

JUNIOR KINDERGARTEN CURRICULUM (2021-2022)**YEARLY OVERVIEW****Introduction**

The academic program at Redbricks is activity-based and experiential. Young Children learn best through firsthand experiences, which help them to develop important knowledge, concepts, skills and attitudes. The curriculum focuses on the development of the whole child across physical, cognitive, language, social, emotional, and creative areas.

Redbricks curriculum has well-developed Yearly Goals for each class, which sets out the expectations for what the children will be learning and in what ways they will be developing throughout the year. These goals are designed with inputs from developmental experts and child developmental science. Although, the guidelines of various examination boards, quality textbooks and norms followed in similar peer schools are also important considerations in the design of these goals.

The teachers in the school provide a variety of well-planned experiences inside and outside school through field visits, visiting experts, etc., to help the children reach all these goals. Continuous observation and assessment of each child's development against these goals is done, so that each child can be helped to develop at the best of his/her potential.

As a result of this curriculum, Redbricks Children develop proficiency in subject matter content and are also confident, fluent in speaking, able to handle various situations, have practical skills, take initiative, think in various ways, are curious, motivated for learning, etc. All these benefits help them succeed in primary school years and develop them as holistic individuals.

The pages attached outline the yearly curriculum for Junior Kindergarten at Redbricks for your better understanding.

USEFUL WEBSITES FOR PARENTS TO REFER:

- ✓ <https://www.naeyc.org/resources/position-statements/dap/contents>
- ✓ <https://www.education.gov.in> (National Education Policy 2020- India)
- ✓ <https://www.zerotothree.org> (Explore Early Development, Early Learning and Parenting Resources)

YEARLY DEVELOPMENTAL GOALS

JUNIOR KINDERGARTEN

(4 TO 5 YEARS)

The program of Junior Kindergarten is designed to achieve the following goals for young children:

PHYSICAL DEVELOPMENT

Motor Development

- Provide opportunities to demonstrate strength and coordination of large muscles (refining of single movements)
- Provide opportunities for various body movements-climbing, walking on incline, sliding/swinging independently)
- Provide opportunities for calculated risk taking

Fine Motor Skills

- Provide opportunities to demonstrate strength and coordination of small muscles
- Provide opportunities to improve hand eye coordination and wrist stability (buttoning/unbuttoning own clothes,use simple fasteners on self, such as velcro, zip,draw simple stick figures)

Sensory-Motor Skills

- Provide opportunities to explore textures, smells and tastes

Personal Safety

- Provide opportunities to demonstrate knowledge of and avoid harmful objects and situations

LANGUAGE, COMMUNICATION, READING AND WRITING

Development of language and communication

- Provide opportunities to participate in a discussion by listening and responding with use of age - appropriate vocabulary and ask questions
- Provide meaningful opportunities of language use (follow 2 to 3 instructions, answer verbally with intonation, explain a picture briefly)
- Enhance efficient communication (verbally, using gesture and body language, intonation)
- Encourage children to communicate needs, actions, ideas, feelings
- Provide opportunities to express grammatically in a correct manner (use of plurals, personal pronoun, formulate simple questions)

- Provide opportunities to progressively extend vocabulary
- Provide opportunities to use words like yesterday, today and tomorrow in their daily communication

Development of reading and writing

- Provide experiences to create interest in books, reading process
- Provide experiences to differentiate phonemes, and develop association between letters and sounds (A to Z- uppercase and lower case)
- Provide experiences to develop understanding that sounds are part of words or words are made of different sounds (alphabetic principle)
- Provide opportunities to develop awareness of number of sounds in words, identifying beginning, middle and ending sounds (phonological and phonemic awareness)
- Provide opportunities for graphic representation and use it for communication (eg drawing, own written language)
- Provide opportunities to practice aural blending of letter-sounds to begin reading age-appropriate texts independently (decoding) and to use awareness of letter-sound to write simple CVC words independently (encoding)
- Provide opportunities to represent the sounds of alphabets in the written form (A to Z- uppercase and lowercase)

COGNITION AND GENERAL KNOWLEDGE

- Provide experiences to participate in simple experiments in order to understand the environment better (learn to use magnifying glass, magnets)
- Provide opportunities to describe similarities and differences among very familiar groups (self and same gender friend, common animals, common trees, vegetables, etc.)
- Provide opportunities to participate in various experiences and explore new materials and in combinations
- Encourage task persistence and attentiveness (attention for 5 to 10 minutes, focus on tasks of interest)
- Provide opportunities to manifest creativity in daily activities (use imagination in game, role play)

