



HPUMC DAY SCHOOL

NURTURING A LOVE OF GOD & LEARNING

CURRICULUM GUIDE

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INTRODUCTION

The purpose of the HPUMC Day School Curriculum Guide is to provide parents and staff with an overview of our curriculum and learning objectives for children at each stage of development and age. This Curriculum Guide is broken down by age levels in the Day School. We encourage you to look at all areas, so you can see the plan of progression for your child.

MAKING LEARNING VISIBLE

Teachers engage parents in a variety of ways to keep you informed about your child's development and education. In addition to face to face conversations and written communications, parents can view examples of learning activities through classroom displays, informational bulletin boards, and via the Brightwheel app. Teachers post photos, video, announcements, and information about daily learning activities. Brightwheel provides a touchpoint for parents and teachers throughout the day, improving communications between home and school.

the work of the child is play

Through play, children explore their world, discover how to get along with others, test their skills and muscles, try out new ideas, and feel competent enough to try new activities. Curiosity, self-esteem, language, problem solving, mathematics, cooperation, values, independence, self-control, coordination, and endurance; these are just a few of the many kinds of learning involved in play. Children need time to pursue their own ideas, to do things their own way, and to see what it's like to be someone else.

Teachers encourage children to play in meaningful ways by setting the stage for them and extending the children's ideas during play. For example, while building with blocks, children learn about geometry, gravity, shapes, and balance. Scribbling leads to drawing and writing and enables children to practice eye/hand coordination, develop fine-muscle control, and to see cause and effect. When playing in dramatic play, children look at the world from a new perspective.

DAY SCHOOL MISSION

Nurturing a foundational love of God and learning.

Every day our team wakes up with one mission in mind — to nurture a love of God and learning so that each child may grow into the person God created him or her to be. Through creative and dedicated teachers, we intend to provide a differentiated curriculum that will engage your child's curiosity and wonder about God's beautiful creation, leading him or her on a path toward a life-long love of learning. The work of the child is play, and we work diligently to protect this essential part of a child's social, emotional, physical, and spiritual development.

While we focus much of our work on the children, it is also our intention to help the whole family. Parents have the blessing of being their child's greatest teacher, therefore, we want to partner with you in these early stages as you lay an essential foundation for your child. We also know that the parenting journey is often paved with more questions than answers, immense joy, and even exhaustion. All parents need support, encouragement, and community. Therefore, the Day School also provides resources and opportunities that support you as a parent as well.

EDUCATION PHILOSOPHY

HPUMC Day School is dedicated to providing early childhood care and education in a trusted Christian environment focused on developing the whole child. We believe that with a strong foundation, each child will grow into the person God created him or her to be! Our philosophy first and foremost recognizes that each child has been fearfully and wonderfully made (Psalms 139:14) by our loving Heavenly Father. Therefore, this basic truth is at the core of our education philosophy. We believe that children learn best through play, active exploration, and by engaging with their environment. Teachers are intentional in planning activities and structuring the classroom environment and daily schedule to promote learning and development in all areas.

This approach to early childhood education combines the best practices of a variety of theories including:

- **Erik Erikson's** theory of developmental stages and the role of play at the stage of initiative, the years from 3 to 5.
- **Jean Piaget's** theory that children need to explore the nature of things through trial and error and learn through hands-on, concrete experiences.
- **Reggio Emilia's** model of children's active learning at play and work and an emergent curriculum built on the strengths of the child.
- **Maria Montessori's** focus on materials in the physical classroom, which were designed with great care to support children's cognitive and aesthetic development.

Research shows that social skill development is the most important aspect of an early childhood program. Social skills help a child develop positive self-esteem and confidence. Children not only learn how to listen and follow directions they learn how to perform essential life skills, including the ability to:

- communicate their needs and emotions
- cope and build trust
- share space and materials
- work together as a team
- negotiate
- problem solve
- resolve conflict

- be a leader and help others
- care for self, others, and their environment

Our whole-child approach ensures that children are exposed to a wide variety of learning activities and that they learn to thrive in all areas of development. Children become creative thinkers, problem solvers, empathetic collaborators, curious investigators, and decision makers. The Day School early childhood education program is designed to help your child reach his or her greatest potential.

day school curriculum

The Day School curriculum is a framework of developmental milestone targets, with the National Association for the Education of Young Children's (NAEYC) best practice standards for early childhood education as its foundation. For more information, visit www.naeyc.org.

Teachers plan educational activities with these standards in mind. Weekly themes are used to make learning fun and interesting for young children as they explore various topics of interest. These themes, or topics, are woven throughout all of the curriculum domains: math, language, science, art, music, early reading, writing, and pre-academic skills.

Cognitive development is integrated into all areas of the curriculum throughout the day. Children continually build their understanding of concepts through their interactions, experiences, discoveries, and challenges. Learning in the content areas of language, socio-emotional, physical development, science/ math, and creative expression are represented in meaningful ways such as painting, creating, building, measuring, communication, games, cooking, and exploring nature. Teachers continually assess the children to determine when new challenges are needed to expand learning.

