

## Hayes Barton United Methodist Preschool Curriculum

### *Philosophy and Purpose: Learning Through Play*

Hayes Barton United Methodist Preschool provides children with an individualized and developmentally appropriate education in an inclusive Christian setting. The Preschool follows an integrated curriculum appropriate for children ages one to five, delivered through play-based instruction. It includes cognitive development (problem solving, critical thinking, pre-literacy skills), creative expression, fine and gross motor skills, social and emotional growth, and self-help skills. The loving and mutually respectful environment created by following the Conscious Discipline model is the foundation of HBUMP's curriculum. Our academic goals are achieved because of the relationships we cultivate between teachers, students, and parents. Teachers encourage students' growth by creating opportunities to explore and discover in the classroom. Activities are differentiated as needed and are child-led through play.

Children learn best through play while also following the Emergent Curriculum. Emergent Curriculum is a philosophy of teaching and learning that adapts to the unique needs and interests of children. The Emergent Curriculum is ever-evolving, flexible, and allows children to naturally discover the world around them. It is also sometimes referred to as *The Project Approach*.

#### Emergent Curriculum:

- Values children
- Believes children are most engaged when activities are relevant to them
- Is accessible to all learners
- Embeds teaching and skill development in natural content knowledge
- Requires constant observation of students and their curiosities
- Decreases challenging behaviors
- Is authentic learning

Every child is unique and develops at his or her own pace within a framework of universally accepted developmental stages. How children interact with others and respond to their environment changes as they move from one stage to the next. Generally, these changes occur in an orderly manner; however, the rate of progression varies from child to child.

To remain child-centered, we have listed our curriculum goals as "I can" statements. These are listed under each age group and pertain to a child's Social-Emotional, Cognitive, and Physical development. These simple and attainable statements help students and parents understand what the goals are for each age group and convey the progression of learning as children get older.

Below you will find a description of the areas that span all our classrooms at Hayes Barton. The typical preschool day includes the following elements:

## TYPICAL DAILY SCHEDULE

9:00 - 9:15	Arrival (Manipulatives, Sensory Play)
9:15 - 9:30	Morning Meeting/ Circle Time
9:30 -10:00	Specials (Movement, Music, Science, Lego Learning, Chapel)
10:00-11:00	Targeted Centers
11:00-11:30	Playground Time
11:30-12:00	Lunch & Story Time
12:00-12:30	Free Choice Centers
12:30-12:45	Dismissal

## CENTERTIME

Children have multiple opportunities throughout their preschool day to participate in both targeted and free-play centers. After being warmly greeted at the classroom door, children can engage in sensory play, math and language manipulatives, construction, and fantasy play through dress-up clothes, housekeeping equipment, puppets, and dolls. Through these and many other open-ended play activities, they develop cognitive, motor, social, and creative aptitudes. Centers may thematically correspond to the week's learning objectives. Some examples of center time activities include:

- Various art activities - painting, markers, crayons, chalk, glue, scissors, playdough.
- Various manipulatives - puzzles, string beads, Legos, blocks, gears, sorting.
- Books at a reading center - Public and Hayes Barton Preschool Library.
- Centers for role playing - housekeeping, puppet, dress up clothes, and doll house.
- Large muscle activities - blocks and climbing structures.
- Sensory bins - incorporates various textures, smells, and other sensory input
- Science - water and sand table, growing plants, weather observation.

## LARGE GROUP ACTIVITIES

This time is devoted to creating a classroom family as well as whole group instruction. Children participate in greeting one another in Morning Meeting, followed by readiness activities in literacy, math, and music. Circle time is often used to introduce the project-based unit for the week through read-alouds, songs, and props. Conscious Discipline techniques are modeled

and taught in large and small groups, commonly during Circle Time. These promote classroom unity as well as emotional regulation and expression.

During circle time, we will discover language through group participation and listening skills. We will learn to follow simple directions and share ideas through the following means:

- Songs, rhymes, and finger plays.
- Using instruments to make sounds.
- Participating in Baby Doll Circle Time, which supports social- emotional growth.
- Movement through simple games and dances.
- Listening and participating in interactive “read aloud” books.

