

KINDERGARTEN CURRICULUM

1. Reaffirm the central position of language

Mobilise language in all its forms

Stimulate and structure Oral Language



- Understand and learn
- Dare to communicate
- Share and think with others
- Start to think about language by establishing both a phonological conscience and awareness of linguistic diversity.

Enter gradually into Literate Culture



- Listen and understand
- Discover its functions
 - Start producing
 - Discover how it works
- Discover the alphabetic principle
 - Start to write alone.

2. Develop interactions between actions, feelings, imagination, sensitivity and thinking

Act, express, understand through physical activities



- Act on space, time and objects
- Adapt balances and moves to a variety of environments and constraints
- Communicate through actions with an expressive artistic aim
- Collaborate, cooperate, oppose.

Act, express, understand through artistic activities



- Crafts and visuals
- Sounds
- Live shows.

3. Create a first understanding of our environment ; question the world

Build first tools to learn structured thinking



- Discover numbers and their uses
- Explore shapes sizes and organized sequences.

Explore the world



- Locate oneself in time and space
- Explore the world of living organisms, of objects and of matter

Learn together
in order to live together

Build oneself as a singular
individual part of a group

Understand the function of
school



1. To develop and use language in all its dimensions

Targeted Learning Objectives:

Children are enabled to:

- Communicate with adults and with other children through language, make themselves understood.
- Express ideas using correct and precise syntax. Rephrase to make oneself better understood.
- Practice different usage of oral language: To narrate, to describe, to evoke, to explain, to ask questions, to offer solutions, to discuss a point of view.
- Recite songs and poems in an expressive way.
- Understand stories through listening only.
- Develop interest and curiosity in writing. Be able to repeat words from a written sentence, the title of a book or a text that has been read by an adult.
- Participate orally in the production of a written text, and learn that written language is different from oral language.
- Identify language regularities in spoken French (and eventually in a foreign language).
- Manipulate syllables.
- Distinguish between phonemes in words (syllables, vowel-sounds; some consonant-sound exclusive of the occlusive consonants).
- Recognize alphabet letters and their various written forms: Cursive, script and capital letters. Copy letters with the help of a keyboard.
- Write one's name in cursive without a model.



2. To act, to express, to understand through physical activity

Targeted Learning Objectives:

Children are enabled to:

- Run, jump and throw in different ways and with a specific goal, using various materials and situations.
- Develop body coordination and adjust movements and actions to avoid obstacles or the trajectory of objects.
- Move with ease and confidence in various environments, whether natural or improvised (e.g. obstacle course).
- Develop and follow a sequence of actions and movements, with other children and with or without musical support.
- Coordinate gestures and movements with others during round dances and singing games.
- Cooperate, play different and complementary roles, oppose, and elaborate strategies in order to reach a common goal or effect.



3. To act, to express, to understand through artistic activities

Targeted Learning Objectives: *Children are enabled to:*

- Select and utilise various tools (media and materials) depending on the project / assignment, and adapt movements and gestures where necessary.
- Develop drawing skills to illustrate and create simple representations - remaining true to reality, either through replication or invention.
- Create a personal composition by reproducing graphics and creating new ones.
- Create compositions, either alone or in groups, by selecting and combining materials to incorporate techniques and processes learnt in class.
- Develop a repertoire of various nursery rhymes and songs and recite them in an expressive way.
- Experiment and explore with vocals the various nuances in tones, intensity, and pitch.
- Recognise and reproduce simple rhythmic forms using their body or musical instruments.
- Describe an image or musical extract and express feeling using appropriate vocabulary.
- Propose solutions during creative projects and activities where problem solving is required, incorporating bodily sounds, voices and musical objects.