Older classrooms include project-based learning that allow children to expand upon topics and go more in-depth with their learning. Children love to investigate and explore their ideas, learning materials, and their environment. A project is an in-depth investigation of a topic worth learning more about. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the children or the teacher.



WHAT SETS US APART

Spirituality is the foundation of the Day School curriculum and is what sets HPUMC Day School apart from many other early childhood programs. Weekly Celebration extends and expands upon the Sunday School curriculum. Children become familiar with Bibles that are available in each classroom, and our older children learn about the Bible and how it is used.



Celebration. The cornerstone of our life together is weekly worship in in the Children’s Ministry Gathering area. Each class from age two through five spends time worshiping God through song, prayer, beginning lessons in spiritual formation, and Bible stories. Children begin to understand how “God loves me and God loves everyone!”

Family Celebration The Day School families come together for a special worship service in Wesley Hall during the Christmas and Easter seasons.

Early Childhood: The Phase Where Families...

- Pray the Lord’s Prayer together at night.
Parents, it’ll just be you for a while! The kids will join in when ready!
- Ask 3-5 adults to pray for your children daily.
In time, these will be the same people that will help you raise them in the faith.
- Make regular church attendance a habit.
Routine is important for children and families, develop your church routine early!

ENRICHMENT PROGRAMS

Other weekly “specials” are offered at no additional cost for all children, including gardening education, Spanish, Kindermusik (Twos), Music, and Busy Bodies fitness classes which are taught in collaboration with HPUMC Recreation Ministry. include yoga, gymnastics, dance, health, and nutrition. The Day School has a children’s library where they may visit to read a book, use our Smart Board, or check out books for their classroom. We also have a children’s kitchen for classroom cooking and sensory activities.



WHAT SETS US APART

Parent participation is also an important part of our program philosophy. We encourage parents to become involved by joining the Parents’ Club (similar to a school PTA), sharing talents, expertise, and by volunteering time by reading to the class, hosting class parties, serving as room parents, or engaging in other ways. Our goal is to create a partnership with each family enrolled in the Day School. Studies have shown that children make greater gains in their education when parents or family members participate in school activities helping to bridge the gap between home and school.



BEGIN WITH THE END IN MIND: KINDERGARTEN READINESS

Our primary goal is to ensure that children are nurtured, loved, educated, and prepared for future learning and success in school. The Day School Parent Advisory Council has an active curriculum committee. Committee members have contacted public and private schools in Highland Park, University Park, Lakewood, Dallas, and Richardson to compile the following list of skills that are encouraged before entering kindergarten.

“Begin with the End in Mind” provides parents with the “destination” in our journey through Early Childhood Education kindergarten readiness. This list also provides parents with skills that they can work towards at home. The rest of this guide is the “road map” in our journey, beginning with Infants through 4’s and Bridge, showing you how we plan to arrive at kindergarten readiness.

Reading Readiness

- Remembers pictures from a printed page
- Repeats a 6 to 8 word sentence
- Pretends to read (has been read to often)
- Identifies own first name in writing
- Answers questions about a short story
- Knows the letters of the alphabet
- Recites some nursery rhymes
- Knows the meaning of simple words

Writing

- Prints own first name
- Prints some letters
- Draws recognizable illustrations

Math / Science

- Understands concepts of size, position and direction
- Understands day and night
- Knows age and birthday
- Recognizes primary colors
- Recognizes shapes: rectangle, triangle, circle, square
- Counts to 10
- Counts objects independently

Social / Emotional

- Expresses self verbally
- Looks forward to going to school
- Recognizes authority
- Shares with others
- Helps with family chores
- Works independently
- Identifies other children by name
- Takes care of toilet needs independently



- Cares for own belongings
- Dresses self
- Brushes teeth
- Separates from parents with ease and for several hours
- Joins in family conversation
- Carries a plate of food
- Maintains self-control
- Gets along well with others
- Talks easily
- Meets visitors without shyness
- Puts toys away

Physical Development

- Walks in a straight line
- Runs, jumps, hops, marches
- Alternates feet walking downstairs
- Stands on one foot for 10 seconds
- Walks backwards
- Throws a ball
- Glues pictures on paper
- Claps hands
- Buttons, zips, and snaps clothes
- Buckles belt
- Ties shoes
- Completes simple five piece puzzle

activities for home

- Helping your child use art materials responsibly (glue, scissors, etc.)
- Reading daily with your child
- Asking your child to make a drawing of his/her favorite part of the story
- Asking your child about his/her artwork by saying, "Tell me about your picture."
- Asking your child to help sort pairs of socks by size and color
- Using household items to sort, compare, and contrast
- Preparing a meal together and explaining the use of cooking utensils; practice measuring
- Developing safety rules for the home and practicing emergency drills



INFANTS

The first year of life is a period of incredible growth in all areas of a child's development. Infants begin learning about their environment as soon as they are born and develop at a faster rate than any other time in their lives. Infants explore their ever-expanding world and gather information using all of their senses; through touch, taste, smell, sight, and sound. The best way to help infants grow into curious, confident, able learners is to give them warm, nurturing, and consistent care. Our loving teachers and staff help them form secure attachments and begin to develop relationships; the foundation for future learning, social and emotional growth.

