

Yangon Academy Early Childhood Center



EARLY CHILDHOOD CURRICULUM

Pre-Nursery

Nursery

Pre-KG

INTRODUCTION

INTRODUCTION:

Early childhood education is not mandated by the United States Department of Education. Elementary and secondary education is all that is legally required for students, though early childhood education is doubtlessly an important and fundamental stage of learning. This document is a consolidated and well-formulated set of curriculum guidelines for Pre-Nursery to Pre-Kindergarten which is based on existing American, British and International curriculum documents, research and best practice.

PURPOSE:

These curriculum guidelines do not provide an exhaustive list of everything that a child should know or be able to do by the end of the Early Childhood Development side of learning. It is intended as a guide for Yangon Academy's teachers. The main purpose of this document is to provide a reference to assist in facilitating consistency in terms of expectations and curriculum covered in the various grades.

LEARNING AREAS:

For the purposes of simplicity and clarity, the curriculum guidelines are divided into seven(eight) distinct areas of learning. Within the classroom there will be overlap and integration of all these areas. A fully integrated programme is strongly supported.

Seven (Eight) Areas of Learning:

- | | |
|----------------------------------|---|
| 1. Personal and Social Education | (Social and Emotional Development) |
| 2. Language | (Language and Literacy) |
| 3. Mathematics | (Numeracy) |
| 4. Science and Technology | (Discovery) |
| 5. Social Studies | (Cognitive and Perceptual Development) |
| 6. Physical Education | (Physical Development) |
| 7. Art and Music | (Creative Arts) |
| 8. Myanmar Language | (Introduced 2 nd semester of Pre-KG) |

“Play is the Highest form of research.”

- Albert Einstein

Updated 21 October 2016

PERSONAL AND SOCIAL EDUCATION (Social and Emotional Development)

This area of learning focuses on assisting the child to mature emotionally, developing a sense of self and self worth. The child will learn to be more independent and able to take responsibility for him or herself. He or she will develop an understanding of social interaction and relationships, as well as develop appropriate social behaviours and skills.

| GRADE | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) | |
|--|---------------------------|---|--|--|
| AGE | 2 - 3 | 3 - 4 | 4 - 5 | |
| PERSONAL AND SOCIAL EDUCATION (Social and Emotional Development) | SOCIAL INTERACTION | <ul style="list-style-type: none"> • Demonstrates basic independence • Play alongside others • Participate in group activities, engaging other classmates verbally • Understand yes and no boundaries • Begin to share and take turns • Use blocks, beads, play dough and make believe to represent objects | <ul style="list-style-type: none"> • Demonstrates basic manners • Verbalises needs • Interacts with peers in shared activities • Participates in cooperative play • Takes turns and shares • Takes part in fantasy play • Use a variety of simple strategies to solve social problems (seek assistance, talk about solutions) | <ul style="list-style-type: none"> • Demonstrates basic manners • Verbalises needs • Interacts with peers in shared activities and occasional cooperative efforts • Engages in play and begins to demonstrate an understanding of group rules and roles • Show initiative and chose appropriate activities independently • Takes turns and shares • Co-operates and demonstrates eagerness to please • Handles conflict situations (discover ways to resolve conflict) |
| | RELATIONSHIPS | <ul style="list-style-type: none"> • Wary of unfamiliar people • Interacts with classmates gently and carefully | <ul style="list-style-type: none"> • Seeks security and support less often from primary family figures • Chooses to play with one or two special friends • Forms strong bond with primary teacher for comfort and security | <ul style="list-style-type: none"> • Grows in independence and is able to be away from parents for longer periods of time • Forms small friendships – demonstrates making choices according to interests • Forms bond with primary teacher but ventures away and seeks assistance from others • Understand need and nature of friendships |

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) |
|--|-----------------------------|---|--|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 |
| PERSONAL AND SOCIAL EDUCATION (Social and Emotional Development) | SELF-REGULATION | <ul style="list-style-type: none"> • Separates from main carer with support • Handling anger appropriately • Learn that own actions have effect on others • Express own preferences and interest • Can express own feelings: happy/sad | <ul style="list-style-type: none"> • Separates from parents without distress • Needs adult guidance in managing impulses and feelings • Recognises basic feelings and emotions • Seeks and accepts comfort and guidance from adults without temper outbursts • Participates willingly in activities and attempts new challenges with adult guidance • Adapts to rules and routines | <ul style="list-style-type: none"> • Separates from parents without distress • Demonstrates more self-control over impulses and feelings although adult guidance is still sometimes necessary • Recognises, labels and express feelings and emotions freely and safely • Accepts comfort and guidance from adults without temper outbursts • Participates willingly in activities and accepts a challenge with less adult guidance • Adapts to rules and routines and understand basic rules to maintain physical health and well being |
| | EMPATHY & CARING | <ul style="list-style-type: none"> • Starting to use caring behaviours to help and comfort others | <ul style="list-style-type: none"> • Shows progress in expressing feelings without harming self or others • Demonstrates concern for the needs of other children • Shows interest in other people • Treats living things, property and environment with respect | <ul style="list-style-type: none"> • Shows progress in expressing feelings without harming self or others • Demonstrates concern for the needs of other children and younger siblings • Shows interest in other people – notes similarities and differences • Treats living things, property and environment with respect |

