page at a time, going from front to back
- Identify labels and signs in their environment
- Participate in rhyming games
- Identify many alphabet letters (upper and lower case) in random order
- Match uppercase letters with lowercase partners
- Make some letter sound matches
- Use pictures to make predictions about story content
- Recall and retell main events of a story
- Read their name and familiar one syllable words, e.g. mom, dad, love
- Use books and illustrations as a source of information
- Use computer software to strengthen letter and sound recognition skills

Writing

Four year olds are beginning to make the connection between print and thought. They engage in numerous pre-writing efforts. Teachers facilitate the child's initiative by providing materials and opportunities to "write."

Children will:

- Use known letters and approximations of letters to represent written language without regard to position or order of letters on paper
- Practice writing full name independently
- Dictate his or her own stories to be written by the teacher
- Use some letters or symbols, or ask to copy words to mimic writing activities modeled by adults (notes to friends, invitations)
- Be exposed to a method of drawing letter efficiently (Handwriting Without Tears program)
- Begin to apply conventions of print

Program of Learning-Four Year Olds

Mathematics

Children need to experience mathematics with problem solving. Problem solving is not limited to mathematics, but integrated into all areas of curriculum. The content of the program deals with number sense and numeration (counting by rote, and gaining an understanding of one-to-one correspondence), patterns and relationships (sorting and comparing sets of objects), measurements, geometry, and spatial sense. The instruction is teacher facilitated in a child-centered, integrated curriculum using concrete materials and “real-life” experiences.

Mathematical Thinking

Children will:

- Use problem-solving approaches to investigate and understand mathematical content
- Use numbers and counting to solve problems

Number and Number Sense

Children will:

- Construct number meanings through real-world experiences and use of physical materials
- Count by rote as high as they can go
- Count to determine quantity, answering the question “how many”
- Match one set of five concrete items to another using the concept of one-to-one correspondence
- Compare two sets, using the words more, fewer, or same to describe their relationship
- Listen to stories with themes of numbers
- Apply number concepts in science and social studies curriculum and everyday classroom experiences
- Use computer software to reinforce number concepts

Measurement

Children will:

- Compare two concrete objects according to the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter)
- Experiment with measuring tools like teaspoons, tablespoons, measuring cups, and balance scales
- Know the correct names for some tools used to measure (time/clock, calendar, weight/scale, length/ruler, temperature/thermometers)
- Measure objects using nonstandard units of measure (links, hands, feet, cubes)

Geometry and Spatial Sense

Children will:

- Identify, describe, and draw plane geometric figures (circle, triangle, square, and rectangle)
- Describe how shapes are similar and different
- Develop spatial sense through understanding of positional words like above, below, under, besides, and behind

Program of Learning-Four Year Olds

(Mathematics, continued)

Data Collection and Statistics

Children will:

- Collect information to answer questions
- Compare data using picture graphs

Patterns and Relationships

Children will:

- Sort and classify objects that vary by one or two attributes (size, shape, color)
- Recognize, copy, and create simple patterns found in common objects, sounds, and movements
- Seriate at least five concrete objects on the basis of one attribute (shortest to tallest/smallest to biggest)
- Match numbers, shapes, letters, and colors in game situations
- Use computer software to build skills in patterning

Science

The science program draws on the innate curiosity of four year olds. Four year olds use their senses to become aware of the world around them. They observe, question, investigate, and explain in their own terms the natural phenomena that occur in their everyday world. The content of the science curriculum is often based on the children's spontaneous discoveries and interests. Teachers facilitate and guide learning experiences, providing vocabulary, and concrete, hands-on opportunities for investigation.

Scientific Observation and Investigation

Children will:

- Use senses appropriately to learn about unfamiliar objects and events
- Correctly identify sensing organs and have a basic understanding of their functioning (eyes need light to see; sound is created by vibration; etc.)
- Describe observations verbally and pictorially
- Use tools for scientific investigation: magnifying glass, balance scale, and microscope
- Make a collection of items from nature for purposes of observation and comparison (leaves, stones, seashells)
- Compare objects and events based on observation and investigation
- Use pictures and text to investigate, compare, and explore scientific interests
- Sequence objects according to size
- Sort objects based on one physical attribute
- Use nonstandard units to measure common objects

Force, Motion, Energy

Children will:

- Observe, investigate, and describe things moving in different ways (straight, zigzag, circular motion).
- Experiment with pushing and pulling motion to change how something is moving.
- Explore the effects of magnets on different objects

Matter

Children will:

- Describe objects in terms of their physical properties including: color, size, shape, and texture
- Describe objects in terms of the materials they are made of (clay, cloth, paper, etc.)
- Observe and investigate the change that occurs in water during the natural phenomena of rain and snow
- Investigate and observe other solids and liquids being mixed, cooled, or heated

Program of Learning-Four Year Olds **(Science, continued)**

Life Processes

Children will:

- Observe that living things grow and change
- Understand that living things need water, food, and air
- Observe that some animals and plants are alike in the way they look and in the things they do, and others are very different from one another
- Understand that people have different external features, such as size, shape, and color of hair, skin, and eyes, but that they are more like one another than like other animals
- Identify healthy foods and good health habits
- Investigate growth and change in plant life
- Observe, investigate, and compare the cycles of life for butterflies or moths

Earth Patterns, Cycles, and Change

Children will:

- Observe some events in nature that have a repeating pattern (Day/night, seasons)
- Identify four seasons and discuss distinguishing features of each for weather, clothing, and activity
- Become aware that we have patterns in our home and school
- Observe that change is something that happens to many things
- Understand that things change in some ways and stay the same in some ways
- Discuss and explore the concepts of conservation, reuse, and recycling
- Apply process of conservation, reuse and recycle in classroom activities

Social Studies

Four year olds learn about the world around them through personal experiences, experiences with others, and through literature. Teachers expand upon these interests and experiences to facilitate an understanding of people and how they live, and how the past is similar to and different from the world they live in today.

Children will:

- Reflect on change that occurs in their life, school, and community
- Begin to understand that change is continuous and always present and affects people in different ways
- Understand that families have their own stories of the past
- Label events and routines with words like today, tomorrow, next, later, long ago, etc.
- Be aware of similarities and differences between themselves and others
- Explore family relationships beyond their immediate family—grandparents, cousins, etc.
- Investigate family roles
- Understand that we are all a community of people working together, each helping another
- Recognize that many people in the community contribute to the safety and well being of families
- Become aware of the role that technology plays in their life (media)
- Explore literature about children who live in different parts of the world
- Explore literature about people and their lives in the past
- Investigate and compare objects and pictures from the past with experiences of present day life
- Help to establish rules that make the classroom run more smoothly
- Take responsibility for classroom chores
- Recognize that they are citizens of the United States of America and live in a state called Virginia

Program of Learning-Four Year Olds

Artistic Expression

Children will:

- Experience that visual, musical and performing arts express feelings, and interpret events or culture
- Be exposed to an environment that includes a variety of sound sources including selected recorded music to enhance music appreciation
- Have opportunities for improvised singing, as well as building a repertoire of songs
- Participate in group and individual music experiences
- Have opportunities to move expressively and rhythmically to music
- Have opportunities for instrumental improvisation
- Listen to music in different genres and styles
- Learn about and recognize the sound of different instruments in orchestral presentations
- Have opportunities for self-expression through child-initiated dramatic play and child-friendly group presentations
- Have daily opportunities to use a wide variety of materials and processes in their artistic representations
- Learn about primary and secondary colors and have opportunities to experiment with color
- Learn about the artistic processes of some artists and illustrators
- Add titles and descriptions to artistic work when appropriate

Revised 10/2015