## OUTSIDE PLAY

When weather permits, children spend at least 30 minutes outside on the playground. In unfavorable weather conditions, children use our gym space to run, move, and play together. Equipment is provided to develop gross motor skills in both settings.

## LUNCH

Parents provide a nut-free lunch and water bottle. Children eat together as a group and a simple blessing is said by everyone at the beginning of lunch. Children are taught appropriate table manners and how to clean up their lunch area when they are finished eating. Occasional snacks are prepared through cooking experiences planned by the teacher and parents are notified of these activities ahead of time.

## MUSIC AND MOVEMENT

Children will experience music and movement activities in their classrooms, and monthly with a regular music teacher and a regular creative movement teacher. The goal of our music and movement programs is to help the child to grow and mature intellectually, emotionally, and physically by participating in singing, moving, and dancing.

Music and movement activities foster many important lifelong skills including:

- |                           |                            |
|---------------------------|----------------------------|
| • Listening Skills        | • Body coordination        |
| • Following directions    | • Basic music appreciation |
| • Self-expression         | • Sense of self worth      |
| • Cooperating with others | • Positive self-image      |

## **Two-Year-Old Curriculum**

The second year of life is a time of phenomenal growth. As courageous explorers, two-year-old children are continuously investigating their environment using all their senses. Within a secure

framework of limits and routines, we plan activities for the day that seek to be stimulating and fun. All directions are set forth in a positive tone and children can make some choices in our classroom.

The two-year-old curriculum at Hayes Barton strives to accept each child's individual pace of development and seeks to broaden his/her emotional, social, cognitive, creative, and physical development by providing a tender, loving, and safe environment. Teachers notice students' interests to plan for engagement.

## SOCIAL- EMOTIONAL

It may take time and many gently guided experiences for our two-year-olds to feel secure and comfortable in a new preschool setting. With a warm and accepting atmosphere and positive redirection, the child learns to be a part of a group as well as some important social and self-help concepts.

- I can verbalize my needs and wants.
- I can learn to be careful with my body.
- I can choose my own play activity.
- I can help put things away.
- I can begin to value others with respect and courtesy.
- I can begin to understand cleanliness and taking care of my personal needs.
- I can show personal curiosity as I begin to imitate the play of others.
- I can begin to understand the idea of waiting for someone else to go first.
- I can begin to learn that different activities go on at different times.

## COGNITIVE

Since all learning builds on previously acquired knowledge, the two-year-old curriculum seeks to provide the child with a broad base of experiences and to extend his language development. We strive to provide an intellectually stimulating atmosphere for young minds to explore. Some cognitive objectives for two-year-olds are:

- I can be an important and attentive part of a group activity.
- I can point to common objects on command.
- I can refer to myself by name.
- I can use short sentences to convey simple ideas.
- I can repeat parts of songs, rhymes, and finger play.
- I can distinguish big and little.
- I can match some colors and shapes.
- I can recognize some body parts when named.
- I can begin to understand the concept "one" and begin to rote count.
- I can begin to understand spatial relationships (inside, outside, over, on, and under).

- I can put together large puzzle pieces (4-6 pieces).
- I can participate in sensory experiences and hands-on tactile play.

## PHYSICAL

Our program seeks to provide many opportunities for a child to feel successful using his/her small and large muscle motor skills. As the child feels more comfortable with body coordination, he/she will be encouraged to develop finger strength and dexterity as well as gross-motor skills.

Some examples are as follows:

- I can use large manipulatives (pegs, Legos, and bristle blocks).
- I can color with a large crayon, paint with a large brush, and apply glue.
- I can begin to use scissors.
- I can walk up and down stairs unaided.
- I can throw a ball to another.
- I can learn to use my hands and feet in many ways such as clapping, tiptoeing, jumping, running, and hopping.
- I can climb.
- I can build with blocks.
- I can roll, pound, and squeeze clay.

### **Three-Year-Old Curriculum**

Three-year-olds are developing independence, while also learning how to communicate their needs effectively. Building upon our two-year-old curriculum outlined above, our three year old curriculum at Hayes Barton further develops our students' emotional, social, cognitive, creative and physical growth. Teachers notice students' interests for emergent project planning.

