

PROGRAMME AND CURRICULUM

The programme and curriculum reflect the centre's philosophy and goals for children. These are guiding principles to organise teaching and learning, and are used in evaluating children's progress and their learning outcomes. The programme and curriculum are regularly evaluated to meet the goals.

Programme Planning

A comprehensive, balanced and developmentally appropriate programme has:

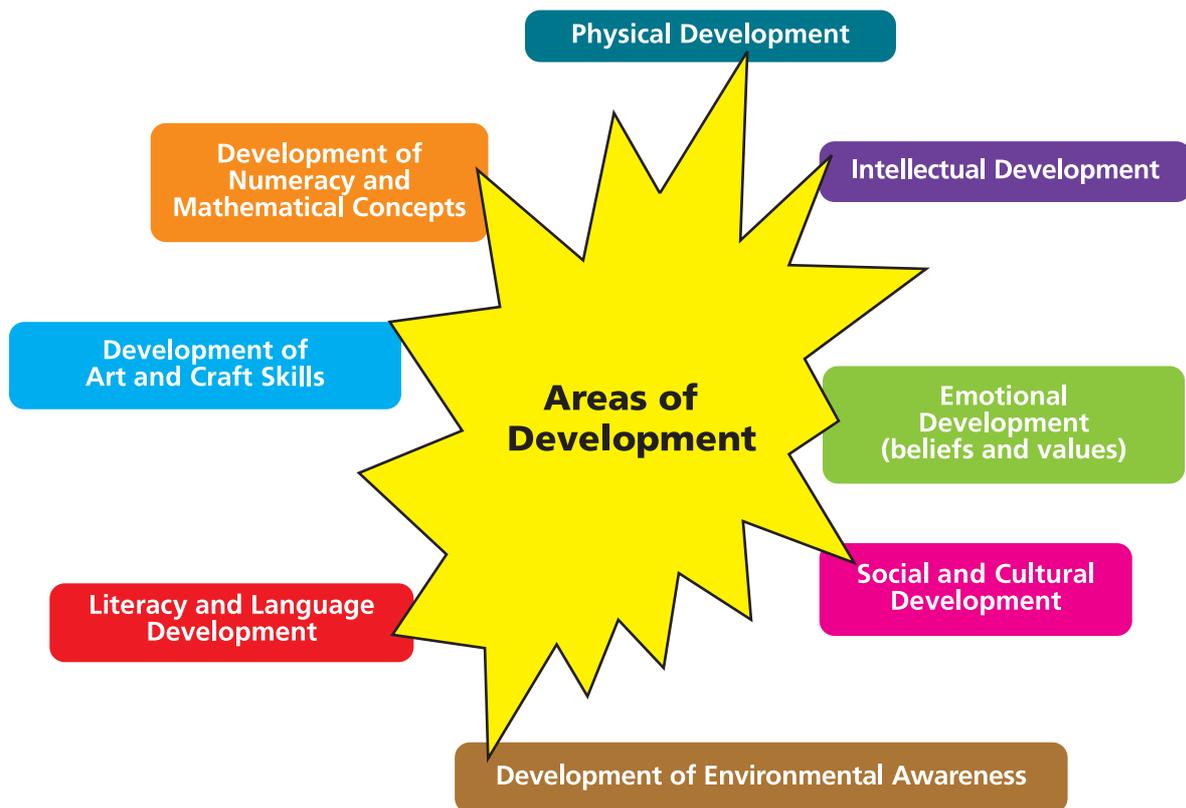
- a well-planned and flexible learning environment for children;
- realistic goals for children based on the assessment of individual needs and interests;
- a wide range of individual and group experiences that takes into consideration the children's age, rate of development and interests;
- an inclusive, developmentally appropriate curriculum for children with special needs;
- varied, culturally diverse and developmentally appropriate activities;
- activities for children to learn through play that are enjoyable and challenging, and incorporate real life experiences;
- activities that promote/facilitate family involvement; and
- activities and experiences that are related to children's interests and life in the community and the world.



The children are celebrating National Day.