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| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) |
|---|-------------------------|---|--|--|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 |
| PERSONAL AND SOCIAL EDUCATION (Soci-al and Emotional Development) | SELF | <ul style="list-style-type: none"> • With assistance demonstrates independence, with assistance in selecting activities, personal hygiene and dressing • Responsible • Demonstrates gender • Awareness • Remove and put on shoes with little assistance • Eat and serve food with little assistance | <ul style="list-style-type: none"> • Demonstrates independence in selecting activities, personal hygiene and dressing • Responsible • Respectful • Confident • Demonstrates gender • Awareness • Remove and put on shoes, clothes and back pack independently • Identify nutritious food • Eat and serve food without assistance • | <ul style="list-style-type: none"> • Demonstrates independence in selecting activities, personal hygiene and dressing • Responsible • Respectful • Confident • Demonstrates gender • Awareness • Show comfort and confidence with themselves |
| | WORK ETHIC | <ul style="list-style-type: none"> • Explore a variety of classroom materials • Willing to work with and sit with all classmates • Can play in a group extending and elaborating play ideas | <ul style="list-style-type: none"> • Explore a variety of classroom activities • Participates in activities | <ul style="list-style-type: none"> • Participates in activities • Demonstrates growing ability to concentrate and focus on task at hand • Works independently • Works as part of a group • Aware of class routines • Eagerness to learn • Develop attention span • Use material purposefully |
| | SOCIAL AWARENESS | <ul style="list-style-type: none"> • Respond to feelings of others • Recognize similarities and differences in family and groups | <ul style="list-style-type: none"> • Starting to be tolerant towards others • Demonstrates consideration for others | <ul style="list-style-type: none"> • Demonstrates awareness of religious, social and cultural differences • Demonstrates tolerance • Demonstrates awareness of constitutional and human rights • Begin to share and co-operate with peers |

LANGUAGE & LITERACY (First/Home Language)

This learning area focuses on the development of language and literacy skills. As part of language development the child needs to cultivate strong communication skills, which includes listening and speaking skills. Pre-reading and reading skills develop progressively across the different grades. A child will also develop drawing and writing skills alongside reading skills.

These curriculum guidelines highlight the general foundation skills and principles that should be developed within each grade. Language and literacy development extends to the acquisition of additional languages. It must be remembered that some of the learners are not English 1st Language speakers and therefore provision needs to be made for the acquisition of the additional language. (See in *Italics: for 2nd Language Acquisition Skills*).

The stages of 2nd Language Acquisition in young children are:

Stage I: Home Language Use

For the first few days, children may persist in using their first or native language even if others do not understand them.

Stage II: Silent Period

After children realize their first language is not working, they enter a silent period in which they barely speak and rely heavily on non-verbal means to communicate with others. The younger the child, the longer the silent period may last.

Stage III: Telegraphic & Formulaic Speech

Children will start to speak in the new or 2nd language. In this stage, they will only speak in small utterances (e.g., Me Down) or by repeating the words of others.

Stage IV: Productive Language

Children are now ready to express their own thoughts and construct their own sentences. In the beginning, these sentences may be very basic or grammatically incorrect; however, this improves over time.

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|--|---------------------------------|---------------------|-------------------|
| AGE | 2 - 3 | 3 - 4 | 4 - 5 |
| LANGUAGE EDUCATION (Language and Literacy) | LISTENING & SPEAKING | | |
| | | | |

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|-------------------------------|----------------|---|---|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 |
| LANGUAGE EDUCATION | PHONICS | <ul style="list-style-type: none"> • Identify some letters of English Alphabet • Identify rhythmic patterns in a range of situations. • Use single words or simple sentences | <ul style="list-style-type: none"> • Identify all letters of English Alphabet • Starts to recognise beginning sound of his or her own name • Recognize the written form of one's first name • Separates words into syllables (2 syllables) by clapping them • Recognises a few rhyming words • Recognize the written form of one's first name | <ul style="list-style-type: none"> • Recognizes different sounds - beginning and end sounds (Beginning Phonics) • Separate names or spoken words into syllables by clapping them • Recognises rhyming words or odd one out • May recognise some letters and their sounds • Sing the "Alphabet Song." |