## SOCIAL-EMOTIONAL

Within a mutually respectful classroom environment, the child learns to be a part of a group, as well as some important social and self-help concepts. For example:

- I can show respect to my classmates and teachers.
- I can feel confident in my abilities.
- I can participate in group discussions.
- I can express emotions.
- I can cooperate in a classroom setting.
- I can focus on a task.
- I can make choices for myself when given options.
- I can take turns.
- I can take care of personal needs.
- I can control the volume of my voice.

- I can verbalize my needs and wants.
- I can help put things away.
- I can follow classroom routines.
- I can take on assigned classroom roles.
- I can practice emotional regulation techniques that have been taught and modeled by my teachers.
- I can follow one to two step directions upon request.

## COGNITIVE

We provide a stimulating play-based foundation for mathematical, literacy, and language skills. Some cognitive objectives for three-year-olds are:

- I can speak intelligibly.
- I can show personal curiosity as I begin to initiate play.
- I can name body parts.
- I can relate real experiences.
- I can rote count.
- I can classify by size and shape.
- I can sequence.
- I can use correct pronouns.
- I can be an important and attentive part of a group activity.
- I can point to common objects on command and associate their use.
- I can refer to myself by name.
- I can use short sentences to convey simple ideas.
- I can repeat and sometimes memorize parts of songs, rhymes, and finger plays.
- I can begin to understand spatial relationships (inside, outside, over, on, and under).
- I can put together puzzle pieces (6-10 pieces).

## PHYSICAL

Three-year-olds are developing both their fine and gross motor skills. As the child feels more comfortable with body coordination, he/she will be encouraged to develop finger strength and dexterity, which lay the foundation for writing development in the future. Some examples of these skills are as follows:

- I can begin to cut with scissors.
- I can string beads.
- I can participate in finger plays.
- I can hold a paint brush, crayons, pencils, and markers.
- I can use manipulatives of various sizes like blocks, Legos, and pegs.

- I can apply glue.
- I can roll, pound, and squeeze clay.
- I can walk up and down stairs independently.
- I can learn to be careful with my body.
- I can pump on the swing.
- I can use a slide.
- I can jump with both feet.
- I can throw and catch a ball.
- I can climb with coordination.
- I can run without stumbling.
- I can climb.

### **Four-Year-Old Curriculum**

The curriculum for our four-year-olds is designed to meet the needs of children who are preparing for kindergarten. It focuses on developing work habits, as well as social, physical, and cognitive skills. Teachers plan projects using students' interests while also embedding curriculum objectives.

#### **WORK HABITS**

- I can listen and respond to circle time activities.
- I can participate and stay on topic in group discussion.
- I can listen while peers speak.
- I can raise my hand and wait for permission to speak.
- I can sit on my bottom during circle time for at least 10 minutes.
- I can follow multiple directions.
- I can follow sequential directions.
- I can respond to positive reinforcement.
- I can cooperate in classroom routines autonomously.
- I can complete assigned tasks without reminders.
- I can direct myself in the classroom.
- I can write my name on classwork.
- I can show pride in my accomplishments.
- I can work without being easily distracted.
- I can be flexible and accept changes in routine.
- I can accept making a mistake or not winning a game reasonably.
- I can accept new skills and activities eagerly.

#### **SELF CONCEPT AND SOCIAL DEVELOPMENT**

- I can identify and label body parts.
- I can recognize and appreciate that people are different.
- I can identify and label feelings.

- I can express feelings in acceptable ways.
- I can attempt to solve my own problems.
- I can be responsible for my own behavior.
- I can exhibit age-appropriate self-help skills.
- I can play cooperatively with other children.
- I can choose my own friends.
- I can relate appropriately with adults.

## SOCIAL STUDIES

We cover a wide range of subjects within the Social Studies curriculum. We discuss community helpers, citizenship, fire safety, personal safety, and use of the telephone for emergencies. We learn about other countries and cultures. We talk about characteristics such as patience, determination, respect, and belief in self.

## SCIENCE

In conjunction with our monthly Science class, students participate in weekly hands-on activities that develop their critical thinking skills and expand their knowledge of the world around them. We learn to observe changes in the environment during the four seasons, identify and observe matter and how it changes, identify and mix colors of various shades, classify and describe animals, predict outcomes by experimentation, care for our environment through participation in units on ecology and recycling, identify parts of plants, classify food groups, identify objects that float and sink, explore magnetism, tell what makes a shadow, describe objects by taste and texture, and perform simple experiments.