Curriculum Approaches

There are many curriculum approaches that facilitate high quality care and education. These curriculum approaches provide for the total development of the children in the following domains:

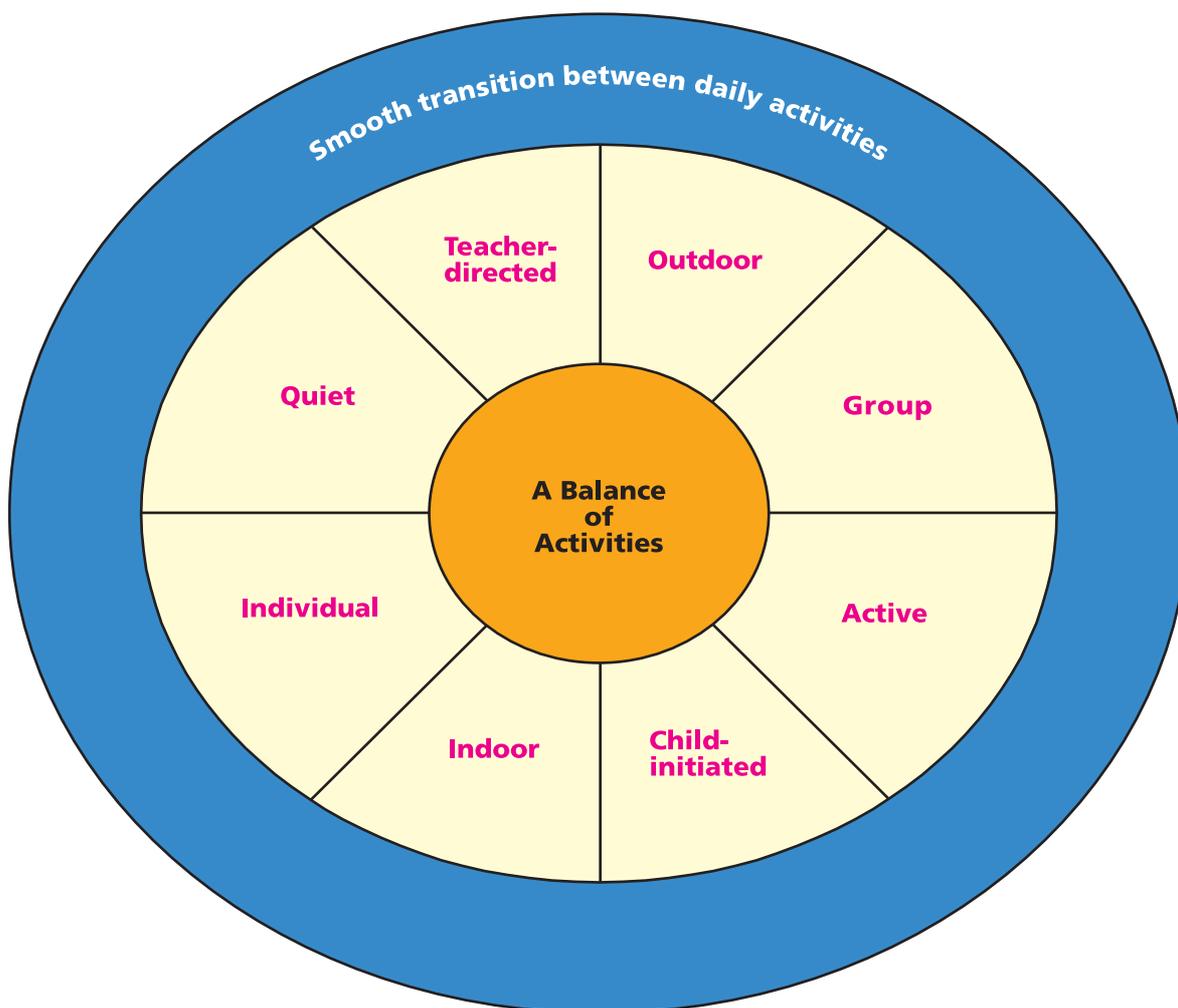


All areas of development are offered in an inter-related manner and learning is integrated within the context of life skills development.

Daily Schedule

The daily schedule fosters continuity in learning and allows for regular large blocks of uninterrupted time so that children can become engaged in complex, integrated and in-depth learning experiences.

The schedule provides a balance between structured and unstructured activities, with opportunities for children to pursue their own interests and teachers to build on each child's skills, needs and interests.



Daily routines are part of the children's learning process.



A teacher converses with a child during shower time.



Children set their own tables and are involved in cleaning up after meals and snacks.



Self-help skills are encouraged when children are ready.



The daily schedule provides many opportunities for children to work individually or in self-selected small groups with staff involvement.