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|--|--------------------------------|--------------------------|--|--|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| LANGUAGE EDUCATION (Language and Literacy) | READING & REVIEWING | Emergent Literacy | <ul style="list-style-type: none"> • Interested in books, rhymes and stories • Matching cards • Identify favourite book and retell story in own words • Make connections between own experiences and those of storybook characters | <ul style="list-style-type: none"> • Interested in books, rhymes and stories • Recognises and points out common objects in pictures • Recognises difference between print and picture • Uses visual cues to make meaning of text • Acts out parts of a story, song or rhyme • “Reads” menus, signs, magazines etc. independently. “Read”/tell a story using a wordless picture book. • Identifies some features of books and other written material • Dictate a caption for a drawing or photograph. • Collect objects using an illustrated list (pictures labelled with words). • Use a simplified schedule of daily activities • Describe the order of events for the day, i.e., which are the first and last activities. Using pictures and words, to describe | <ul style="list-style-type: none"> • Interested in books, rhymes and stories • Recognises and points out common objects in pictures • Arranges a set of pictures in such a way that they form a story • Recognises difference between print and picture • Uses visual cues to make meaning of text • Interprets pictures • Acts out parts of a story, song or rhyme • Holds the book the right way up and turns the pages correctly • Recognises and reads his or her own name • Read the first names of other classmates or family members • Demonstrates growing understanding of print • “Reads” menus, signs, magazines etc. • Associate letter sound and symbol • Associate spoken and written language by matching written word labels with spoken words. • Point to words as distinct units on a page of print. |

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| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| LANGUAGE EDUCATION (Language and Literacy) | READING & REVIEWING | Shared Reading | <ul style="list-style-type: none"> • Actively listens to stories and poems • Enjoy books with rhymes, predictable words and phrases and colourful illustrations | <ul style="list-style-type: none"> • Listens to stories and understands basic story line • Enjoys familiar stories • Demonstrate understanding of story by making predictions • Attend and listen to illustrated picture books with simple story lines. • Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end. • Find the illustration, or object within the illustration of a book, that is being described. • Answer who, what and where questions about a read-aloud. | <ul style="list-style-type: none"> • Listens to stories and understands story line • Describes characters in stories • Predicts what will happen in a story through the pictures • Sequences events • Answers basic questions based on the story read • Draws pictures capturing main ideas of the stories • Uses visual cues to make meaning of text • Interprets pictures • Acts out parts of a story, song or rhyme • Makes up own stories • Holds the book the right way up and turns the pages correctly • Pretends to read and adopts a “reading” voice |
| | | Independent / Paired | (Not applicable) | (Not applicable) | (Not applicable) |
| | | Group Reading | (Not applicable) | (Not applicable) | (Not applicable) |

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| AGE | 2 - 3 | 3 - 4 | 4 - 5 |
| LANGUAGE (Language and Literacy) | HANDWRITING | | |
| | | | |

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| GRADE | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) |
|--|--|---|---|
| AGE | 2 - 3 | 3 - 4 | 4 - 5 |
| LANGUAGE (Language and Literacy) | <ul style="list-style-type: none"> • Mark making • Draw a picture to explain an idea • Pretend to write using scribbles | <ul style="list-style-type: none"> • Draws or paints a picture to convey a message • Draws basic body image • Draws random patterns • Follows pattern from left to right • Practices “writing” skills using writing tools on boards/paper • Trace most English Alphabet letters • Use drawing as an expression of thoughts • Show interest in writing | <ul style="list-style-type: none"> • Draws or paints a picture to convey a message • Draws more detailed body image • Begins forming letters by making squiggles, lines etc. • Works/follows from left to right and top to bottom • Practises “writing” skills using writing tools on boards/paper • Begins forming letters by tracing and copying • Demonstrates strong, controlled pencil grip |
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MATHEMATICS (Numeracy)

Numeracy focuses on the development of the understanding of number and mathematical concepts. It incorporates patterns, functions and later algebra; as well as space and shape (geometry). A child will also develop an understanding of measurement and data handling.

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) | |
|----------------------------------|-----------------------------------|--|--|---|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| MATHEMATICS (Numeracy) | NUMBER CONCEPT DEVELOPMENT | COUNTING | <ul style="list-style-type: none"> • Develop an awareness of numbers • Recite number names in sequence • Can count orally with help up to 10, although might make mistakes • Remember Daily routine • Know days of the week | <ul style="list-style-type: none"> • Estimates and counts to at least 5 everyday objects reliably • Counts forwards in 1's from 0 to 10 • Counts a wide range of different objects in different formations • Uses number rhymes and songs | <ul style="list-style-type: none"> • Estimates and counts to at least 10 everyday objects reliably • Counts forwards and backwards in 1's from 1 to 10 • Counts forwards in 1's from 0 to 50 • Counts on from any number between 0 and 10 • Uses number rhymes and songs |
| | | NUMBER SYMBOLS & NAMES | <ul style="list-style-type: none"> • Recognizes and matches small quantities to the number words 1, 2 and 3 | <ul style="list-style-type: none"> • Recognises, identifies and reads number symbols 1- 10 | <ul style="list-style-type: none"> • Recognises, identifies and reads number symbols 1- 10 and match appropriate quantities |
| | | DESCRIBE, COMPARE & ORDER NUMBERS | <ul style="list-style-type: none"> • Explore relationships like more, less and same | <ul style="list-style-type: none"> • Compares objects in terms of big, small, bigger, smaller, the same • Orders objects in terms of size • Sorts objects according to size and colour • Match similar objects | <ul style="list-style-type: none"> • Describes whole numbers up to 10 • Compares which of two given collections of objects is big, small, bigger, smaller, most, least, the same • Sorts and orders objects according to size, shape, colour and/or texture |