Day School Teachers thoughtfully prepare a discovery-based environment and plan activities in all areas of development including language, sensory, art, music, social and emotional development, large and small muscle growth, and early math and science concepts. Our infant program is designed to stimulate the babies' curiosity and nurture their growth and development.

HOW INFANTS LEARN

Spiritual Development

We introduce Infants to the concepts that:

- God loves all of his children
- We can practice praying to God (simple memorized prayer and prayer posture)
- We can read stories about God (exposure to Bible stories)
- We can sing songs about and to God, including “Jesus Loves Me”

Language Development

- Begins language development by cooing and making vowel sounds
- Imitates the sound of others
- Copies simple motions, like clapping
- Expresses feelings and uses gestures to communicate
- Begins to distinguish sounds as words and makes consonant sounds
- Communicates with caregivers through body language and sound
- Learns to use basic sign language

Art & Music

- Experiences and explores the world around them
- Experiences cause and effect (mixing colors)
- Explores textures and art media (finger painting)
- Practices using fine motor skills
- Develops eye / hand coordination
- Provides a creative outlet while building vocabulary
- Responds and moves to sounds and various forms of music

Cognitive & Brain Development

- Responds to sound and touch
- Develops object permanence (knows objects exist out of sight and searches for them)
- Begins to be aware that certain behaviors bring same responses (cause and effect)
- Imitates the actions of others
- Realizes that objects not seen still exist (beginning of reason)
- Uses hands to actively explore environment

Physical Development

- Develops awareness of own body
- Develops small and large motor skills by learning to control body muscles
- Moves in purposeful and coordinated ways
- Moves in response to music and rhythm





- Learns to pick up and hold things; develops pincer grasp (thumb and forefinger)
- Learns to transfer things from one hand to the other

Social / Emotional Development

- Develops strong attachments with caregivers
- Develops sense of trust, love, and security
- Recognizes and responds to familiar objects and people
- Expresses affection for others
- Copies simple motions, like clapping
- Begins to develop self-esteem and independence
- Becomes socially interactive

Self-Help Skills

- Recognizes own body parts
- Develops a sense of self that is separate from others
- Uses fingers to pick up food and eat
- Begins to hold bottle and can later grasp a cup
- Holds arms out to be held
- Learns to sit up, reach for things, and to pull up



activities for home

- Playing peek-a-boo, patty cake, hide and seek
- Providing nesting or interlocking toys that can be taken apart and put back together
- Playing with toys that have sound and visual effects
- Talking, singing and reading to baby on a daily basis, especially during feeding or diaper changing
- Using cardboard picture books with large illustrations, puppets, a variety of music, finger plays
- Expanding on sounds, maintain eye contact, and use gestures as well as words to communicate
- Developing predictable routines, familiar songs, and personal games for baby
- Encouraging exploration so that baby can learn new things
- Allowing for “tummy time” for physical development



TODDLERS 12 - 24 MONTHS

Toddlers are full of energy, curious about everything, and are striving for independence and control over their world. Their motor skills develop at a rapid rate. Everything seems attractive and worth touching, smelling and especially worth tasting. Toddlers like to get messy, because that is how they learn. They like to play near others but not always with them.

Toddlers need lots of cuddling and encouragement. They need a safe environment to move around and explore. Toddlers begin to express themselves verbally and are better able to communicate their needs and wants using 1-2 word phrases. They test limits as they strive for autonomy and quickly become aggressive (push, hit, bite) and/or have temper tantrums. Toddlers lack the coping or verbal skills to express their frustrations. Toddlers are egocentric; doing things for self and proclaiming everything as “mine.”

A Toddler’s Thoughts on Sharing:

If I want it, it is mine.

If I give it to you and change my mind later, it is mine.

If I take it away from you, it is mine.

If it’s mine, it will never belong to anyone else, no matter what.

If we are building something together, all of the pieces are mine.

If it looks like mine, it is mine.

HOW TODDLERS LEARN

Spiritual Development

We introduce Toddlers to the concepts that:

- God loves all of his children
- We can practice praying to God (simple memorized prayer and prayer posture)
- We can read stories about God (exposure to Bible stories)
- We can sing songs about and to God, including “Jesus Loves Me”

Language Development

- Follows simple directions, names familiar objects, understands relationships between objects
- Develops speech; uses two word sentences
- Plays with sounds, asks questions, imitates speech of others
- Enjoys repetition
- Recognizes objects in photographs and associates sounds, colors, shapes
- Demonstrates ability to use imagination in play
- Engages in dramatic role play

Art & Music

- Explores art materials such as finger-painting, scribbling with large crayons, and gluing objects
- Expresses creativity
- Moves in response to music and sounds
- Plays with musical instruments
- Develops coordination and balance
- Participates in finger plays and singing favorite songs

Early Reading & Writing

- Enjoys story time
- Develops preference for favorite book
- Develops pincer grasp (thumb and forefinger) to pick up small objects
- Begins to develop eye/hand coordination
- Begins to use writing tools; scribbles