4. To build the first tools to structure thinking

Targeted Learning Objectives:

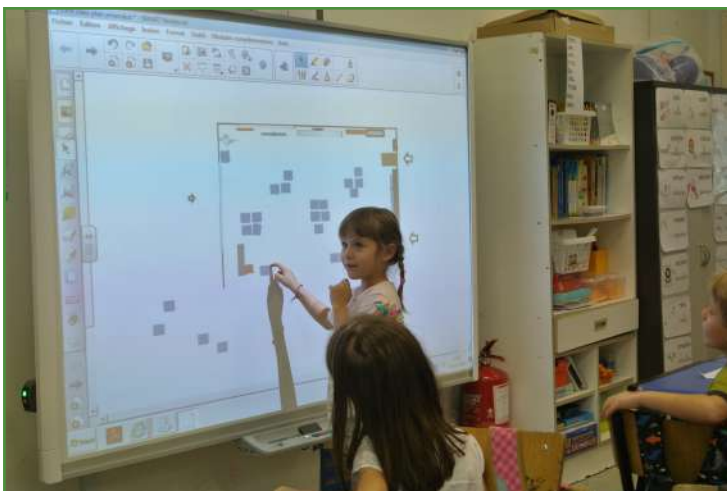
Children are enabled to:

Early Mathematics: Numbers

- Evaluate and compare collections of objects with numerical and non-numerical procedures.
- Make a collection with a given cardinal number. Apply mathematical concepts such as counting to compare two quantities, to make a collection equal in size or quantity to the one modelled.
- Use numbers to talk about, rank or compare the position of an object or a person in a game or in a specific situation.
- Apply analogical (oral or written), conventional or non-conventional symbols to give oral and written information on a quantity.
- Understand that a cardinal number doesn't change whether its spatial position or its elements are modified.
- Understand that every number is obtained by adding one to the previous number and that it corresponds to adding one unit to the previous quantity.
- Quantify numbers up to 10 at least. Compose and decompose them through manipulation and then do it mentally. To tell how much must be added or withdrawn to obtain a quantity less than 10.
- Refer to numbers using their decomposition form.
- Count up to 30. Read numbers up to 10 in words.

Early Mathematics: Shapes, Measurement and Sequences (algorithms)

- Classify objects according to their properties such as their shape. Name and recognise common 2-D shapes (for example, square, triangle, circle, rectangle) and some 3-D shapes (for example, cube, pyramid, sphere, cylinder).
- Sort or classify objects according to their properties such as size, mass/weight, or capacity and volume.
- Complete a pattern using a model (puzzles, pegboards, blocks).
- Draw 2D shapes.
- Identify the organization of an algorithm and pursue its application.



5. Explore the World

Targeted Learning Objectives:

Children are enabled to:

Space and Time

- Sequence events in chronological order and in a time frame of days, weeks, months or seasons.
- Order a series of photographs or images to relate a real-life experience or a fictional tale and indicate the succession and/or simultaneity of events in an exact way.
- Use appropriate time markers (then, during, before, after...) in accounts, descriptions or explanations.
- Locate objects in relation to oneself, others and to marked objects.
- Situate oneself in comparison to others and to marked objects.
- Follow a route in a familiar environment using either a drawn or coded representation of the itinerary.
- Produce a drawing on a flat surface using various simple geometrical shapes, elaborating on a common code.
- Position and use a sheet of paper correctly, a book or any other writing support, depending on the assignment, goal or project.
- Use appropriate spatial markers (behind, before, right, left, over, below...) in accounts, descriptions or explanations.

Science and Technology (Living organisms, objects and materials)

- Identify the main stages of development of a plant or an animal, through real-life observation or by looking at a picture.
- Know about an animal or a plant's basic needs.
- Identify and name the different parts of the body, either on their own body or on a diagram.
- Develop and practice good habits with eating and personal hygiene.
- Select, use and name appropriate tools and materials required for specific situations and actions (folding, cutting, pasting, assembling).
- To build simple constructions or models based on plans and building instructions.
- Use I.T. products such as cameras, tablets, computers.
- Develop awareness of basic safety issues and hazards in their immediate environment (objects, high-risk behaviour, poisonous chemicals)

