

**Christ Church Episcopal Preschool
Curriculum Scope and Sequence for Four Year Old Children**

Your child will work toward these targets in the curricular areas listed.

Literacy and Language Development

- Blend, segment, clap syllables
- Listen for and produce beginning sounds; match words with same beginning sounds
- Blend onset and rhyme
- Blend two and three phonemes; segment phonemes
- Substitute initial sounds
- Isolate ending sounds
- Make connections using illustrations/photos, prior knowledge, real-life experiences
- Note details, make inferences, and draw conclusions
- Identify sequence of events
- Recognize story structure: plot, characters, setting, beginning, middle and end
- Compare and contrast
- Distinguish between fiction and non-fiction
- Determine cause and effect
- Categorize and classify
- Predict outcome
- Use props to convey meaning
- Follow directions
- Retell story in sequence
- Identify recurring theme across works
- Identify rhyme, rhythm, and repetition in poems
- Identify, retell important facts from an informational text
- Use newly learned vocabulary on multiple occasions and in new contexts
- Continuously improve articulation and vocabulary
- Identify a wide variety of objects through receptive language
- Name and describe increasingly complex actual or pictured objects
- Derive meaning from non verbal and verbal cues
- Interpret illustrations, simple charts, webs
- Identify the meaning of content-specific vocabulary
- Tell simple personal narratives or memories
- Use position, sensory and temporal words
- Speak in complete sentences with subject/verb agreement
- Begin to understand simple multiple-meaning words, homonyms, synonyms, antonyms
- Begin to understand naming words, action words, describing words
- Experiment with using more complex grammar and parts of speech
- Speak in large/small groups, formal/informal settings
- Listen to and engage in sustained conversation (five or more exchanges)
- Make connections between oral language and print
- Show where reading begins on a page and demonstrate directionality (left to right)
- Distinguish letters from numbers
- Identify role of author and illustrator
- Identify and explain how the title contributes to meaning
- Understand that letters form words
- Understand that words are separated by spaces
- Listen to and discuss literary multicultural texts, songs and oral stories
- Choose to look at books independently; see self as reader
- Know the order of the alphabet and recite in sequence
- Recognize own written name in a variety of contexts
- Recognize capital and lower case letters
- Recognize high frequency words
- Decode CVC words into blended words and syllables
- Dictate words, phrases, ideas, experiences, story events, sentences
- Use pictures, signs, symbols to represent oral language, ideas, stories
- Use scribbles to represent language
- Write independently without resistance
- Write own name
- Write five or more recognizable upper- or lowercase letters and numbers
- Write for specific and varied purposes
- Listen daily to fluent and expressive formal and informal texts
- Speak with appropriate volume, intensity and tone

Math

- Recognize, name, describe, compare and combine shapes and solids
- Understand and describe position, direction and distance
- Demonstrate an awareness of symmetry
- Build understanding of size as related to space
- Make connections between 2-D and 3-D forms
- Construct and sort solid shapes and forms
- Reproduce patterns of sound and physical movement
- Use language associated with time in everyday situations
- Begin to categorize time intervals
- Examine, manipulate, and identify familiar U.S. coins and currency
- Measure length of objects
- Explore the concept of capacity, weight, and mass
- Explore using standard and non-standard measures for length, area and weight
- Estimate length, size, distance and time
- Name standard tools for measuring time, temperature, length, capacity and weight
- Use charts and graphs
- Count by ones to 50
- Compare numbers of objects using language
- Use one-to-one correspondence to arrange and compare sets
- Count and build sets of one to five objects
- Count concrete objects to ten or higher
- Understand that numbers always represent the same quantity
- Use ordinal numbers from 1st to 31st ; recognize numerals from 1 to 31 (calendars)
- Recognize and describe the concept of zero
- Explore the concept of whole, parts, and part that make a whole
- Use numbers to predict, estimate and make realistic guesses
- Combine and separate sets of objects to create a new set
- Explore and solve a simple, orally presented problem
- Identify alternative ways to solve a problem