Early Math & Science

- Learns by discovering and through trial and error
- Begins to understand cause and effect
- Begins to understand concept of parts and wholes
- Learns to understand spatial relations concepts such as
up/down, under/over, inside/outside, on/off
- Begins to understand quantity; one, more than one, more/less



- Counts to two or three
- Learns about size; big/small, long/short
- Enjoys sensory activities; sand and water play
- Matches and sorts objects by color, shapes and sizes
- Fills and dumps; comparing containers and defined spaces
- Explores materials that engage our sense of touch, taste, smell, sight and sound
- Builds simple structures; stacking and balancing blocks of varied shapes and sizes (early engineering)
- Begins to anticipate what's next (sense of time)



Physical Development

- Learning to walk; always on the move
- Learns to squeeze, slide, push and pull objects
- Developing depth perception
- Climbs one step at a time
- Throws and retrieves objects
- Strengthens small and large muscles through active play
- Identifies body parts
- Developing physically active skills such as running, jumping, dancing, and climbing



Social / Emotional Development

- Develops identity and sense of self
- Tests limits and strives for independence
- Limited ability to express frustrations may result in negative behaviors (biting or tantrums)
- Learning how actions affect others (cause and effect)
- Enjoys simple interactions with others but prefers to play beside other children
- Experiences stranger anxiety and looks for caregivers' response in uncertain situations
- Begins to show compassion and empathy; comforts other children when they are upset





Self-Help Skills

- Practices working on self-feeding with fork / spoon, drinking from a cup
- Helps with dressing self
- Likes to help clean up or with simple chores (wiping the table)
- Washes hands with help
- Learns to regulate emotions
- Follows simple safety rules with reminders



activities for home

- Playing with puzzles, blocks, stacking and nesting toys, lacing materials to develop fine motor skills
- Providing dump and fill activities
- Finger-painting, scribbling with crayons
- Creating opportunities to make choices (sense of control)
- Helping your child express his/her feelings by naming them (“I can see that you are... ” scared, angry, happy, etc.)
- Praising appropriate behavior and setting limits



TWOS

Two-year-old children are in a transitional phase from being babies/toddlers to becoming more independent preschoolers. They are practicing and further developing skills learned as toddlers. Two-year-olds are vigorous, energetic and enthusiastic learners. Language development is rapid and the child becomes more interested in other children. Two-year-old children begin to develop compassion and empathy for others and feel sad when other children are upset.

Independence, autonomy, self-help skills and a sense of control are increasingly important to a two-year old child. They may also do the exact opposite of what adults want and may be stubborn, rigid, impatient, and even bossy. “Me” is one of a two-year-old’s favorite words.

Two-year-old children especially need adults to be consistent, firm with limits, calm, and patient. They will test limits and engage in power struggles that may feel like a “fight to the end” battle. Providing consistent routines, predictable boundaries, and choices between one or two acceptable options help children feel a sense of control. Children learn by doing, experimenting and exploring, and through trial and error.

HOW TWO-YEAR-OLD CHILDREN LEARN

Spiritual Development

We continue building on the concepts introduced in Infants and Toddlers and teach additional concepts such as:

- God loves all of his children.
- Know that God made the world, including each of us
- Prayer is talking to God
- Being able to identify a Bible
- Continue to learn songs about God / singing to praise God (“This is the Day,” “Jesus Loves Me”)
- Know that the church is God’s house

Language Development

- Responds to simple directions
- Imitates adults
- Begins using more self-talk in play
- Learns new words; vocabulary greatly increases
- Identifies objects by name
- Sits and listens in group activities; attention span increases
- Speaks in simple phrases
- Uses imagination and enjoys pretend play

Art & Music

- Enjoys creative expression – finger-painting, exploring colors
- Creates nonrepresentational art (e.g., makes random marks and scribbles on paper using crayons, markers, pencil, or chalk)
- Explores different textures of art media and materials
- Uses a variety of art tools to draw, paint, sculpt and make collages, concentrating on the process rather than the product (e.g., scribble paints on butcher paper)
- Learns primary colors
- Scribbles spontaneously
- Participates in finger plays and body plays
- Explores sounds and rhythm
- Enjoys making music and movement using basic musical instruments
- Understands that shaking, banging, and plucking instruments causes them to make various musical sounds
- Engages in activities like painting, coloring, and finger painting; preparing the muscles and brain for writing
- Enjoys singing aloud
- Joins in singing and rhythm and repetition activities which help lay the foundation for later phonics and reading
- Imitates roles of family members to underscore the importance of these relationships (e.g., gently tucks baby doll in crib and says “Night. Night.”)