Logic and Reasoning

- Provide opportunities to understand cause and effect relationship (effect of one object on another, effect of simple actions)
- Provide opportunities to observe, compare and evaluate experiences, actions and events (association between objects and functions, opposite words, differences between similar pictures,

sorting, grouping classification on two dimensions)

- Provide opportunities to find multiple solutions to questions, tasks, problems and challenge
- Provide opportunities to identify sequence of events, motives of characters and suggest plausible alternative endings

Mathematical and Numerical Knowledge

- Enhance Mathematical knowledge and basic skills (name some numbers- they are not expected to spell them, use and count in daily activities; counting and recognize -1 to 19, ordinality-1st, 2nd, 3rd; sequencing—2 to 5 sequences)
- Provide opportunities to use mathematical vocabulary like one-more, take away, altogether
- Enhance knowledge and skills to operate with size, shape, weight, height, length, volume (have vocabulary and use in play, comparison of size and shape, able to estimate)

SOCIAL AND EMOTIONAL DEVELOPMENT

- Enhance understanding about social roles and relationships and develop social skills (understand needs and interests of family members, and their relationships to each other)
- Enhance understanding of self (says own age, name and last name, refers to self as third person, recognizes belongings, knows main residential area)
- Provide opportunities to recognize, adapt and express feelings and emotions appropriately (emotions like joy, fright, anger; associating words and facial expressions, expression of concern for others in pain)
- Enhance trust and promote interaction with familiar adults (play and interact with adults positively, build relationship with peers)
- Provide opportunities to learn ways of seeking help from adults and others
- Create situations for peer interactions, initiation of activities (work and play with peers, express joy with others)
- Provide experiences to understand and recognize gender and physical differences
- Provide opportunities to create and follow simple rules and games with simple rules
- Encourage decision making with minimum assistance from adults
- Provide opportunities for initiative in interactions and activities
- Provide opportunities for exchange and bargain

CREATIVE ARTS (ART & CRAFT, MUSIC, MOVEMENT)

- Create opportunities to assume and dramatize a variety of roles by reflecting real life situations, act out parts of stories for the main character, and express ideas and feelings through actions
- Provide opportunities to move to different tempos, participate in dance activities, and create repetitive movements (finger play)
- Provide experiences of singing songs, melody, chants, rhymes
- Enhance expression through visual arts

MAJOR MATH AND LANGUAGE CONCEPTS

TO BE COVERED DURING THE YEAR 2021-22

JUNIOR KINDERGARTEN

Concepts	Details
Colours	Recapitulation of Primary colours (Red, Yellow, Blue, Black, White) Secondary Colours - Green, Brown, Orange, Grey, Pink
Shapes	Rectangle, Oval, Diamond, Star, Half circle, Heart
Pre - Math Vocabulary	Thick – Thin Fat - thin Long – Short Tall – short Shallow – Deep Light – Dark Open – Close Smooth-Rough On – Under Front – Behind In – Out (Space concept) Top-Bottom (Space concept) Far -Near

	<p>Part – whole</p> <p>Full – half – empty</p>
Seriation	<p>3 level Seriation of Size and Quantity</p> <p>Small/ smaller/ smallest</p> <p>Big / bigger/ biggest</p> <p>Short/ shorter/ Shortest</p> <p>Long/ longer/ longest</p>
Ordinals	<p>First, Second, Third</p>
Patterns	<p>ABAB (colours and shapes)</p>
Number Sense	<p>Recognition, Counting and Writing (1-19)</p> <p>Quantify: 1-9,0,10, 11-19</p> <p>Compare, order, sequence</p> <p>Verbally add and subtract (more, take away)</p>
Language Skills (English)	<p>Vocabulary building</p> <p>Recognition and Speaking 27 sounds of English (from total 42 sounds)</p> <p>Recognition and Writing of all the Letters of the alphabet (a to z)</p> <p>Establish letter sound association</p> <p>Familiarize to the idea that letter sound blended together forms words</p> <p>Read and write simple words; begin to read simple texts independently</p>

LIST OF THEMES FOR JUNIOR KG - YEAR 2021-22

- 1. My Family**
- 2. Utensils**
- 3. Communication**
- 4. Stories**
- 5. Paper**
- 6. How Things Move**
- 7. Food**
- 8. Plants**
- 9. Seasons**
- 10. Water**