

CREATIVE KIDS EDUCATION CENTRE INC.

PREPRIMARY PROGRAM

832-KIDS/www.creativekids.info

Information Brochure

Director: Pamela Streeter, ECE, MDW

PROGRAM CHOICES: The children attend the school from 9:00am until 2:30pm.

Monday/Wednesday/Friday class
Tuesday/Thursday class

MAXIMUM NUMBER OF CHILDREN
PER SESSION: 16

CHILD STAFF RATIO: 8:1

TEACHERS: 2006/2007 school year
Ms. Sue Meeds
Ms. Teresa Nelson

OPEN INVITATION: Parents are encouraged to visit at any time while the children are present. As well, parents are encouraged to spend at least one entire session, per year, visiting the class while the children are present. Grandparents are also welcome! There will be parent-teacher "evenings" throughout the school year.

Program Philosophy

The program philosophy at Creative Kids Education Centre is based on the fundamental principle that children learn by doing. Young children acquire meaningful information and knowledge about their physical and social world by actively participating in many different kinds of experiences with real objects and real people.

The primary role of the teacher is to guide and facilitate the learning process by presenting developmentally appropriate materials and activities that pose additional challenges and stimulate the child's curiosity. Further extensions of the child's own thinking is the desired goal. The teachers will be aware of the progress of each child in each area of growth so that individual differences in ability and interest are personally respected. Enhancement of the child's self-esteem and positive feelings toward learning are of paramount importance.

The goal of the program is to provide opportunities for children to develop into confident, competent human beings in all four growth areas – physical, social, intellectual and emotional. To attain this goal the following basic premises will serve as guidelines in planning the daily program.

- 1) We learn best and retain knowledge longer, when we have a need and/or a desire to know.
- 2) Rote learning creates robots.
- 3) Learning comes through INVOLVEMENT.
- 4) Children want to win the approval of the adults who are close to them.
- 5) Learning begins where the child IS, starting with the familiar and progressing to new.
- 6) Children learn through PLAY.

The following curricular objectives have been adopted that reflect our philosophy.

LANGUAGE DEVELOPMENT

1. To appreciate spoken and written language as
 - a. Practical
 - b. A source of knowledge and pleasure
2. To recognize the value and need of communication.
3. To explore a variety of means for communication.
4. To explore upper and lower case letters
5. To recognize that in our language words are placed on a horizontal base line
6. To recognize left and right sequence in reading
7. To develop eye/hand coordination
8. To increase number of words used meaningfully
9. To discriminate between visual stimuli
10. To discriminate between auditory stimuli
11. To recall sequence of events
12. To enjoy and appreciate stories and poetry
13. To create original stories and poems
14. To enjoy dramatic activity as a means of expression of emotions, ideas and language skills

MUSIC:

1. To develop physical and aesthetic responses to
 - a. tone
 - b. beat
 - c. pitch
2. To experience music in a variety of ways
3. To utilize body movements in expression of ideas
4. To utilize body movements as a means of communication
5. To express emotions through bodily movement

MOVEMENT:

1. To know and appreciate the physical self
2. To know the joy of spontaneous movement
3. To utilize body movements in expression of ideas

4. To utilize body movements as a means of communication
5. To express emotions through bodily movement

DRAMATIC PLAY:

1. To acquire understanding of world and relate self to own society through play which concerns:
 - a. family life
 - b. life styles of work and play
 - c. understanding of differences in people
 - d. community helpers

SCIENCE:

1. Obtain some understanding of natural forces:
 - a. weather
 - b. light
 - c. heat
 - d. gravity
 - e. air
 - f. motion
 - g. machines
 - h. space
 - i. sound
2. To develop respect for natural environment
3. To develop respect for animals
4. To develop senses for practical and aesthetic purposes

MATHEMATICS:

1. To explore numerals
2. To experience and assimilate number concepts
3. To acquire basic understanding of basic math processes through practical daily application

DAILY SCHEDULE

Morning:

9:00	Meeting, Calendar, Weather
9:30	Snack, books
10:00	Small Group Art
10:20	Small group circle
10:40	Free Choice
11:30	Story
11:35	Clean Up
11:45	Lunch
12:00	Outdoor play

Afternoon:

1:00	Show & Share
1:15	Learning Centers/Free Choice
2:15	Music & Movement/Songs
2:30	Dismissal

ARRIVAL TIME:

The children are welcomed individually as they arrive at the school. During the arrival period, children begin to use the various materials that are set up on the tables.

GROUP MEETING:

The children and teachers meet to discuss plans and choices for the class. The Good Day song is sung and Show & Tell items are viewed at this time. The calendar is reviewed.

FREE CHOICE/DISCOVERY TIME:

During this period the children are free to choose activities from the various learning centers and they may change activities at any time. The teachers supervise the activities and work with the children as required in a group or individually.

CLEAN UP TIME:

This is a time where all the children work together cooperatively to tidy up.

SNACK TIME:

Nutritious foods are served to the children at this time. Occasionally the children help in the preparation of snack.

CIRCLE TIME:

This is a time for participating in small groups. One group listens to a story while the other works with materials related to the theme or one of the goals of the program.

MUSIC/MOVEMENT:

This is a "high energy" time that allows the children to explore their own bodies for creative expression and physical development through music and singing games. Children explore basics of music (beat and pitch) through songs and rhythm instruments.

LEARNING CENTRES:

Small groups of children rotate through various centers set up by the teachers.

DEPARTURE:

The students dress to go home or join the after school program.

LEARNING CENTRES:

The following learning centers support the goals of the program:

1. Creative Art Area: A double-sided easel, tables and chairs, plus shelves for art materials are readily accessible to the children.
2. Water Play Area: A water play table with materials is available to the children.
3. Sand Play Area: A sand table with equipment is accessible to the children.
4. Dramatic Play/Housekeeping: Equipment includes child size stove, refrigerator and sink, table with chairs, doll bed, dolls, dress up clothes, play food and dishes. Puppets and puppet theatre are also available to the children.
5. Block Play Area: plenty of shelf and floor space for hardwood unit blocks plus accessories to extend play. Ie. Cars, trucks, planes, train set
6. Manipulative Play Center: tables and chairs sized for use by children allow for a variety of activities such as Lego, puzzles, Unifix cubes, attribute blocks, parquetry blocks, beads, matching games, pattern blocks and much more.
7. Science Center: magnets, balance scale plus weights, magnifying glass and more.
8. Listening Center: cassette player plus cassettes and books allow children to listen to music or have a book read to them.
9. Reading Center: bookrack, books and cushions make reading a pleasure.
10. Computer Center: an IBM compatible computer with multi-media capabilities and developmentally appropriate software.

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