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|----------------------------------|-----------------------------------|----------------------------------|--|--|--|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| MATHEMATICS (Numeracy) | NUMBER CONCEPT DEVELOPMENT | PLACE VALUE | Not applicable | Not applicable | Not applicable |
| | | PROBLEM SOLVING | <ul style="list-style-type: none"> • Attempts to fit shapes into puzzles • Group toys by type, size or colour • Curious about how things works and what they can do | <ul style="list-style-type: none"> • Experiments with using counting apparatus to solve problems • Attempts to solve basic word problems to the value of 5 | <ul style="list-style-type: none"> • Uses counting apparatus to solve problems • Solves word problems in context and explains own answer to problems involving addition and subtraction with answers up to 5 |
| | | MONEY | <ul style="list-style-type: none"> • Enjoy pretending and imitating | <ul style="list-style-type: none"> • Develops awareness of use of money | <ul style="list-style-type: none"> • Demonstrates awareness of what money is used for |
| | | CONTEXT-FREE CALCULATIONS | Not applicable | Not applicable | <ul style="list-style-type: none"> • Solves verbally stated addition and subtraction problems with solutions up to 5 |

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| GRADE | | Pre-Nursery | | Nursery (Gr 000) | Pre-KG (Gr 00) |
|----------------------------------|--|---------------------------|---|---|---|
| AGE | | 2 - 3 | | 3 - 4 | 4 - 5 |
| MATHEMATICS (Numeracy) | NUMBER CONCEPT DEVELOPMENT | MENTAL MATHS | Not applicable | <ul style="list-style-type: none"> • Orders a given set of selected numbers (1-5) | <ul style="list-style-type: none"> • Names the number before and after a given number (1-10) • Names the number between two numbers (1-10) • Orders a given set of selected numbers (1-10) |
| | | FRACTIONS | Not applicable | Not applicable | <ul style="list-style-type: none"> • Introduce fractions in cooking activities • Demonstrates concrete understanding of whole and half |
| | PATTERNS, FUNCTIONS & ALGEBRA | Geometric patterns | <ul style="list-style-type: none"> • Uses blocks to create own simple structures • Identify and reproduce simple patterns | <ul style="list-style-type: none"> • Copies and extends very basic patterns made with shapes, colours and sounds | <ul style="list-style-type: none"> • Identifies, copies, extends simple patterns made with physical objects, colours and shapes (2 or more) • Creates own geometric pattern with physical objects or shapes • Identifies and copies patterns in nature and everyday life |
| | | NUMBER PATTERNS | Not applicable | Not applicable | <ul style="list-style-type: none"> • Understand simple patterns and create own patterns |

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|----------------------------------|-------------------------------------|--|---|---|--|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| MATHEMATICS (Numeracy) | SPACE & SHAPE (GEOMETRY) | POSITION, ORIENTATION & VIEWS | <ul style="list-style-type: none"> • Complete simple spatial-visual tasks such as puzzles • Attempts and successfully fit shapes into puzzles • Do three- to four-piece puzzles | <ul style="list-style-type: none"> • Describes the position of one object in relation to another • Follows directions to move around the classroom • Use language to describe spatial relationships: <ul style="list-style-type: none"> - near / far - above / below - in /out | <ul style="list-style-type: none"> • Describes the position of one object in relation to another • Follows directions to move around the classroom • Introduce mathematical language and discover following concepts: <ul style="list-style-type: none"> - big / small - short / tall - more / less - empty / full • Make estimations and predictions |
| | | 2-D SHAPES | <ul style="list-style-type: none"> • Identify and sort 2D shapes • Recognises and names: <ul style="list-style-type: none"> - Triangle, circle and square | <ul style="list-style-type: none"> • Recognises and names shapes: <ul style="list-style-type: none"> - Circles, triangles, squares, heart and rectangles • Recognises shapes within the Environment | <ul style="list-style-type: none"> • Recognises and names shapes: <ul style="list-style-type: none"> - Circles, triangles, squares, rectangles, diamonds and stars • Recognises shapes within the environment • Sorts and compares 2-D shapes in terms of size, shape and colour |
| | | 3-D OBJECTS | (Not applicable) | (Not applicable) | <ul style="list-style-type: none"> • Introduced to 3D objects |
| | | SYMMETRY | (Not applicable) | (Not applicable) | (Not applicable) |

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| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| MATHEMATICS (Numeracy) | MEASUREMENT | TIME | <ul style="list-style-type: none"> • Talks about the passing of time • Distinguishes between day and night • Understand basic concepts about sequence and order of daily events • Enjoy time based activities such as snack time/home time | <ul style="list-style-type: none"> • Talks about the passing of time • Distinguishes between day and night • Recognise calendar time: - Days, month, seasons | <ul style="list-style-type: none"> • Talks about the passing of time • Distinguishes between day and night • Names days of the week • Sequences events that happen during the day • Telling time to the hour |
| | | LENGTH | <ul style="list-style-type: none"> • Explore principles of measuring, e.g. longer and shorter through play | <ul style="list-style-type: none"> • Understands comparative language e.g. longer, shorter, taller | <ul style="list-style-type: none"> • Informal measuring • Compares and orders length, height and width of two or more objects by placing them next to each other • Uses comparative language e.g. longer, shorter, taller |
| | | MASS | <ul style="list-style-type: none"> • Explore principles of measuring, e.g. heavier and lighter through play | <ul style="list-style-type: none"> • Understands comparative language e.g. light, heavy | <ul style="list-style-type: none"> • Informal measuring • Compares and orders mass of two or more objects by feeling them or using a balancing scale • Uses comparative language e.g. light, heavy |
| | | CAPACITY / VOLUME | <ul style="list-style-type: none"> • Participates in water and sand play • Enjoy filling and emptying containers | <ul style="list-style-type: none"> • Participates in water and sand play with various sized containers | <ul style="list-style-type: none"> • Participates in water and sand play with various sized containers • Uses comparative language e.g. Empty, full |

