



Paddington Station Preschool Curriculum Scope and Sequence

	Two-year-olds	Three-year-olds	Four-year-olds (Pre-K)	Kindergarten
Play	Two-year-olds' play is parallel, and progressing towards associative play. They begin to play in closer proximity to each other. Two-year-olds watch each other and imitate the actions of their classmates. They build simple block structures and knock them over and enjoy making horizontal structures. Their buildings remain separate from their peers' buildings. <i>Parallel play is when children play side-by-side and activities are unrelated.</i> <i>Associative play is when children begin to play in a group and are involved in the same activity.</i>	Three-year-olds' play moves from associative play to cooperative play. Turn-taking patterns begin to develop. They begin to build structures together and cooperate with one another in their play. Three-year-olds begin to build solid structures that are vertical and often agree to build in a group. <i>Associative play is when children begin to play in a group and are involved in the same activity.</i> <i>Cooperative play is when children play together and actively take part in the same activity.</i>	Four-year-olds' play is cooperative and involved. Play continues from day-to-day and week-to-week with elaborate rules and imaginative plot lines. Four-year-olds develop a great sense of imagination and they begin to build solid, vertical structures together. <i>Cooperative play is when children play together and actively take part in the same activity.</i>	Kindergartners' play continues to be cooperative and sustained for longer periods of time. They are gaining social maturity, increased organization and problem-solving skills. Kindergartners build solid, intricate block structures together and include stories and plot lines in their play. <i>Cooperative play is when children play together and actively take part in the same activity.</i>
Social Emotional	Social and emotional development includes learning routines and transitions, separating from caregivers and continuing to establish trust in other adults. Two-year-olds are progressing towards the identification of emotions and the development of peer relationships. They begin to learn appropriate conflict resolution as modeled by an adult.	Social and emotional development continues to include the identification of emotions and the establishment of peer relationships. Three-year-olds are progressing towards the development of empathy, processing verbal and nonverbal social cues and implementing appropriate conflict resolution.	Social and emotional development includes establishing empathy, processing verbal and nonverbal social cues, and the implementation of appropriate conflict resolution. Four-year-olds are progressing towards independent verbal conflict resolution. This age group understands that they are each caring and contributing members of a classroom community.	Social and emotional development includes independent verbal conflict resolution and acting as contributing members of a classroom community. Kindergartners are progressing toward the application of collaborative skills to other domains of learning.
Physical: Gross Motor	Gross Motor: Two-year-olds gain control in walking, running, jumping and stopping. They begin experimenting with climbing, swinging and sliding. Two-year-olds begin to learn coordinated movements such as riding playground vehicles that require both feet.	Gross Motor: Three-year-olds begin to experiment with more complex movements, such as skipping, hopping on one or two feet, riding tricycles and developing coordination and balance.	Gross Motor: Four-year-olds take more risks, such as climbing and jumping from higher structures. They begin to incorporate running into their play and running increases for longer periods of time.	Gross Motor: Kindergartners become more confident in hopping on two feet, skipping, running, jumping and hopping on one foot.
Physical: Fine/Gross Motor	Fine Motor: Two-year-olds enjoy exploring a variety of materials through their five senses. They also begin to learn to manipulate smaller objects.	Fine Motor: Three-year-olds begin to use scissors to cut paper and other materials. They also begin to use tweezers, build with smaller blocks, Legos and manipulate other small objects.	Fine Motor: Four-year-olds begin to develop a three-point grip with writing instruments. They begin to master their scissor skills.	Fine Motor: Kindergartners master a three-point grip and the use of scissors.
Language	Language explodes! Teachers model language for children about sharing and conflict resolution is introduced. Two-year-olds are encouraged to speak up for themselves and find their voice. Vocabulary continues to expand and they begin to string together several words.	Three-year-olds begin to use expressive language. They dialogue back and forth with adults and other children and begin to speak in sentences. Three-year-olds are learning new vocabulary daily and try it out in unusual ways. They enjoy rhyming and nonsense words. They love to ask, "why?"	Four-year-olds speak in full and complex sentences. They continue to love rhyming. Phonemic awareness begins at this age. Four-year-olds are excited about words, letter and sound correspondence and they are eager to 'read' environmental print. <i>Environmental print is language found outside in the world around them. Four-year-olds begin 'reading' stop signs or finding the letter of their first name in a sign they see.</i>	Kindergartners are building their vocabularies, using full sentences and telling stories with a beginning, middle and end. They use descriptive words and their phonemic awareness grows.
Cognitive	Two-year-olds' exposure to colors, shapes, number sense, labeling, vocabulary, songs, rhymes and literature expands and begins to include counting, patterns, predictions, singing and following routines. They begin to follow basic one- and two-step directions.	Three-year-olds solidify their understanding of colors, shapes, vocabulary, sorting, patterning, and number sense. They start to follow multi-step directions and begin to make predictions about text and make text-to-self connections, while listening to books. Three-year-olds wonder as their confidence in asking "why?" and exploring grows daily.	Four-year-olds demonstrate positive and curious approaches to learning. They enjoy solving problems and show flexibility and inventiveness in thinking. Four-year-olds continue to make connections and recall past events. They begin to use images to symbolically represent something not present as they engage in dramatic play.	Reading, writing and math become the focus through a play-based learning environment. Deep thinking and curiosity is fostered through playful games and fun. Emergent reading and writing skills commence and Kindergartners begin to recognize geometric shapes and patterns.