## LANGUAGE

- I can participate in class discussions.
- I can speak in complex sentences.
- I can speak clearly and confidently before a group.
- I can use an inside voice in the building.
- I can listen to teachers and children without interrupting.
- I can tell a story or relate an experience of my own.
- I can sequence pictures or events.
- I can rhyme words.
- I can name opposites.
- I can identify, spell, and write my first name.
- I can describe likenesses and differences.
- I can use new vocabulary words.

## COGNITIVE – LANGUAGE ARTS

- I can recognize and name upper and lowercase letters.



- I can put letters in alphabetical order.
- I can make the phonetic sounds of letters.
- I can identify the beginning consonant sound in words.
- I can recognize rhyming words.
- I can sequence pictures.
- I can demonstrate concepts of print (left and right progression, front and back cover, title, author, illustrator).
- I can write my first name independently.
- I can recall details from stories and events.
- I can recall past events and details of concepts already learned.
- I can distinguish between fact and fiction, real and make-believe.
- I can anticipate conclusions.
- I can make inferences.
- I can appreciate literature.
- I can dramatize through role playing, puppet shows, characterization and props.

#### COGNITIVE - MATH

- I can count to 20.
- I can associate numeral names with symbols (1-20).
- I can recognize one to one correspondence between objects.
- I can identify and form matching sets of 1-10 objects.
- I can present solutions and predict outcomes.
- I can sort and identify a set.
- I can compare sets by describing which has more or less.
- I can identify basic shapes.
- I can understand ordinal position- first through fifth.
- I can compare weight, volume, length, and temperature.
- I can make a simple graph and use it to compare.
- I can practice mathematical concepts through cooking.

#### PHYSICAL DEVELOPMENT

- I can pump a swing.
- I can walk unassisted on a four-inch balance beam.
- I can throw and catch a large ball.
- I can gallop in a steady rhythm.
- I can cut along straight and curved lines.
- I can button, snap, and zip clothing.
- I can manipulate small pieces such as Legos, pegs, or small blocks.
- I can copy simple forms and shapes.
- I can hop on one foot.

- I can jump with two feet together.
- I can hold and manipulate pencils, markers, and brushes.
- I can color reasonably within lines.
- I can print upper case letters on paper.
- I can trace an object easily.
- I can skip.
- I can bounce, throw, and catch a ball.
- I can move my body without bumping into objects, people, or stumbling.
- I can move my body freely in creative movement.

#### SELF-HELP AT SCHOOL AND AT HOME

- I can take my shoes on and off without help.
- I can buckle my own seat belt in the car.
- I can keep personal belongings in my cubby.
- I can pack and keep track of my book bag.
- I can dress myself.
- I can wash myself at bath time.
- I can learn my telephone number and address.

#### **Transitional Kindergarten Curriculum**

Hayes Barton United Methodist Preschool's Transitional Kindergarten class is thoughtfully designed for children who would benefit from an additional year of growth before entering a traditional Kindergarten program. Rooted in the North Carolina Kindergarten Course of Study, the curriculum emphasizes developmental readiness and nurtures the whole child—academically, socially, and emotionally.

With a small class size and a full-time teacher's aide, our Transitional Kindergarten offers a rich learning environment where teachers provide hands-on, play-based, and differentiated instruction. Students engage in foundational literacy and number sense, early writing, scientific exploration, and problem-solving, all through developmentally appropriate activities that spark curiosity and confidence.

Social-emotional development is a core focus, giving children time and space to build self-regulation, independence, collaboration, and resilience. Teachers plan meaningful projects based on student interests while weaving in key learning objectives, helping each child take the next step on their educational journey—typically into Kindergarten, or in some rare cases, directly into 1st grade.

#### WORK HABITS

- I can listen and respond to circle time activities.
- I can participate in group discussion.
- I can stay on topic in group discussion.