Early Reading & Writing

- Strengthens small muscle skills (tearing, cutting, drawing, lacing)
- Develops eye/hand coordination (pre-writing skills)
- Practices holding writing tools while scribbling
- Retells a story by looking at the pictures in a book
- Delights in hearing nursery rhymes, and begins to recite familiar phrases of songs, books and rhymes
- Sings the “A-B-C” song, but is not yet able to identify letters
- Develops reading readiness skills (turn pages left to right)
- Follows patterns and counting with pegboards also trains the eyes to follow left to right; a pre-reading/writing skill



Early Math & Science

- Begins to rote count 1-5, but not always in the correct order; does not yet understand quantity
- Begins to understand the words “one” and “two” (e.g., distinguishes “one” or “two” from many; can identify pairs of items as “two”; identifies three or more items as many” rather than as “one” or “two”; asks for “one” or “two” of something
- Sorts objects by color
- Sorts toys and puts them away
- Counts objects with assistance
- Enjoys sensory activities
- Measures with scoops, fills and dumps water or sand in sensory table or sandbox
- Learns about nature
- Learns about cause and effect
- Recognizes patterns
- Understands concept of time in terms of “yesterday” and “tomorrow”
- Matches by color, shape, and size
- Places objects in order (sequence) and sorts/matches objects



Physical Development

- Enjoys all forms of physical activity including rolling, crawling, creeping, walking, running, jumping, and climbing
- Crawls through tunnels, climbs over and under low obstacles, and moves swiftly up and down ramps
- Climbs low steps, pushes boxes, and pulls toys.
- Jumps from low objects
- Climbs and runs
- Sits on riding toys and pushes with feet; may ride tricycle
- Kicks a small ball forward, catches a rolled ball, and throws a ball overhand
- Sits in a chair independently
- Learns by using body





Social / Emotional Development

- Develops reasoning and problem-solving skills
- Says “no” often and is protective of possessions
- Recognizes and expresses emotion; may develop fears
- Begins learning to respect others and to share
- Becomes more confident in abilities
- Becomes more independent
- Develops positive self-esteem

Self-Help Skills

- Uses utensils to eat
- Wash and dry hands with help
- Wipes own nose with Kleenex, with assistance
- Begins toilet-training
- Dresses self with help
- Helps put things away and with other simple chores
- Follows basic safety rules



activities for home

- Providing activities that promote fine motor development such as play dough, blocks, and puzzles
- Encouraging language activities with puppets, books, and music
- Encouraging creativity using a variety of art materials
- Practicing self-help skills such as dressing and undressing



THREES

The preschool years are an exciting time as children's personalities begin to blossom, vocabularies and word comprehension expand, and children become increasingly independent and confident in their abilities. Imaginative play becomes more important and the child begins taking initiative. Children are incredibly busy refining and building upon the skills they have already learned.

Day School classrooms are busy with investigation, discovery, and experimentation. The teacher plays the role of facilitator in the classroom and creates an environment that is challenging (but not frustrating), allowing for individual activities as well as small- and large- group activities. The environment is child-initiated to create a sense of self-reliance, encourage problem solving, and enhance cooperation among the children and adults. The teacher supports the curriculum by asking open-ended questions, adding materials when appropriate, and expanding the thoughts and ideas of the children. The children interact with real, concrete objects to help make connections with their own life experiences while learning and exploring new ideas and encountering new discoveries.

Through intentional teaching practices and enriched classroom environments, children have meaningful learning experiences that lead to school readiness and success with future learning and life skills.

HOW THREE-YEAR-OLD CHILDREN LEARN

Spiritual Development

We continue building on the concepts introduced in **Toddlers and Twos** and teach additional concepts such as:

- God loves all of his children
- Know that God loves me, and I can share His love with others
- Know that God made the world, including each of us
- Know that Jesus is God's son
- Prayer is talking to God
- Learn to pray using echoed prayers
- Being able to identify a Bible
- Know that the Bible is comprised of God's stories and words
- Continue to learn songs about God / singing to praise God ("God is so Good," "The Lord is Good to Me")
- Know that the church is God's house

Language Development

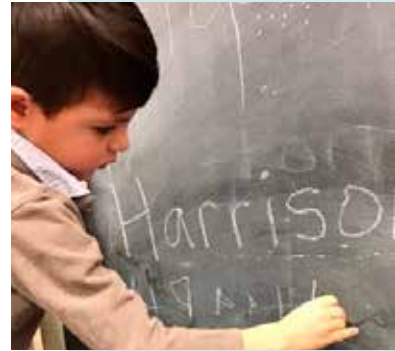
- Develops listening skills and attention span
- Recalls and follows two- or three-step directions
- Expands vocabulary
- Learns to understand past, present, and future tense
- Retells stories and simple events in sequence
- Asks and answers questions
- Engages in meaningful conversations
- Learns to discriminate between letter sounds
- Listens to and participates in songs, finger-plays, rhymes, and storytelling
- Answers open-ended questions such as, "What do you think?"
- Acts out stories and plays using props and puppets
- Develops ability to think out loud and talk through situations
- Engages in dramatic play and role play with friends

Art & Music

- Uses art materials creatively
- Experiments with art media and materials
- Describes artwork
- Uses varied art tools such as crayons, glue, watercolors, paint, scissors, modeling clay, stencils, and collage materials
- Participates in singing songs and playing musical instruments
- Recognizes rhythmic patterns
- Distinguishes between various tempos and genres of music
- Expresses self through dance and creative movement