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| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| MATHEMATICS (Numeracy) | DATA HANDLING | COLLECT & SORT & SORT | <ul style="list-style-type: none"> • Begin to sort without set plan in mind | <ul style="list-style-type: none"> • Collects everyday physical objects • Sorts objects according to size and colour | <ul style="list-style-type: none"> • Collects everyday physical objects and describes properties • Sorts objects according to size and colour |
| | | REPRESENT SORTED OBJECTS | (Not applicable) | <ul style="list-style-type: none"> • Match similar objects | <ul style="list-style-type: none"> • Sort and categorize objects by colour, shape and size |
| | | DISCUSS & REPORT | (Not applicable) | (Not applicable) | (Not applicable) |
| | | REPRESENT DATA | <ul style="list-style-type: none"> • Use simple yes and no to organise • Select small number of objects from a group if asked | <ul style="list-style-type: none"> • Exposed to simple graphs | <ul style="list-style-type: none"> • Exposed to simple graphs • Graph real-life objects and compare quantities |
| | | ANALYSE & INTERPRET DATA | (Not applicable) | (Not applicable) | (Not applicable) |
| | | COLLECT & ORGANISE DATA | (Not applicable) | (Not applicable) | (Not applicable) |

SCIENCE AND TECHNOLOGY (Discovery)

This learning area encompasses a range of topics and learning experiences. The purpose of this learning area is to broaden a child’s knowledge of self and the world he or she lives in and to develop appropriate life skills.

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|--|--------------------------------------|---|---|---|
| AGE | 2 - 3 | | 3 - 4 | 4 - 5 |
| SCIENCE & TECHNOLOGY (Discovery) | BASIC LIFE SKILLS / KNOWLEDGE | <ul style="list-style-type: none"> • Assert themselves • Want to do things independently • Has a sense of own and immediate family and relationships • Show an interest in toys with buttons and flaps with simple mechanisms | <ul style="list-style-type: none"> • Knows full name • Takes care of personal hygiene • Toilet trained with little assistance • Dresses and undresses self with assistance - buttons, zippers | <ul style="list-style-type: none"> • Knows full name and birthday • Takes care of personal hygiene • Toilet trained with no assistance • Dresses and undresses self - buttons and zippers • Pack own school bag • Learn about their own personal history and family |
| | GENERAL KNOWLEDGE | <ul style="list-style-type: none"> • Enjoy imitating and pretending • Beginning to understand concepts about sequence of daily events • Identify and talk about own interest | <ul style="list-style-type: none"> • Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc. • Familiar with local customs and celebrations | <ul style="list-style-type: none"> • Demonstrates interest in new areas of learning and topics • Demonstrates growing general knowledge • Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc. • Ask questions? Why? How? • Discover similarities and differences of different cultural celebrations |
| | HEALTH & SAFETY | <ul style="list-style-type: none"> • Beginning to understand food • Beginning to understand rules | <ul style="list-style-type: none"> • Demonstrate awareness that certain foods can help bodies to grow and be healthy • Indicates awareness that bodies need exercise and rest • Recognises everyday dangers at home and school • Knows safety rules and procedures • Knows when to call adult for assistance | <ul style="list-style-type: none"> • Demonstrates awareness that certain foods can help bodies to grow and be healthy • Indicates awareness that bodies need exercise and rest • Recognises everyday dangers at home and school • Knows safety rules and procedures • Knows when to call adult for assistance |