- I can listen while peers speak.
- I can raise my hand and wait for permission to speak.
- I can sit on my bottom during circle time for at least 15 minutes.
- I can follow multiple directions.
- I can follow sequential directions.
- I can respond to positive reinforcement.
- I can cooperate in classroom routines autonomously.
- I can complete assigned tasks without reminders.
- I can direct myself in the classroom.
- I can write my name on classwork without a reminder.
- I can choose my activity independently after finishing assigned tasks.
- I can show pride in my accomplishments.
- I can work without being easily distracted.
- I can be flexible and accept changes in routine.
- I can accept making a mistake or not winning a game reasonably.
- I can accept new skills and activities eagerly.

#### SELF CONCEPT AND SOCIAL DEVELOPMENT

- I can identify and label body parts, some exterior and interior, including labeling some bones and joints.
- I can understand that our bodies and abilities are growing and changing.
- I can recognize likenesses and differences among children and appreciate uniqueness.
- I can identify and label feelings.
- I can express feelings in acceptable ways.
- I can attempt to solve my own problems.
- I can be responsible for my own behavior.
- I can exhibit age-appropriate self-help skills.
- I can play cooperatively with other children.
- I can choose my own friends.
- I can relate to my peers.
- I can relate appropriately with adults.

#### COGNITIVE- LANGUAGE ARTS

This includes foundational reading skills, exploring literature, writing, speaking, and listening.

##### *Foundational Skills*

- I can follow from left to right, top to bottom, and page to page.
- I can tell that letters make up words.
- I can understand that words are separated by spaces.
- I can recognize and name all uppercase and lowercase letters.

- I can recognize and make rhyming words.
- I can count and divide words into syllables.
- I can blend and divide onsets and rhymes of words.
- I can find and say the initial, middle vowel, and the last sound in words.
- I can change a consonant or a vowel sound to make new words.
- I can make the most common sound for each consonant.
- I can match the most long and short vowel sounds with common spellings.
- I can read common high-frequency words.
- I can read and understand beginning books.
- I can tell the meaning of unknown and multiple meaning kindergarten words.
- I can use beginnings and endings to help me find out what a word means.
- I can sort objects into groups and tell what the groups have in common.
- I can match verbs and adjectives to their opposites.
- I can tell how words are used in real-life places.
- I can tell the difference between similar verbs.

#### *Exploring Literature*

- I can ask and answer questions after listening to stories.
- I can retell details from the story.
- I can tell the characters, setting, and what happens in a story.
- I can ask and answer questions about new words in a story.
- I can tell the difference between stories and poems.
- I can name the author and illustrator. I can talk about their jobs.
- I can find the front cover, back cover, and title page of a book.
- I can use the illustrations to help tell the story.
- I can tell how two characters are alike and different in stories.
- I can share in fiction reading activities.

#### *Exploring Informational Text*

- I can ask and answer questions after listening to nonfiction.
- I can tell the main topic and details in a nonfiction book.
- I can tell how people, events, and ideas are connected.
- I can ask and answer questions about new words in nonfiction.
- I can use the words and illustrations to help me understand nonfiction.
- I can find the reasons an author gives to support the ideas in nonfiction.
- I can tell how two nonfiction books are alike or different.
- I can share in nonfiction reading activities.

#### *Writing*

- I can dictate, draw, and write my opinion.
- I can dictate, draw, and write to explain.
- I can dictate, draw, and write to tell a story.
- I can add details to my writing.
- I can publish my writing.

- I can help my class research and write.
- I can use drawings to add details.
- I can use nouns and verbs.
- I can use plural nouns by adding /s/ or /es/.
- I can understand and use question words.
- I can use common prepositions like to, from, in, out.
- I can make complete sentences while writing with my class.
- I can capitalize the first word in a sentence.
- I can capitalize the word "I."
- I can recognize and name end punctuation.
- I can write the letter or letters for most consonant sounds.
- I can write the letter or letters for most short vowels.
- I can spell simple words using phonics and letter sounds.
- I can print many uppercase and lowercase letters.

#### *Speaking and Listening*

- I can remember what I have been taught to answer a question.
- I can follow rules for discussions.
- I can talk with others in a conversation.
- I can listen and talk about details from the story.
- I can ask and answer questions about what I have heard.
- I can talk about people, places, and things with help.
- I can speak clearly to tell my ideas or feelings.
- I can use new words that I learn from talking, listening, and writing.