Pre-Reading & Writing

- Enjoys hearing favorite stories repeatedly
- Understands that printed words and symbols have meaning
- Recalls and retells simple stories
- Uses pictures and visual cues in books to “read” the story
- Begins to identify letters and a few sight words
- Identifies classroom signs and labels
- Strengthens small motor skills by tearing, using pincer grasp, stringing beads, cutting with scissors, and using drawing and writing tools
- Dictates thoughts and ideas to teachers about artwork and experiences
- Begins making purposeful marks and letters; begins to write name



Early Math

- Sorts objects by one or more characteristics
- Creates and follows simple patterns; copies designs
- Develops time and spatial relations
- Understands under/over, inside/outside, on/off, up/down, in/out, around/above
- Begins learning about the calendar, days of the week, and weather
- Begins learning about using charts and graphs to do simple comparison and contrast
- Understands quantities and relationship to numbers
- Identifies numbers
- Learns to identify and categorize
- Counts sequentially to 10 or 20
- Identifies shapes
- Understands volume and uses measuring tools
- Builds towers and structures using blocks of various shapes and sizes



Early Science

- Engages in research, experimentation, and testing hypothesis
- Experiments with items in the sensory table
- Learns about the life cycle
- Explores natural items such as pine cones, leaves, plants, rocks, seashells, etc.
- Investigates properties of objects with the light table
- Experiments with magnets and learn about gravity of objects
- Uses magnifying glass to examine insects and objects
- Mixes colors



- Uses what, when, where, why, and how questions
- Shows persistence in problem solving
- Learns about gardening and caring for classroom plants or pets



Technology

- Explores various types of technology
- Participates in planned group activities using Smart Board
- Begins using classroom computer and develops eye/hand coordination with mouse

Physical Development

- Strengthens small and large muscles through various activities
- Participates in physical activities with friends such as hopping, skipping, climbing, stretching, Yoga, simple obstacle courses, running, and balancing
- Rides a tricycle
- Becomes increasingly coordinated; able to throw and catch, and alternate feet on stairs
- Engages in cooperative games with friends
- Learns about health and nutrition
- Identifies healthy foods



Social / Emotional Development

- Develops a strong sense of self and who they are in the world
- Develops relationship skills
- Learns about diversity, compassion, and respect
- Learns new vocabulary words to express feelings
- Learns about cooperation with others
- Explores different cultures and traditions
- Celebrates multicultural holidays
- Shows emerging sense of humor



- Wants to please adults
- Begins to “tattle”; shows aggression when frustrated
- Begins to develop friendships and plays with friends

Self-Help Skills

- Begins to show self-control
- Learns to take turns and share, but may have some difficulty
- Learns to play cooperatively, but may begin to get “bossy”
- Serves own food; makes choices about food
- Uses serving utensils and pitchers
- Responsible for handwashing, basic hygiene, and care
- Is toilet trained, but accidents still happen
- Understands and follows safety rules
- Learns to zip and button
- Learns to remember own phone number
- Participates in fire and weather drills; understands what to do
- Learns to plan and organize own activities



activities for home

- Providing open-ended activities with ample time (block building, exploring creative art materials)
- Offering encouragement as children try new things
- Providing a variety of art media including drawing, painting, crayons, play dough, collage materials
- Encouraging problem solving and engineering skills with puzzles, building blocks, peg boards, and snap-together toys
- Dancing to music
- Enjoying nature walks and collect nature items to explore at home
- Encouraging reading; reading with your child daily
- Talking with children about feelings; carefully listening to them



FOURS

At this age, children are able to expand learning and take on more challenges while still engaging in building friendships and developing a strong sense of self. Teachers plan and facilitate opportunities to advance skills in pre-academic areas such as literacy, math, technology, engineering, and science; as well as creative art, social and emotional well-being, and health and safety.

As children grow and develop, their ability to engage in complex projects increases. Pre-kindergarten is an ideal time to introduce children to reading readiness, mathematical thinking, scientific reasoning, intricate artistic experiences, and enriched learning opportunities. These activities build upon what children have already learned.

Children are becoming more independent, increasingly responsible for their own choices and decisions. They are ready to start tending to their own personal care and safety, as well as caring for others and the environment. Healthy eating, exercise, and safety habits are essential skills that will ensure good choices, develop positive self-esteem, and serve children throughout their lives.

HOW FOUR-YEAR-OLD CHILDREN LEARN

Spiritual Development

We continue building on the concepts taught in Toddlers through Threes and add additional concepts, such as:

- God loves me and God loves everyone
- Know that Jesus is God's son and wants to be my friend
- Know that I can share God's love with others and treat them the way that I want to be treated (Golden Rule)
- Continue learning to pray using echoed and guided prayers and begin to learn "The Lord's Prayer"
- Continue to learn that the Bible is God's Word and that the stories/words are true
- Learn that the Bible has two major divisions (Old Testament and New Testament)
- Continue learning to worship through music and songs of praise

Language Development

- Communicates in increasingly complex ways
- Recalls and follows multi-step directions
- Recognizes phonemic patterns such as alliteration and rhymes
- Associates objects with letters of the alphabet
- Works with friends and teachers on long-term projects
- Recites poems and songs
- Uses adjectives and other descriptive speech
- Learns and retains Spanish vocabulary
- Communicates with parents about daily activities and projects
- Learns to recite the Pledge of Allegiance