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| SCIENCE & TECHNOLOGY (Discovery) | SCIENCE, GEOGRAPHY & TECHNOLOGY | Discovery Areas | <ul style="list-style-type: none"> • Enjoy stories about self, own and immediate family • Enjoy playing with small world items, e.g. farm, train, garage set. • Asks questions about objects, events and animals observed in their environment • Identify common household objects at home and school • Identify common plants and animals | <ul style="list-style-type: none"> • Explores areas related to:- <ul style="list-style-type: none"> - Nature and living creatures - Energy and change - Planet earth and beyond - Matter and materials • Observe how plants grow and change • Seasonal changes in weather • Observe using 5 senses | <ul style="list-style-type: none"> • Explores areas related to:- <ul style="list-style-type: none"> - Nature and living creatures - Energy and change - Planet earth and beyond - Matter and materials • Use senses to gather information • Aware of what living needs • Respect all living things and environment |
| | | Plans | <ul style="list-style-type: none"> • Explore objects by linking together different approaches, shaking, hitting, looking, etc | <ul style="list-style-type: none"> • Make a specific plan and carry out the plan | <ul style="list-style-type: none"> • Contributes to planning an investigation activity • Asks and answers questions about investigation |
| | | Does | <ul style="list-style-type: none"> • Follows simple instructions with assistance • May follow two-step directions, such as “take off your coat and hang it up” | <ul style="list-style-type: none"> • Follows simple instructions with assistance | <ul style="list-style-type: none"> • Follows simple instructions with assistance • Explains what is being done |
| | | Reviews | <ul style="list-style-type: none"> • Remember and talk about things that happened in the past, using phrases like “the other day” or “a long time ago” • Observe weather changes | <ul style="list-style-type: none"> • Talks about what has been done | <ul style="list-style-type: none"> • Thinks and talks about what has been done • Compare yesterday and today |
| | | Technology | <ul style="list-style-type: none"> • Shows interest in technology, but should not use a computer | <ul style="list-style-type: none"> • Uses technology in play and to learn and discover e.g. computer, iPad | <ul style="list-style-type: none"> • Uses technology in play and to learn and discover e.g. computer, iPad |
| | | Process Skills | <ul style="list-style-type: none"> • Investigates • Makes | <ul style="list-style-type: none"> • Investigates • Designs • Makes • Evaluates | <ul style="list-style-type: none"> • Investigates • Designs • Makes • Evaluates |

SOCIAL STUDIES (Cognitive and Perceptual Development)

Cognitive and perceptual development is integrated and demonstrated across all the other areas of learning. It is important that it is not viewed in isolation. As the child progresses from one grade to another his or her skills will increase in sophistication and maturity. The child will develop visual and auditory perceptual skills, as well as the ability to think and problem solve using a variety of strategies.

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) |
|---|------------------------|---|--|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 |
| SOCIAL STUDIES EDUCATION (Cognitive and Perceptual Development) | VISUAL SKILLS | <ul style="list-style-type: none"> Recognize special places (park, zoo, mall, hospital) Remembers what the eyes have seen and the correct sequence in which things have been perceived (visual memory) Recognise family and community have similarities and difference (visual perception) | <ul style="list-style-type: none"> Acquires and interprets information visually (visual perception) Recognize special places and buildings within community and describe their function Sees similarities, differences and detail of objects accurately (visual discrimination) Remembers what the eyes have seen and the correct sequence in which things have been perceived (visual memory) | <ul style="list-style-type: none"> Acquires and interprets information visually (visual perception) Sees similarities, differences and detail of objects accurately (visual discrimination) Remembers what the eyes have seen and the correct sequence in which things have been perceived (visual memory) |
| | AUDITORY SKILLS | <ul style="list-style-type: none"> Remembers what the ears have heard and correct sequence in which sounds are perceived (auditory memory) | <ul style="list-style-type: none"> Acquires and interprets information aurally (auditory perception) Hears similarities and differences in sounds (auditory discrimination) Remembers what the ears have heard and correct sequence in which sounds are perceived (auditory memory) | <ul style="list-style-type: none"> Acquires and interprets information aurally (auditory perception) Hears similarities and differences in sounds (auditory discrimination) Remembers what the ears have heard and correct sequence in which sounds are perceived (auditory memory) |

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-KG (Gr 00) |
|---|----------------------------|--|---|--|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 |
| SOCIAL STUDIES EDUCATION (Cognitive and Perceptual Development) | FIGURE - GROUND | <ul style="list-style-type: none"> Easily distracted by other stimuli | <ul style="list-style-type: none"> Focuses attention on specific object or aspect while ignoring all other stimuli | <ul style="list-style-type: none"> Focuses attention on specific object or aspect while ignoring all other stimuli |
| | FORM | <ul style="list-style-type: none"> Recognises forms, shapes and symbols | <ul style="list-style-type: none"> Recognises forms, shapes, symbols regardless of position, size, background | <ul style="list-style-type: none"> Recognises forms, shapes, symbols regardless of position, size, background Learn positional language (up/down, under/above) |
| | SPATIAL ORIENTATION | <ul style="list-style-type: none"> Locate and describe familiar places in the home, school and other environments Understands space around the body Develop spatial awareness of object in relation to their body Are aware of their surroundings and want to explore them | <ul style="list-style-type: none"> Understands space around the body or relationship between object and the observer | <ul style="list-style-type: none"> Understands space around the body or relationship between object and the observer |
| | TASK MANAGEMENT | <ul style="list-style-type: none"> Shows an independence for wanting to do it themselves Complete tasks with assistance | <ul style="list-style-type: none"> Plans and organises thoughts and actions in logical manner Initiates and completes tasks Completes tasks within the appropriate time frame Attempt new tasks willingly | <ul style="list-style-type: none"> Plans and organises thoughts and actions in logical manner Initiates and completes tasks Completes tasks within the appropriate time frame |
| | THINKING SKILLS | <ul style="list-style-type: none"> Remember where objects belong Is starting to recognize cause-and-effect relationship Follows daily routines | <ul style="list-style-type: none"> Uses various and appropriate thinking skills to complete tasks and solve problems Demonstrate self-control by following classroom rules and routines in different contexts in the school | <ul style="list-style-type: none"> Uses various and appropriate thinking skills to complete tasks and solve problems Recognise and understand social rules |

PHYSICAL EDUCATION (Physical Development)

This learning area is divided into two components: fine motor and gross motor development.

