

REVEILLE WEEKDAY SCHOOL CURRICULUM

Three Year Olds

Concepts to be introduced according to age and individual-appropriateness-does
NOT mean child will master each task

*Activities may be adjusted to appropriately serve children with special needs

COGNITIVE DEVELOPMENT – MULTISENSORY APPROACH

LANGUAGE DEVELOPMENT:

Listening Skills:

- attentive when spoken to
- listen to stories, poems, fingerplays, songs
- answer simple questions about what is read
- follow one and two step directions

Oral Language:

- encourage to verbalize thoughts, feelings and desires
- engage in interactive conversations with peers and teachers
- share during show and tell
- ask questions
- verbalize with puppets, flannel board, dramatic play, fingerplays, clapping

Literacy:

- exposure to varied types of print media
- labeling in classroom / print-rich environment
- dictate stories to accompany art work (written by teacher)
- explore with drawing/writing materials
- have opportunities to retell stories through drama, puppets and props
- create classroom books based on simple, repetitive text that is familiar
- participate in activities that build skills in listening, rhyme, alliteration and chunking sounds.
- Begin to develop comprehension strategies (e.g. predictions and retellings).
- Exposure to rhyme and alliteration

AUDITORY DISCRIMINATION:

- hear and begin to identify common sounds – animals, vehicles, common household sounds
- follow a tune in music
- recognize and imitate simple patterns

VISUAL DISCRIMINATION:

- recognize likenesses and differences
- sort objects

- some color recognition
- some shape recognition
- recognize simple patterns

TACTILE / OLFACTORY DEVELOPMENT:

- explore various materials to stimulate sense of touch
- explore various materials to stimulate sense of smell

REASONING / PROBLEM SOLVING:

- spatial relationship activities
- compare sets of objects as having fewer or more members
- sort and classify objects according to simple attributes
- sequence three or four progressions
- building and construction

Scientific exploration:

- observe natural events such as seed growth and life cycle of pets
- cause and effect

MOTOR DEVELOPMENT

FINE MOTOR SKILLS:

Eye-hand coordination:

- manipulation of objects
- building and construction manipulatives
- puzzles
- fingerplays
- lacing, sewing, stringing
- sifting and pouring – water and sand
- pasting and gluing
- painting with brushes, fingers, sponges
- eyedroppers for water activities or “dribble pictures”
- drawing with stubby crayons, markers (if proper grasp is developed), sidewalk chalk

Strengthening:

- roll clay and playdough between thumb and fingers – use appropriate related implements such as cookie cutters and extruders
- small tools such as scissors, tweezers, tongs

- many experiences at easel or other vertical work areas to develop and strengthen wrist extension
- tearing paper using “skill side” of hand (thumb opposing index and middle fingers)
- using plant sprayers to develop an open web space and to encourage use of fingers in an “opposed grasp”
- cooking (or other) activities that encourage pouring, stirring, pinching, rolling and kneading

GROSS MOTOR SKILLS:

- walking, running, skipping
- jumping
- hopping on one or two feet
- balance
- encourage alternating feet on stairs
- encourage pumping feet on swings
- circle and movement games
- throwing, catching
- obstacle course
- woodworking – hammering and sawing

SOCIAL-EMOTIONAL DEVELOPMENT

SELF-AWARENESS:

Learn about own place in larger environment:

- begin to view ones’ self independently
- respond to name and learn name of teachers and classmates
- community helpers
- cultural diversities
- generational diversities
- handicap awareness
- field trips

Creativity and self-expression:

- engage in dramatic or imaginative play
- actively participate in music, art and creative movement activities
- art work is process rather than project-oriented
- music is explorative

Social relations:

- respect feelings, rights, and property of others
- respect own and others physical space
- willing to share materials
- willing to take turns

- parallel and/or cooperative play
- develop listening and speaking skills
- learn to use words to solve disputes
- respond well to redirection
- good table manners

Work habits:

- develop independence with classroom routines – classroom helper tasks, carpool, snack, washing hands, toileting skills, responsibility for belongings, cleaning up after self
- listen attentively at circle time (use age-appropriate time guidelines)
- care for classroom materials

Personal development:

- experience trust and security at school
- smooth transitioning
- positive attitude
- willingness to join large or small groups or initiate play
- express feelings to teachers and classmates
- experience varying degrees of success or failure
- make choices
- willingness to take risks and try new things
- practice good health, safety and nutrition habits