

## Learning Objectives

Children will practice skills and develop knowledge at their own pace.

### Literacy:

- demonstrate awareness of environmental print and concepts of print
- practice distinguishing sounds through rhyming and alliteration
- develop mark-making (i.e. writing and drawing)
- develop awareness of letter-sound correspondence
- comprehend, relate to, and communicate oral and written stories
- identify important elements of a story

*For example, the Children's Sign-in sheet enables children to explore mark-making and the meaning of print in their everyday routine.*

### Mathematics:

- practice sorting, sequencing, classifying, and counting
- manipulate and visualize two and three-dimensional objects
- develop number recognition, patterning, quantifying and comparison
- demonstrate one-to-one correspondence and spatial awareness
- make predictions, use tools to gather information, and problem-solve

*For example, children practice sorting and counting when they collect acorns and leaves for pretend food during imaginative outdoor play.*

### Environmental Science:

- observe and engage with plants, animals and fungi
- use senses to gather information
- practice scientific inquiry (i.e. form hypotheses, conduct experiments, and analyze results)
- recognize weather patterns, characteristics of matter, and cause and effect relationships
- practice stewardship of the physical environment

*For example, in the morning children share weather observations and check that they have appropriate clothing for the day's adventure.*

### Social Studies:

- articulate knowledge of self, family, classmates, and local community
- develop confidence, positive self-identity, and family pride
- express comfort and joy while using accurate language for human diversity
- develop knowledge of place by recognizing geographic characteristics and forming relationships with indigenous communities

*For example, Sharing Circles provide opportunities for children to share information about their families by bringing in a photo(s) and talking about who is in their family.*

### Creative Arts:

- explore and represent ideas with a variety of visual and performing art (i.e. music, movement, dance, drama)
- compare and contrast colors, shades, textures, and characteristics of natural materials
- express creativity with new and familiar methods and materials

*For example, educators provide water and paint brushes for children to use and explore however they choose; whether it's to make a magic potion, paint a tree, or create a sculpture .*

### Social-Emotional:

- build relationships with others, show and understand empathy
- recognize unfairness, use language to describe it and understand that it hurts
- practice self-awareness, adaptability, and resilience
- practice non-violent conflict resolution, advocacy, and collaboration
- listen to others and express feelings safely and productively, especially when dealing with disappointment

*For example, daily group Reflection meetings offer children time to share their thoughts and feelings with others while also listening to and respecting others' ideas and thoughts.*

### Physical:

- practice risk assessment and risk management
- develop sensory integration and physical coordination
- build gross motor (body awareness, flexibility)
- develop fine motor (grip, hand dominance, object manipulation)
- demonstrate self-help and self-care, persistence and perseverance

*For example, the outdoor play environment engages various senses and improves physical coordination by providing dynamic and diverse textures and surfaces to explore.*

### Language and Communication:

- practice verbal and nonverbal expression
- practice listening and following multi-step directions
- develop receptive and expressive language
- reason and respectfully articulate feelings and plans with others

*For example, educators facilitate engaging fingerplays and songs with children in English and Spanish.*

### Cognition:

- initiate independent and collaborative learning
- develop executive functions (i.e. attending and engaging, planning, prioritizing, organization)
- practice keeping track of belongings and self-regulation
- develop higher-order thinking (i.e. memory recall, flexibility and inventiveness in thinking, making connections)

*For example, in the afternoons children practice stretching and yoga while being encouraged to think, plan, and reflect on their body positions and breath awareness.*