Gross motor development refers to the activities that stimulate and strengthen the development of large muscles to facilitate balance, coordination, locomotion and builds core strength.

Fine motor development focuses on the small muscles required for manipulating small objects and tools.

However, attention is also given to aspects of physical development that affect both gross and fine motor development, such as laterality, dominance, core strength and crossing the midline.

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-Kindergarden (Gr 00) |
|---|--------------------|--|---|--|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 |
| PHYSICAL EDUCATION (Physical Development) | GROSS MOTOR | GENERAL HEALTH AND VITALITY | <ul style="list-style-type: none"> • Demonstrates general health • Introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall well-being | <ul style="list-style-type: none"> • Demonstrates general health • Introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall well-being |
| | | LOCOMOTION | <ul style="list-style-type: none"> • Walk, run and start learning to jump with both feet • Climb on furniture and playground equipment • Walk upstairs, holding on to the railing; may alternate feet | <ul style="list-style-type: none"> • Moves in loco-motor ways without falling: run, walk and crawl • Jumps up and down landing on both feet • Climbs stairs alternating feet • Active during outside and inside playtime |
| | | NON-LOCOMOTION ANCHORED MOVEMENTS | <ul style="list-style-type: none"> • Time needs to be scheduled for structured and unstructured play. • Fundamental stability and balancing skills need to be demonstrated, practised and incorporated into everyday activities: Twisting, turning, stretching, and bending | <ul style="list-style-type: none"> • Stand, twists, bends, swings arms |
| | | BALANCE | <ul style="list-style-type: none"> • Stand on tiptoes • Can briefly balance and hop on one foot • Walks on balance beam with one foot on the floor and the other on the beam | <ul style="list-style-type: none"> • Stands and moves without falling • Balances on one foot for 3 seconds • Crosses broad balance beam |

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-Kindergarden (Gr 00) | |
|---|--------------------|-----------------------------------|---|---|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| PHYSICAL EDUCATION (Physical Development) | GROSS MOTOR | EYE-FOOT CO-ORDINATION | <ul style="list-style-type: none"> • Pull or carry toys while walking | <ul style="list-style-type: none"> • Kicks a large ball without losing balance from standing position • Can run, climb and jump | <ul style="list-style-type: none"> • Runs and kicks soccer ball without losing the ball • Kicks a ball towards a target • Variety of ball games |
| | GROSS MOTOR | EYE-HAND CO-ORDINATION | <ul style="list-style-type: none"> • Throw and kick a ball; • Try to catch with both hands | <ul style="list-style-type: none"> • Throws a large ball over head • Catches bean bag or ball against the chest • Throws into a large target from 1m • Uses a big racket to hit a ball • Can catch and throw | <ul style="list-style-type: none"> • Throws medium sized ball with both hands • Catches with arms flexed • Throws into a large target from 2m • Uses a variety of apparatus to catch/hit balls |
| | FINE MOTOR | MANIPULATIVES | <ul style="list-style-type: none"> • Build a block tower of at least four blocks • Start practicing snaps and zipping up (if you start the zip) | <ul style="list-style-type: none"> • Builds a tower with 5-8 blocks • Builds a simple construction using blocks/duplo • Places large pegs into pegboards • Squeezes, rolls, pinches playdough • Threads large beads • Threads around card • Crumples paper into balls • Tears paper into big pieces | <ul style="list-style-type: none"> • Builds a tower with smaller blocks • Builds a construction using blocks/duplo • Places small pegs into pegboards • Squeezes, rolls, pinches playdough • Threads smaller beads • Threads around card • Crumples paper into smaller balls • Tears paper into smaller pieces and strips |

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-Kindergarten (Gr 00) | |
|---|-------------------|---|--|--|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| PHYSICAL EDUCATION (Physical Development) | FINE MOTOR | USE OF DRAWING, WRITING AND PAINTING TOOLS | <ul style="list-style-type: none"> • Hold utensils and crayons with fingers instead of a fist, although the grasp still may not be quite right • Paints with variety of media • Uses thick paint brush • Draws with variety of thick media • Uses large surfaces or paper • Tripod grip developing • Demonstrates strength and control of media | <ul style="list-style-type: none"> • Paints with variety of media • Uses thinner paint brush • Draws with variety thick and thinner media • Demonstrates tripod grip • Demonstrates strength and control of media | |
| | | CUTTING | <ul style="list-style-type: none"> • Shows an interest in scissors • Snip the edges of paper with scissors (by 30 months) • Cut across a piece of paper (by 3 years) | <ul style="list-style-type: none"> • Demonstrates correct grip, growing control and accuracy when using scissors • Attempts to cut on a straight line | <ul style="list-style-type: none"> • Demonstrates correct grip, control and accuracy when cutting on straight and curved lines with scissors |
| | GENERAL | CORE STRENGTH | <ul style="list-style-type: none"> • Demonstrates good core strength • Demonstrates good posture | <ul style="list-style-type: none"> • Demonstrates good core strength • Demonstrates good posture | <ul style="list-style-type: none"> • Demonstrates good core strength • Sits upright on the floor • Demonstrates good posture |
| | | BODY IMAGE | <ul style="list-style-type: none"> • Demonstrates growing awareness of own body i.e. how it moves and functions | <ul style="list-style-type: none"> • Demonstrates growing awareness of own body i.e. how it moves and functions | <ul style="list-style-type: none"> • Demonstrates complete awareness of own body i.e. how it moves and functions |