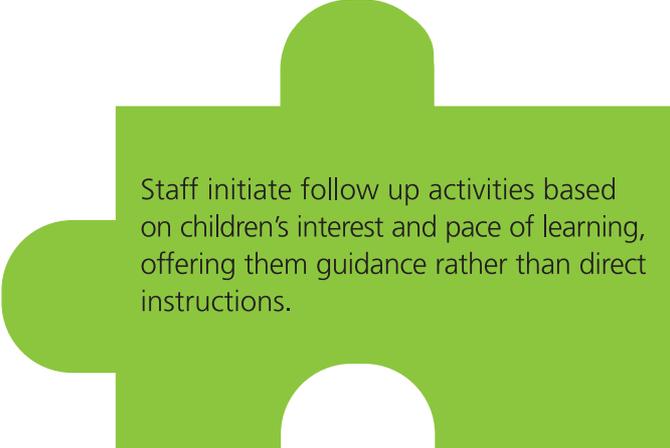
Schedules are varied to meet individual needs, abilities and interests.



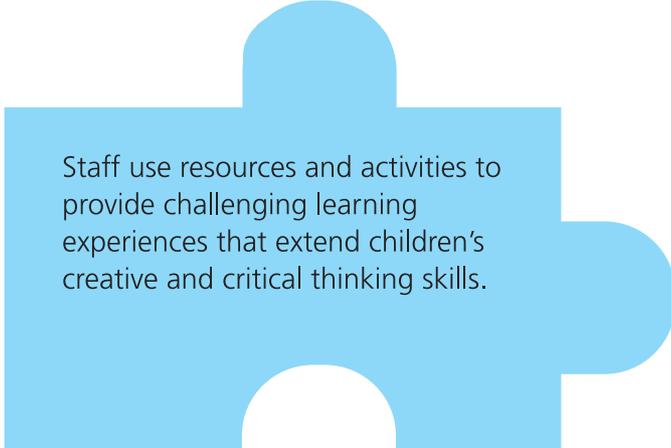
Children working on projects are given ample time to complete at their own pace.

Lesson / Activity Plans

The lesson and activity plans meet the learning objectives through an interactive process. Planning is based on observations of staff on each child's special interests and developmental progress.



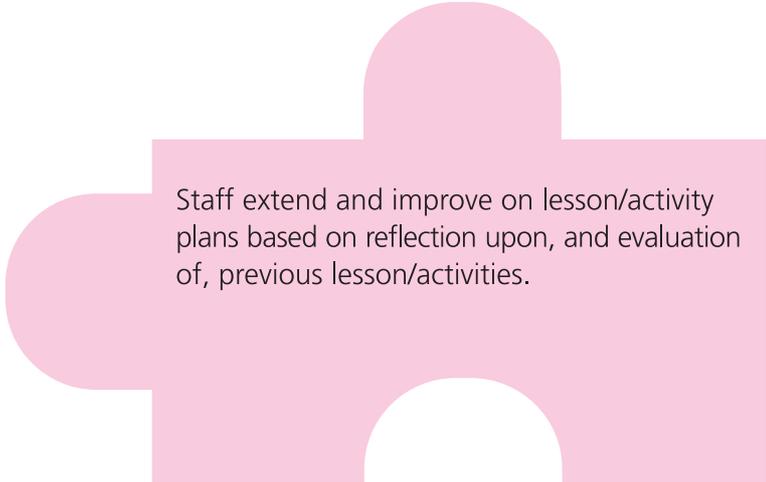
Staff initiate follow up activities based on children's interest and pace of learning, offering them guidance rather than direct instructions.



Staff use resources and activities to provide challenging learning experiences that extend children's creative and critical thinking skills.



Staff provide interesting activities with increasing complexity to challenge and develop children's conceptual understanding and skills.



Staff extend and improve on lesson/activity plans based on reflection upon, and evaluation of, previous lesson/activities.

Fine Motor Play Experiences

Children are provided with opportunities to develop their small muscles and eye-hand coordination. Such activities also encourage independent thinking, planning, problem-solving, language and social skills.



A wide range of fine motor/manipulative materials is available for the children.





Manipulative activities are extended with learning of other concepts



Gross Motor Play Experiences

Children are allowed the freedom to explore and discover their capabilities, solve problems, and develop self-awareness and self-confidence.



- Indoor or outdoor gross motor play activities are held daily.
- The equipment stimulates a wide variety of skills on different capability levels (for example, balancing, climbing, steering and pedalling wheeled toys)

Children's gross motor skills are developed through a challenging and non-competitive environment.



Sand and Water Play Experiences

Sand and water play activities are offered daily to extend children's learning.



