



## **PLAYGROUP CURRICULUM ACADEMIC YEAR 2018-2019**

### **PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

Play Activities where children:

- Learn to cooperate, for example in block play when they build together.
- Learn to take turns, for example when a new puzzle is provided.
- Learn to share, for example in sand play where they share containers.
- Experience the therapeutic value of working with materials such as clay, dough, paint, sand and water.
- Explore their emotions, for example, in role play where they may learn to come to terms with fears.

### **PHYSICAL DEVELOPMENT**

Development of fine and large motor skills, as well as hand and eye coordination, together with self confidence and self awareness.

Large Motor Skills:

- Running, jumping, climbing, balancing, throwing and catching.
- Using space imaginatively.

Fine Motor Skills:

- Spooning lentils equally into given number of bowls.
- Buttoning doll's clothes.
- Pegging clothespins onto baskets.
- Engaging in table top activities, such as jig-saws.

## **LANGUAGE**

1. Children have access to a wide variety of play activities and are encouraged to talk about their experiences to one another and to the teachers.
2. Children have access to story and information books suited to their needs and interests.
3. Children have opportunities to listen to stories and rhymes told or read to them.
4. Children engage in role play.
5. Children are encouraged to be aware of print in the environment.
6. Vocabulary is developed through various monthly themes/ topics such as:
  - Fruit
  - Colours
  - Shapes
  - Jungle Animals
  - Parts of the body
  - Transport
  - Clothes
  - Nursery Rhymes
  - Food
  - Big and Little

## **PRE-READING SKILLS**

1. Matching- Matching shapes, patterns etc that are alike.
2. Concepts of print
  - 'how we look at books'
  - following print the right way
  - turning pages
  - looking at pictures
  - 'where are the words....?'
3. Language skills- The more experience children have of language, the more easily they will learn to read. Children will hear and join in conversations (with teachers and children), and listen to stories and poetry of all sorts.
4. Introduction to phonics- sounds c, a, s

## **PRE-WRITING SKILLS**

1. Colouring within the lines.
2. Activities to develop hand control (fine motor skills).
3. Writing within double-lined numbers and letters.

## **EARLY MATHEMATICAL EXPERIENCES**

1. Awareness of:
  - Space- building with large blocks on the floor or pushing a shopping trolley through a confined space.
  - Size- dressing a doll in the home corner.
  - Order and Pattern- threading beads of different sizes, shapes and colours.
  - Number- giving out plates for snack.
  - Relationships- Placing correct lids on saucepans, while pretending to cook.
2. Recognition of Numbers 1,2,3
3. Number/ Symbol association of numbers 1,2,3
4. Counting 1-5
5. Value 1-5
6. Writing within double lines 1,2,3
4. Recognition of basic shapes- circle, triangle, square, rectangle, star
5. Recognition of basic colours- red, yellow, blue, green, orange, black.
6. Concepts: Big/ small, open/close, in/out, up/down, stop/go, hot/cold, full/empty.

## **CREATIVE/ AESTHETIC DEVELOPMENT**

1. Singing
2. Music & Movement
3. Clay Modelling
4. Role Play
5. Painting and drawing with various media.