Art & Music

- Explores the works of famous artists
- Learns about masters in art and music
- Chooses art materials and tools purposefully
- Expresses ideas through visual media and creative outlets
- Begins to create art that is more realistic
- Draws some details of objects, animals or people
- Makes observations about artwork and illustrations
- Participates in writing and illustrating their own books
- Recognizes, repeats, and composes rhythmic patterns and melodies
- Sings complex songs
- Plays a musical instrument alone and with a group
- Recognizes musical components such as pitch, timbre, melody, chorus, and tempo
- Replicates complex patterns
- Learns about musical vocabulary
- Develops imaginative movement skills using the body
- Plans dramatizations with peers
- Re-enacts stories using imaginative / dramatic play

Reading & Writing

- Develops phonemic awareness
- Understands rhyme and beginning sounds of words
- Understands concepts and features of printed words
- Learns to recognize upper and lower case letters
- Knows that numbers are not letters
- Learns to recognize “popcorn” and sight words
- Attempts to read print they see in their environment
- Continues to improve the form of writing letters and numbers
- Practices writing using the tripod grip
- Writes first and last name and other simple words
- Attempts spelling using letter sounds and phonemes
- Learns to “sound out” words
- Communicates through increasingly detailed writing
- Relates personal experiences for adults to write down
- Writes simple letters to teachers, peers and parents
- Engages in meaningful writing projects such as recording plant growth or using journals



Math

- Learns about concepts of time such as hour, minute, second; learns to recognize the clock
- Uses time vocabulary such as later, before, often, never, more, and less
- Learns about spatial relations and proportions
- Learns concept of congruence by matching objects that have the same size and shape (two or more characteristics)
- Builds three-dimensional structures using multiple types of items
- Learns to create drawings with more than two geometrical forms
- Recognizes when a two-dimensional shape has been turned, flipped or moved and will move other shapes in the same way to match
- Compares and contrasts items verbally
- Distinguishes and groups items with similar characteristics
- Constructs complex structures that include size comparisons and balancing (i.e., building blocks, Legos)
- Understands number order
- Increases level of counting; learns to count to 100 by tens and then by single digits
- Solves simple number problems (i.e. part/whole, more/less)
- Learns simple addition and subtraction using concrete objects (i.e., counting 3 blocks, adding 2 more blocks, then counting 5 blocks to get the answer $3+2=5$)

- Matches sets
- Matches quantity to numeral
- Understands properties of specific shapes
- Uses charts and graphs to tally numbers and record observations (i.e. chart how many students have or do not have pets at home)
- Explores units of measurement
- Learns about size by comparing length, height, and width of objects
- Learns to organize and describe data to answer a question (i.e., by creating graphs)
- Interprets real or picture graphs that summarize information
- Uses deductive reasoning to solve a problem (i.e. identifying who is absent by looking to see who is present)
- Understands that some events are more likely to occur than others
- Begins to understand the language of probability (certain, sure, probably, impossible)

Science

- Advances scientific reasoning
- Draws from past experiences to describe observations and form explanations
- Shares observations and ideas
- Develops and tests own theories
- Experiments with changing characteristics of light and sound
- Engages in long-term experiments and investigations
- Uses critical thinking skills and perseverance to problem solve
- Explores basics of various scientific concepts such as physics, chemistry, and earth science
- Examines, describes, compares and contrasts the physical properties of two or more objects or materials
- Explores how properties change
- Explores how objects can move in space
- Participates in cooking projects that alter physical properties
- Becomes familiar with properties of living things and the environment
- Learns about life cycles
- Learns about the relationship among living things, their needs, and their surroundings (i.e., animals need food; plants need water)
- Experiments with materials in the sensory table
- Learns about forces of nature, motion and gravity
- Uses tools to research information independently
- Records findings or observations with words and pictures; charting and graphing
- Disassembles objects such as old telephones
- Learns about temperature
- Uses an atlas or globe to learn about different terrains
- Learns about the Earth and planets; the sun, moon, and stars
- Learns about seasons and the effects of weather

Technology

- Uses developmentally appropriate technology independently and with peers in purposeful ways
- Understands the various uses of electronic technology
- Uses the computer to reinforce math and language concepts being taught in the classroom
- Learns to research topics using technology with assistance

Physical Development

- Demonstrates basic understanding of how physical activity helps the heart and muscles; importance to one's personal well-being
- Participates in group physical activities and games
- Coordinates multiple muscle movements
- Achieves skillful levels of proficiency in large motor activities such as balance, physical control, hopping, skipping, marching, and galloping
- Understands the need to control movements to prevent falling or bumping into others
- Stands on one foot for five seconds or longer
- Demonstrates increasing ability to catch, throw, kick, and balance balls
- Engages in longer periods of active play and exercise
- Manipulates objects that have small parts

