

A decorative graphic on the right side of the page features three overlapping circles in shades of blue, arranged vertically. Two thin blue lines cross the page diagonally, one from the top-left to the bottom-right, and another from the top-right to the bottom-left, intersecting near the circles.

# Garderie Nid de Namur

Pre-k program- 4-5 years

The following pages provide a detailed overview of the pre-k program that will be put into effect for the 2015-2016 academic year.

**01/09/2015**

## Educational Pre-k program

The core of our program is to instill in the child a liking for school. The environment will help to facilitate this principle by incorporating centres that stimulate their curiosity and allow them to explore various areas of learning such as:

- languages
- the arts
- mathematics
- the social sciences
- science and technology

Through active play and daily physical activity, children will develop their senses and their gross and fine motor skills. By moving about, they will explore their space and manipulate various objects. They will discover the reactions and capacities of their bodies and become aware of the importance of taking care of themselves and adopting safe and healthy behaviours.

To development their emotional dimension, the main focus will be on building their self-esteem. Through a variety of experiences, children learn to see themselves as unique individuals with their own tastes, interests and needs. They will acquire self-confidence, become more receptive to relating to others, show a desire for knowledge, take pleasure in activity and take part autonomously in learning activities. Self-confidence for 4- and 5-year olds also consists of recognizing that they have strengths and limits while knowing they are accepted by adults and other children.

Throughout the day, children will be presented with opportunities to put forward his/her ideas, to present personal impressions with confidence, to appropriately express his/her tastes, interests, ideas, feelings and emotions. The environment will be set up for the child to demonstrate autonomy in games, activities, projects and everyday life as well as various manifestations of emotional security (setting challenges for himself/herself, speaking up). An extension of the classroom activities will help the children discover their community and other ways of life. They will learn to respect others and to pay attention to what they say. They will become open to individual differences by participation in the group, observing the group's rules of conduct and applying a conflict-resolution process with help. Through these concepts, the goal will be to help children construct their understanding of the world and complete activities and projects while gradually becoming aware of the effects of their actions, drawings, words and messages.

To develop their communication skills, the program incorporates real, meaningful, complex everyday situations, through the regular use of a variety of sound, visual or digital productions (documents, films, sketches, poems, songs, etc.) and children's literature. With this, they will discover the pleasure of playing with words and sounds of language; they create wordplay, poems, stories or nursery rhymes and make connections between oral and written language.

They will discover that the written word is an object of pleasure, research, communication and learning. This notion will cross the curriculum as they discover the arts, the social sciences, mathematics, science and technology. With a focus on technology the children will be prompted to ask questions, make associations and test predictions.

## **TO COMPLETE AN ACTIVITY OR PROJECT**

Motivated by a desire to explore and understand the world, the children will take part in ongoing individual, team and class projects. The project arises from the children's interests, games, experiences or imagination. It represents a real challenge, and allows them to proceed by trial and error, to use their creativity and to learn to complete a task. In this way, the children acquire learning and develop strategies that they apply in other contexts. Their involvement in the activity will be to use his/her resources in carrying out the activity or project, to show perseverance, to describe the strategies used in carrying out the activity or project, to assess the learning acquired and difficulties encountered and lastly express their satisfaction with the activity or project

## **ACHIEVING THE COMPETENCIES:**

The following detailed strategies explain how the competencies will be achieved in each area of development:

### **• Motor and Psychomotor Strategies**

- Discovering his/her sensory potential
- Situating himself/herself in space and time and in relation to objects
- Performing activities to strengthen muscle tone improve flexibility and increase endurance
- Using movement and rhythm to communicate
- Using relaxation to reduce stress
- Using objects, tools and materials properly

### **• Emotional and Social Strategies**

- Controlling his/her impulses
- Paying attention
- Managing stress
- Maintaining concentration
- Speaking of himself/herself positively (“I can...”)
- Finding ways to overcome difficulties and resolve conflicts

- **Cognitive Strategies**

- Observing
- Exploring
- Experimenting
- Organizing
- Planning
- Classifying
- Comparing
- Selecting
- Memorizing
- Producing new ideas
- Using the right words
- Questioning and self-questioning
- Anticipating
- Verifying
- Evaluating