#### COGNITIVE- MATH

This includes counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry.

- I can count to 100 by ones and tens.
- I can count forward starting at any number I have learned.
- I can write numbers from 0 to 20.
- I can write a number to talk about a group of 0 to 20 things.
- I can understand how number names go with counting things in the right order.
- I can name the number for each thing in a group as I count them.
- I can understand that the last thing I count tells the number of things in a group.
- I can understand that things in a group can be moved around, and the total number will be the same.
- I can understand that the next number I saw when I count means that there is one more.
- I can count to 20 to tell how many things are in a line, a box, or a circle.
- I can count to 10 to tell how many things are in a group.

- I can count out a group of things when someone gives me any number from 1 to 20.
- I can use matching or counting to tell if a group of objects in one group is bigger, smaller, or the same as a group of objects in another group.
- I can compare two numbers between 1 and 10.
- I can use what makes sense to me to show that I know how to add and subtract.
- I can use objects or drawings to show that I can solve addition and subtraction word problems up to 10.
- I can take apart any number from 1 to 10 to show that I understand that number ( $5=2+3$ ).
- I can take any number from 1 to 9 and show what I need to add to it to make 10.
- I can add and subtract numbers within 5.
- I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number.
- I can show how many tens and ones in numbers from 11 to 19 by drawing a picture or writing a number sentence.
- I can show and talk about the parts of a thing that I can measure.
- I can compare two things that are measured using the same tool by using words like longer and shorter.
- I can put things into groups by looking at how they are the same.
- I can count the things that I put into groups and then sort them by how many.
- I can name and talk about shapes I see around me.
- I can tell where I see shapes by using words like above, below, beside, in front of, behind, and next to.
- I can name shapes no matter how big they are or which way they are turned.
- I can tell if a shape is two-dimensional (flat) or three-dimensional (solid).
- I can think about and compare two-dimensional and three-dimensional shapes.
- I can make shapes by drawing them or by using things like sticks or clay.
- I can use simple shapes to make larger shapes.

## SOCIAL STUDIES

We cover a wide range of subjects within the Social Studies curriculum. We discuss community helpers, citizenship, fire safety, and personal safety. We learn about other countries and cultures and begin to value the multicultural and multi-ethnic dimensions of our society, including how and why people celebrate holidays and have traditions. We begin to use maps and globes. We talk about characteristics such as patience, determination, respect, and belief in self. We start to recognize one's responsibilities as a member of various groups, including our classroom, school, and community.

## SCIENCE

In conjunction with our monthly Science class, students participate in weekly hands-on activities that develop their critical thinking skills and expand their knowledge of the world around them. We learn to observe changes in the environment during the four seasons and discuss weather patterns, identify and observe matter and how it changes, identify and mix colors of various shades, classify and describe animals, predict outcomes by experimentation, care for our environment through participation in units on ecology and recycling, identify parts of plants, classify food groups, identify objects that float and sink, explore magnetism, tell what makes a shadow, describe objects by taste and texture, and perform simple experiments.

## PHYSICAL DEVELOPMENT

- I can pump a swing.
- I can walk unassisted on a four-inch balance beam.
- I can throw and catch a large ball.
- I can gallop in a steady rhythm.
- I can cut precisely along straight and curved lines.
- I can button, snap, and zip clothing.
- I can manipulate small pieces such as Legos, pegs, or small blocks.
- I can copy simple forms and shapes.
- I can hop on one foot.
- I can jump with two feet together.
- I can hold and manipulate pencils, markers, and brushes.
- I can color reasonably within lines.
- I can print upper case letters on paper.
- I can trace an object easily.
- I can skip.
- I can bounce, throw, and catch a ball.
- I can move my body without bumping into objects, people, or stumbling.
- I can move my body freely in creative movement.

## SELF-HELP AT SCHOOL AND AT HOME

- I can take my shoes on and off without help.
- I can buckle my own seat belt in the car.
- I can keep personal belongings in my cubby.
- I can pack and keep track of my book bag
- I can dress myself.
- I can wash myself at bath time.
- I can learn my telephone number and address.