Literacy	Two-year-olds love books! They will often ask an adult to read them a book and can repeat language from a book and retell parts of the story. Two-year olds pretend to read books to their friends and teachers. They begin to show interest in writing and will start to scribble. And, they begin to attach meaning to their scribbles and might even tell others they have written their name or another word.	Three-year-olds begin to rhyme spontaneously and identify similar starting sounds. Pre-reading skills begin as children correctly orient books and indicate where to start reading and the direction to follow. They ask and answer questions about the text and are able to retell familiar stories using pictures as prompts. Scribbles begin to become more symbolic to three-year-olds.	Four-year-olds become interested in letters and sounds, and begin to understand that letters make words. They continue to love rhyming. Phonemic awareness begins at this age. Four-year-olds are excited about words, letters and sounds. They are eager to 'read' environmental print. Four-year-olds demonstrate knowledge of print through the appreciation of books, while expanding their comprehension skills.	Kindergartners practice rhyming through games and songs, use rhyming words to read and create new words, develop phonological awareness by isolating beginning, middle and ending sounds, identify upper case and lowercase letters, know letter sounds, begin reading grade level texts and use comprehension strategies to decode vocabulary and text. Beginning writing skills include: writing their name, combining drawings with labels to tell stories, spelling phonetically and writing short vowel sounds.
Math	Two-year-olds love to count everything including their classmates, stairs and teddy bears! Teachers model counting from one to ten. They begin to grasp and identify size differences, such as big and small, short and tall and they begin to understand directions related to position, such as in and out, as well as up and down.	Three-year-olds begin to understand the concept of one-to-one correspondence. They are able to understand comparisons such as more and less. Three-year-olds begin to identify and name numbers up to five and beyond. Basic shapes are easily identified, and children begin to identify more complex shapes. Spatial relationships become meaningful, such as beside, between, and next to. Three-year-olds are able to copy simple repeating patterns.	Four-year-olds understand number concepts and operations, such as counting, expressing and measuring numbers, and one-to-one correspondence, and matching quantities to numerals. Four-year-olds are able to make basic patterns.	Kindergartners count using 1:1 correspondence to 20, can identify numbers to 20, compare and identify 2-D and 3-D shapes, measure using a variety of tools and can identify and create patterns.
Science	Two-year-olds observe and interact with natural objects and the environment. They ask many questions, and start to engage in simple cause-and-effect experiments, such as mixing vinegar and baking soda.	Three-year-olds are introduced to the language of the scientific method (words such as "prediction"). Teachers record their observations (eye color, favorite color and favorite apple) and make charts and graphs. Science is hands-on and the exposure to the natural world is extended. They touch worms and wonder what is inside of a pumpkin.	Four-year-olds start using scientific inquiry skills. They demonstrate knowledge of living things, an understanding of the Earth's environment and they can describe physical properties of objects and materials.	Kindergartners make predictions before conducting experiments, understand properties of objects and materials and can conduct experiments and record the outcomes.
Social Studies	Two-year-olds are very focused on "self" and "family". Their world is small and important. They begin to identify family members and sometimes include the family pets in their descriptions!	Three-year-olds begin to understand that the world is made up of all different sizes, shapes and colors of people and that people exist outside their own families. They learn that they share similarities and differences with their classmates and teachers. They understand that they attend a school and that they are part of a community.	Four-year-olds begin to demonstrate knowledge about themselves. They show a basic understanding of people and how they live, as well as exploring change related to familiar people or places. Four-year-olds start to develop their connection to the world around them. They may begin to understand what city and state they live in.	Kindergartners understand geography of where they live: city, street, state and well as physical properties such as "by the mountains", "by the ocean", "in the city". They gain understanding of people in other locations and cultures through books and classroom studies.
Creative	Two-year-olds love to explore the arts, including the visual arts, music, dance and drama. Open-ended art projects allow two-year-olds to experiment with different materials, with process being more important than product. They learn songs that are often repeated at home, and engage in dance and dramatic play in the classroom, enhanced by props and dress-up clothes.	Three-year-olds begin to explore three-dimensional projects, such as building with sugar cubes, recycled items and wood scraps. They begin to understand that glue is used to connect two objects together.	Four-year-olds develop their own sense of creativity. They use materials in a variety of ways, to create a multitude of masterpieces. An example of an art project at this age is junk building with recycled materials. Projects are often multi-step and occur over a series of days. Four-year-olds incorporate music, drama and movement to enhance their play.	Kindergartners are introduced to real artists and they explore those artists' techniques. For example, they love to splatter paint and throw sponges filled with paint at a wall covered with paper, like Jackson Pollock. They begin making representational drawings that adults can understand.
English Language Acquisition	Two-year-olds observe others as they speak and begin to echo words and phrases. Teachers model language and expose all children to a language-rich environment. Two-year-olds begin to connect words to real life, and they often imitate adults or other children. Repetitive and rhyming songs, books and nursery rhymes are enjoyed by all.	Three-year-olds are beginning to try out new words and phrases. Teachers continue to model and extend children's vocabulary. Three-year-olds use descriptive language to communicate.	Four-year-olds speak in full and complex sentences. They engage in conversation using social rules with a more advanced and expressive vocabulary to communicate.	Kindergartners understand complex English questions and instructions, use past and future tense and are able to express thoughts and understanding. Kindergartners can answer questions with more detail and explanation.