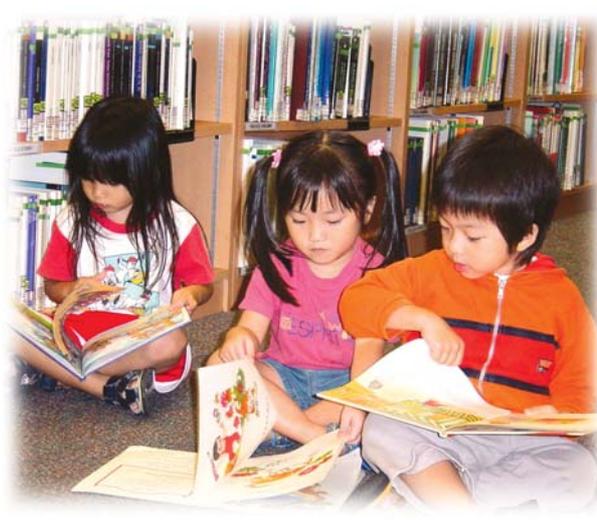
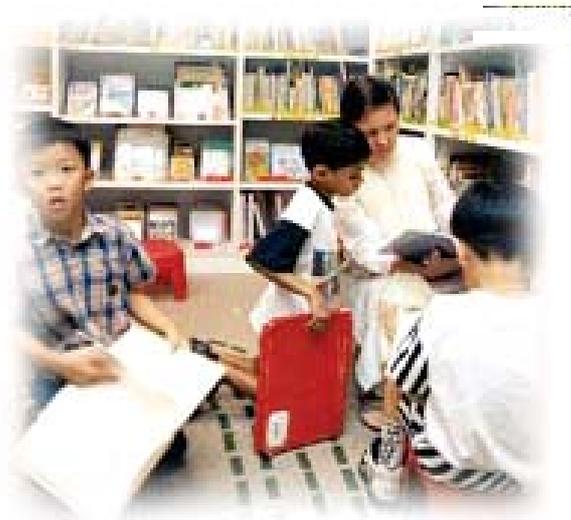
- Provision is made for sand and water play indoors and outdoors
- A wide selection of equipment and materials helps provide varied activities for children to explore and experiment. This develops their imagination, appreciation of natural materials and creative problem-solving skills.
- Water play can be enhanced with the use of bubbles



Sand and water play experiences are extended in a related natural environment with learning of other concepts.

Literacy and Language Experiences

Literacy and language are integrated across the curriculum and throughout the day through a variety of learning experiences. Staff promote the use of the whole language approach by encouraging children to speak, listen, read and write expressively.



The centre has a comprehensive library and encourages children to borrow and bring home books to read with their families.

Additional resources are obtained from the community libraries.



Time is set aside daily for reading and story-telling. Centres can also invite story-tellers or readers to read to the children.



Children are encouraged to describe their thoughts and feelings (for example, express their feelings during play activities, verbally share their artwork and listen for comprehension).



Staff promote children's communication skills through positive interaction.

- Listening and talking are appropriately balanced according to different ages and abilities of children during communication activities
- Children's spoken communication is linked to written language (for example, through language experience approach)
- Many staff-child conversations are held during free play, group times and routines
- Multi-lingual experiences are encouraged among children and with language teachers



Ask open-ended questions.

Speak individually to most children.

Encourage children to express their feelings and ideas.

Encourage children to give longer and more complex answers.

Encourage children to verbalise and explain their reasoning when solving problems.

Ways to stimulate children's language development

Numeracy and Mathematical Concept Experiences

A balanced programme provides opportunities for the acquisition of concept skills in measurement, space and numbers.



Children's skills are developed in observation, discussion, recognition, classification, sorting, grouping and logical reasoning.

- Staff provide opportunities for children to develop mathematical connections in all activity areas – for example, in cooking, drawing, painting, and sand, water, block, dramatic and outdoor play
- Routine activities are used to promote the learning of numeracy and mathematical concepts



Concepts learnt are reinforced with related field trips.

Environmental Awareness Experiences

Many developmentally appropriate materials, games and activities are used to promote children's environmental awareness both indoors and outdoors.



Science materials such as plants and animals are accessible to provide children with a personal experience in the life sciences.

Everyday or incidental events are used as the basis for learning about nature/science.



Science activities are integrated into the curriculum.



Books, pictures and audio/visual materials are used to add information and extend children's hands-on experiences.



Cooking activities involving children are scheduled regularly.



Community resources help extend children's understanding and experiences (e.g. visits to the museums, zoo, bird park and nature reserves).

Music and Movement Experiences

The centre provides children with opportunities for

- creation of sounds with voices, bodies and musical instruments;
- easy access to manipulate, touch, play and explore musical instruments on their own; and
- integration of music, songs and instruments with other activities such as art, outdoor play, stories and dramatic play.



Children are allowed to use and experience a wide range of instruments that are commercially made, home-made or from different ethnic groups.



Creative music activities are held daily as a free choice or group activity.



Children sing songs in different languages and are exposed to classical and popular music, as well as the music of different cultures.