Social / Emotional Development

- Learns about values, character, and personal responsibility
- Uses expressive language to describe feelings
- Learns about good stewardship by caring for the environment and others
- Describes favorite things, hobbies, and personal characteristics
- Understands how our actions may affect others
- Demonstrates compassion and empathy for others
- Learns to set and work toward goals
- Practices acceptance and appreciation
- Developing emotional intelligence and interpersonal skills
- Appreciates diversity
- Uses negotiation and conflict resolution skills
- Cooperates and collaborates with peers
- Improves ability to calm oneself
- Shows greater judgment and awareness of own limitations
- Knows how to follow routines in emergency situations and/or seek help

Self-Help Skills

- Engages in family style dining; serves own food
- Passes food containers to friends at the table
- Learns about using table manners
- Makes healthy food choices
- Understands and creates safety rules

- Takes initiative for personal care
- Develops responsibility by participating in classroom jobs
- Demonstrates self-control
- Expresses emotions appropriately; able to name and describe emotions
- Seeks out help of adults when needed; able to calm down and self-soothe when upset
- Finds alternative activities when first choice is not available
- Shares with friends easily; understands concept of taking turns
- Takes pride in accomplishments
- Cleans up without constant supervision
- Dresses and undresses self without help
- Learns to tie shoes
- Tries new foods independently
- Participates in preparing food; cooking activities
- Resolves conflict with friends; talks about problems and suggests solutions
- Demonstrates responsibility with classroom “helper” jobs
- Demonstrates leadership skills



activities for home

- Counting on an abacus matching items by characteristics
- Using a calendar to talk about dates in the past, present, and future
- Creating family rules together
- Providing opportunities to help with basic family chores
- Encouraging reading and visiting the library as a family
- Caring for the environment by recycling or tending to plants
- Creating opportunities to care for others
- Practicing self-help skills (tie shoes)
- Using language to express feelings and solve problems
- Preparing a meal together and explaining the use of cooking utensils; practice measuring
- Developing safety rules for the home and practicing emergency drills



BRIDGE TO KINDERGARTEN

The Day School is excited to offer a Bridge to Kindergarten (Bridge) class for children who are five years of age by September 1. This class is ideal for those children who could benefit from an additional year of social/emotional development, maturity, and academic preparation prior to entering kindergarten.

The Bridge class provides a learning experience that caters to the children's needs, with plenty of confidence building opportunities.

Bridge to Kindergarten introduces young children to the structure and rhythm of a kindergarten classroom, while maintaining a preschool atmosphere with learning centers. Child-directed time encourages exploration through sensory (science), technology, building (engineering), creative art, music, and dramatic art / role play.



In Bridge, we continue building on the spiritual concepts taught in the younger classrooms and add additional concepts, such as:

- Know that God loves me, and I can trust Him to keep His promises.
- Know that Jesus is God’s son and wants to be my friend no matter what.
- Know that I can share God’s love with others by serving them.
- Know that I can share God’s love with others by serving them and begin to learn to look for ways to serve others.
- Continue to learn “The Lord’s Prayer” and begin to formulate simple, non memorized prayers.
- Learn that the Bible has 66 smaller divisions called books.
- Begin to learn the concept of a Bible citation (Book Name, Chapter, Verse).
- Begin to understand why we worship/praise God through music, prayer, etc.

Bridge uses the Kindergarten concept of reviewing basic letter recognition and letter sounds, as well as exploring more advanced language concepts including sight words, sentence formation, punctuation, syllables, digraphs, blends, and consonant-vowel-consonant words (top, hat, cat, dog, mat, etc.). Handwriting Without Tears is the curriculum used to promote correct handwriting position and offers opportunities to strengthen writing skills.

Planned activities are focused on “STEAM” concepts – science, technology, engineering, art, and math. Math concepts include patterning, concept of time, subtraction, addition, graphing, sequencing, and currency recognition. B2K explores educational topics and children’s interests more in-depth through projects, experiments, and investigations.

Our Bridge to Kindergarten teacher is certified in Texas to teach Early Childhood through 4th grade. The smaller class size promotes more one-on-one interactions between the student and teacher, enhancing the learning process. With this extra year, children are more likely to master academic and social skills that will lead to success in kindergarten and continued learning.



EVENTS

The Day School calendar of events is available online at hpumc.org/day-school.

January

Spring Session Begins

Registration for New Families (*enrolling for next fall*)

Martin Luther King, Jr. Holiday – No School

February

President's Day / Teacher In-service Day — No School

Valentine's Day Parties

March

Spring Break for Half-Day classes

April

Easter Parties

DS Worship Family Celebration in Wesley Hall

Spring Carnival

Parent Conferences

May

End of School for Half Day Classes

Summer Session Begins

Mother's Day

June

Vacation Bible School

Summer Camps

Father's Day

July

Summer Camps

Wacky Wednesdays (All Day program)

August

Teacher In-service (2 days) – No School

Parent Orientation / Preschool Preview

Meet the Teacher

Fall Session Begins

September

Labor Day Holiday – No School

October

Parents Night Out

Halloween Parties

November

Parent Conferences

Thanksgiving Holiday — No School, Wednesday through Friday

December

Registration for Current Families (*enrolling for next fall*)

Christmas Parties

Christmas Programs - 4's and Bridge classes

DS Worship in Wesley Hall

Christmas - New Year Holiday (No school for two weeks)

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