Science

- Observe, describe and use safe tools and procedures
- Ask questions about and investigate objects, events and organisms
- Recognize, identify, and describe changes in the environment
- Use senses to investigate objects, events, organisms
- Describe observations and record events
- Compare and contrast data
- Sort objects and organisms into groups and describe organization
- Describe sequences and patterns found in nature
- Identify animals and plants as living things
- Expand knowledge and respect for own body and the environment
- Apply understanding of life cycles to plants and animals
- Observe, describe and compare soils, rocks and water
- Identify and describe the sun, moon and stars
- Observe and describe weather and how it changes
- Consider impact of seasons on people, animals and plants
- Explore concepts about air
- Observe and describe the different ways objects move
- Identify sounds made by objects
- Explore what things are made of
- Observe and describe different states of matter
- Observe and explore how materials change, react, and interact when combined
- Observe, explore and manipulate simple machines, magnets and electricity
- Manipulate, observe, compare weight and motion of concrete objects

Social Studies

- Begin to recognize the qualities, interests, skills, traditions, experiences that make people unique
- Demonstrate positive human attributes, relationships, roles, and social skills
- Identify and describe similarities and differences among people
- Grow in awareness of religious and national holidays
- Begin to understand family history and relationships
- Begin to measure calendar time by days, weeks, months and years
- Recall and explain sequence of events
- Observe and describe features of natural, human-made, familiar and unfamiliar places
- Learn important information about his/her immediate area
- Become aware of common symbols in the community
- Understand roles of community workers
- Recognize that people create food, clothing and shelter from natural resources
- Recognize that there are steps involved in making something
- Become aware of what it means to be a consumer

Social/Emotional Development

- Identify self by categories (gender, age, family relationships)
- Know own first and last name
- Name family members and relationships
- Know address and phone number
- Know how/when to use 911
- Help to establish rules and routines
- Use materials appropriately and put them away
- Take care of his/her own things
- Connect actions and consequences; accept responsibility for his/her own behavior
- Express feelings, opinions and needs in socially acceptable terms
- Display a positive self-concept and self-esteem
- Follow familiar routines independently
- Demonstrate confidence and increasing independence
- Express interest and self-direction in learning
- Pursue challenges; be willing to take appropriate risks to stretch growth
- Increase concentration
- Respect differences
- Respect rights and property of others
- Share and cooperate with others
- Exhibit kindness to others
- Show concern about rules and group expectations
- Demonstrate conflict resolution strategies
- Show empathy
- Use good manners
- Take turns
- Help others in need
- Work with others to help solve problems

Fine Arts

- Create original work
- Create more detailed, creative, or realistic artwork
- Share ideas about personal artwork
- Show interest in the artwork of others
- Participate in classroom music activities
- Reproduce or create sound patterns
- Recall words in a song or fingerplay
- Express feelings through movement
- Engage in dramatic play with others
- Combine activities, materials and equipment in new ways
- Use language as part of dramatic play
- “Make believe” with objects
- Dramatize stories, experience, poems, fingerplays and moods

Physical Development

- Build an understanding of directionality and position in space
- Explore balance
- Integrate body movement with senses
- Distinguish left from right; use one side of body at a time
- Strengthen bilateral coordination
- Strengthen alternating the left and right sides of the body
- Participate in activities that build left to right visual progression
- Name, locate and understand relationships of body parts
- Develop strength and endurance
- Move in rhythm
- Practice self help with zippers, buttons, etc
- Develop strength, dexterity and control needed to use tools and materials
- Use writing and drawing tools with control and intention
- Coordinate hand/eye movements
- Explore manipulative toys
- Strengthen hand grasp and use hands in many positions
- Develop pincer control in picking up small objects
- Manipulate two small objects at the same time
- Control fingers individually

Health

- Practice routine healthy behaviors
- Understand the need for exercise and rest
- Recognize and select healthy foods

Safety

- Recognize the danger of fire
- Respond appropriately during fire/emergency drill
- Know how to cross a street safely
- Know never to eat substances that are not food
- Communicate to another the danger of a behavior
- Learn to use tools, utensils and materials safely
- Utilize appropriate health and safety procedures