



## CURRICULUM OUTLINE

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Although a pre-school day is a little more formal and structured than playgroup, children still learn primarily through play and through interaction with their environment. At school these experiences are provided for through play and activities which involve all the senses. Activities are planned to alternate between structured and unstructured, active and quiet, individual or in groups, indoors and outdoors.

At Wesley we concentrate on the following main areas in our curriculum and planning. The three aspects of development (social/emotional, cognitive and physical) are integrated in the following areas:

### ■ Language and Literacy Development

*The development and enrichment of language.*

Listening:	listening to stories etc. for information and enjoyment.
Speaking:	learning to communicate confidently and effectively through discussions, news, show and tell etc.
Viewing:	charts, picture and word cards for information and enjoyment.
<b>Pre-reading skills</b>	
Writing:	pre-writing skills. (Worksheets, whiteboards and sensory activities.)
Thinking and Reasoning:	using language to think reason and process information.
Language Structure:	using sounds, words and grammar. Practising patterning and grammatical structures.

### ■ Numeracy and Mathematical Development

*The understanding of numbers and mathematical concepts.*

Numbers, operations and counting:	recognition of numerals, counting, estimating, simple calculations
Patterns:	copying and extending patterns using objects and drawings.
Space and shape:	learning about 2D and 3D shapes and objects in relation to each other.
Measurement:	time, mass (light, heavy), capacity (full, empty), length (long, short)
Data Handling:	sorting and classifying objects

### ■ Perceptual Development

*Perception is the interpretation that the brain makes of information fed into it by the senses.*

**Visual Perceptual Skills** - Activities to help your child understand remember and associate the world around him by using his sense of sight. Good visual perception helps with reading and writing.

Activities include memory games, matching, odd one out, puzzles etc.

**Auditory Perceptual Skills** - Activities to help your child make sense of his world through his sense of hearing. These skills improve their ability to interpret information received by the ears. This is very important as our children are growing up in a very visual-based world.

Activities include memory games, rhymes, identifying sounds etc.

## ■ Creative Development

During our creative activities we explore the basic elements - colour, line, texture, space.

The children explore the use of various materials and tools.

Art, music and movement are used as tools for creativity and self-expression

## ■ Physical Development

### Gross Motor Development

*Development and control of large muscles of legs, arms, shoulders and trunk in order to facilitate movement*

Physical and movement activities are planned to include:

-walking, running, skipping, hopping, balancing, aiming, throwing, catching and kicking.

### Fine Motor Development

*Development and control of small muscles of hand and wrist in order to handle writing materials*

Fine-motor activities are planned to include:

How to hold and control pencils, paintbrushes, crayons etc.

How to cut out

Picking up of small objects

## ■ Body Awareness

*The child's experience and inner perception of his/her own body as it relates to space, movement and other objects.*

Body image exercises are included in most fine motor and gross motor activities.

Body Image: The picture that a child draws of himself

Spatial Orientation: The ability to observe the position of your body in relation to other objects. Many of our activities show the relation of objects to one another. The vocabulary used includes on top/under, behind, in front, left/right, above/below etc.

Laterality: The awareness of the two sides of the body

Dominance: The preference shown by a child in the use of one eye, hand or foot over the other.

Symmetry: The ability to control both sides of the body simultaneously and smoothly

Crossing the midline The ability to move one hand, foot or eye into the space of the other hand, foot or eye.

## ■ Life Skills

*Guiding and preparing children to achieve their individual potential. It covers social, personal, intellectual, emotional and physical growth.*

Life skills are taught both formally and informally. The Grade R syllabus is used as a guideline.

Health - personal and community health.

Social - learning about rights and responsibilities, cultures and religions.

Personal - life skills to achieve personal potential to respond effectively to challenges in their environment. (Expressing emotions; adjusting to school routines, following instructions)

Physical - participating in activities that promote movement and physical development.

## ■ Spiritual Development

In 2 Peter 1:5-7, Peter describes in simple terms the stages of spiritual growth, beginning with faith. Peter's description is a wonderful model for our children's spiritual development.

*For this very reason, make every effort to add to your faith, virtue; and to virtue, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, brotherly kindness; and to brotherly kindness, love.*