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

| GRADE | | Pre-Nursery | Nursery (Gr 000) | Pre-Kindergarden (Gr 00) | |
|---|----------------|--|---|--|---|
| AGE | | 2 - 3 | 3 - 4 | 4 - 5 | |
| PHYSICAL EDUCATION (Physical Development) | GENERAL | BODY ORIENTATION | <ul style="list-style-type: none"> • Walks backward easily | <ul style="list-style-type: none"> • Moves forwards, backwards and sideways | <ul style="list-style-type: none"> • Moves forwards, backwards and sideways • Moves body in relation to other objects |
| | | LATERALITY AND CROSSING THE MIDLINE | <ul style="list-style-type: none"> • Demonstrates growing awareness of each side of the body | <ul style="list-style-type: none"> • Demonstrates growing awareness of each side of the body | <ul style="list-style-type: none"> • Demonstrates awareness of each side of the body • Crosses the vertical and horizontal midlines of the body |
| | | DOMINANCE | <ul style="list-style-type: none"> • Uses one hand more than the other hand | <ul style="list-style-type: none"> • Beginning to show preference to one hand or side of the body | <ul style="list-style-type: none"> • Hand and foot dominance established |

MUSIC & ART (Creative Arts)

This learning area encompasses the performing arts, such as music, movement and drama as well as the visual arts. A child is encouraged to participate in a variety of activities that promote creativity, imagination and originality.

| GRADE | Pre-Nursery | | Nursery (Gr 000) | Pre-KG (Gr 00) |
|---|------------------------|---|--|--|
| AGE | 2 - 3 | | 3 - 4 | 4 - 5 |
| MUSIC & ART (Creative Arts) | PERFORMING ARTS | <ul style="list-style-type: none"> • Enjoy more complicated pretend play, such as pretending that a box is a spaceship or assigning people characters when playing • Recite favorite books and nursery rhymes with you • Move body with rhythm | <ul style="list-style-type: none"> • Participates enthusiastically in rings and activities • Knows songs and rhymes • Demonstrates rhythmic ability • Participates imaginatively in movement, dancing and drama • Understand difference between: <ul style="list-style-type: none"> - loud / quiet - slowly / quickly | <ul style="list-style-type: none"> • Participates enthusiastically in rings and activities • Knows a number of songs and rhymes • Demonstrates rhythmic ability • Participates imaginatively in movement, dancing and drama • Distinguish between speaking and singing voice • Participate in group singing • Simple percussion instruments • Keep a simple beat • Different types of sound: <ul style="list-style-type: none"> - high / low - loud / soft |
| | VISUAL ARTS | <ul style="list-style-type: none"> • Participates enthusiastically • Explores variety of media and techniques • Shows development in skills of: <ul style="list-style-type: none"> - pasting - painting - coloring • Use pictures, sculptures and collages to represent ideas | <ul style="list-style-type: none"> • Participates enthusiastically • Explores variety of media and techniques • Creates in 2-D and 3-D • Mix paint to create new colours and textures • Use art to communicate ideas • Do well in skills of: <ul style="list-style-type: none"> - drawing - painting - pasting - cutting - threading beads | <ul style="list-style-type: none"> • Participates enthusiastically • Explores variety of media and techniques • Creates in 2-D • Models and constructs in 3-D • Uses art to express self • Use a variety of tools (crayons, pencils, paint, glue, scissors, paper, clay and dough) • Introduce primary and secondary colours, shade and light • Introduce different textures |

MYANMAR

This learning area encompasses the teaching of basic spoken Myanmar and introducing the child to Myanmar script symbols, culture, customs and festivals.

| GRADE | Pre-Nursery | | Nursery (Gr 000) | Pre-KG (Gr 00) |
|-------------------------|-----------------|------------------|---------------------|---|
| AGE | 2 - 3 | | 3 - 4 | 4 - 5 |
| Myanmar Language | AUDITORY | (Not applicable) | (Not applicable) | <ul style="list-style-type: none"> • Be exposed to spoken Myanmar through classroom commands, songs and games • Learn numbers 1- 10 • Introduced to: <ul style="list-style-type: none"> - classroom objects - color - body parts - animals - fruits - items of daily living • Be introduced to greeting, thank you and apologize to others in a Myanmar manner • Beginning to learn Myanmar script symbols and the associated sounds • Introduced to aspects of Myanmar culture, customs and festivals • Learn simple Myanmar songs |
| | | | | |