

CREATIVE MINDS EARLY CHILDHOOD TRAINING CURRICULUM

Creative Minds Early Childhood Training focuses on early childhood development. We offer a crèche, nursery and kindergarten for children aged 6 months to 5 years.

Our curriculum consists of the entire span of lessons and content that a child will be taught during the course of preschool education. The child will explore a wide variety of academic, social, physical and emotional lessons.

In addition to academics and social skills, we work on critical speech and motor skills. By the time the child gets to kindergarten, he/she should be ready to speak in full sentences and partake in group activities.

1. LANGUAGE DEVELOPMENT ACTIVITIES

Interactive Story Time: Ask questions as you read each page, pointing to the words and the pictures

Letter and Sound Match: Make connections between letters and the sounds.

Pretend Play: Set up a dramatic scene or provide props for kids to play which encourages the use of language

- Play group games
- Recite rhymes
- Use a telephone in the dramatic play area
- Play I spy game that encourages language participation.
- Sing songs to encourage speech.
- Provide listening activities to build language skills
- Play games that encourage speaking and listening skills.
- Build letter sounds by providing rhyming activities

2. MOTOR SKILLS DEVELOPMENT (BODY AWARENESS)

Among the fine motor skills your child will perfect in are:

- Pasting things onto paper
- Clapping hands
- Touching fingers
- Button and unbutton
- Working with a zipper
- Building a tower of 10 blocks
- Completing puzzles with five or more pieces
- Manipulating pencils and crayons well enough to colour and draw
- Pegging

3. Numeracy (ability to apply maths concepts in all areas of life)

We all need numeracy and maths skills to do everyday things. Your child's everyday experiences are full of learning opportunities that lay the foundations for numeracy.

Numeracy skills involve

- Understanding numbers,
- Counting,

- Solving number problems,
- Measuring,
- Sorting,
- Noticing patterns,
- Adding and subtracting numbers and so on.

4. CREATIVE ARTS

Creative arts are activities that actively engage children’s imagination through art, dance, dramatic play or theater, puppetry, and music.

Creative arts activities for kids are some of the best building blocks of child development.

The child learn so much through art like socializing, helping others, sharing, and following instructions. Art nurtures their curiosity and helps build confidence and character. Below are six enrichment activities and art ideas perfect for your preschooler.

- **Paint Activities**
A perfect outdoor activity and opportunity to learn all about colour mixing. Let them blend primary colours and see what new colours they can make.
- **Bead Activities**
Threading beads on strings is an ideal way to develop fine motor skills. Kids love bright colours, so let them paint macaroni or pasta and thread them onto yarn for a necklace or bracelet for a fun art project. Beads can be purchased to work with younger children.
- **Pull string to create art**
Dip string in colour. Place it on a plain sheet and pull the string. It take a little patience, understanding and coordination. Its kind of magic what designs will be made!
- **Tie dye something together**
Try different tie-dye effects using rubberbands, strings and dyes.
- **Croyon resist**
- **Homemade Playdough**
Molding dough—even if not homemade—is a wonderful activity for preschoolers! Playing with and making your own dough is a perfect sensory activity. Add colors to your dough and practice color mixing. Give your child tools to create dough art, such as cookie cutters or rolling pins, and see the different sculptures your preschooler can create!

Printimg the palm on a sheet

Scribbling with colours

NB: MORE TO BE ADDED LATER

5. SOCIAL EMOTIONS

Children’s emotional well-being during their early years has a powerful effect on their social relationships. Children who are emotionally healthy are better able to establish and maintain positive relationships with adults and peers.

Preschoolers are learning to talk about their feelings and the feelings of others. Social-emotional development, however, involves more than just expressing emotions.

- It entails taking turns,
- becoming independent in following routines,

- interacting more with peers,
- engaging in meaningful relationships with others,
- controlling emotions, and
- developing a positive self-image.

These skills build children’s social-emotional abilities that influence their success in school and in life.

Social and Emotional Milestones

Age 2

Two-year-olds start to be more independent and more interested in other kids. But not having the words to express themselves can be frustrating. By the end of this year, kids will likely do things like this:

- Mimic what other kids and adults do and say, as well as *how* they say it
- Be happy to play near, if not with, other kids
- Start to realize she can do things without your help
- Disobey more than before, doing things she’s told not to do, just to test what happens
- Have tantrums when frustrated
- Show increasing separation anxiety by 18 months, which typically eases considerably by 24 months; become increasingly independent and aware of herself as her own person between 24 and 36 months

Age 3

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Dresses and undresses
- Understands the idea of “mine” and “his” or “hers”
- Shows a wide range of emotions
- Separates easily from family members
- May get upset with major changes in routine

Age 4

- Enjoys doing new things
- Is more and more creative with make-believe play
- Would rather play with other children than alone
- Cooperates with other children
- Plays “Mom” or “Dad”
- Often can’t tell what’s real and what’s make-believe
- Talks about what he or she likes and is interested in

ACTIVITIES

1. Give explicit instructions. ...
2. Provide scaffolding. ...
3. Practice through books. ...

4. Model rules and expectations. ...
5. Validate and encourage the expression of **feelings**. ...
6. Guide **children** toward reflection.

Give explicit instructions

You can ask children directly to demonstrate their SEL skills through certain prompts and activities. For instance, you can show children different picture cards of emotional expressions and teach them the names of new emotions (like disgust or surprise). This may occur in the context of an SEL curriculum, or as a stand-alone lesson, such as during story time at school or at home. The lesson can be as simple as saying, “When I make this face, it means I’m feeling ____.”

Another activity teachers can implement at school is displaying pictures showing children making different facial expressions and asking students to point toward the image that represents how they’re feeling that day.

Provide scaffolding

Scaffolding describes progressive supports that build upon what children already know, such as the names of basic emotions, so that they can learn new skills, like how to identify when a playmate is sad. You can guide a child to notice the feelings of an affronted peer and suggest possible solutions. For example, “Serena is crying. She seems sad that no one has invited her to play. I bet she would feel better if you would be willing to share your trucks with her.”

Practice through books

You can read a book and prompt children to think of times when they have felt the same as the main character. For example, the Mercer Mayer classic *I Was So Mad* can encourage children to think of times they’ve been mad and what they do to feel better.

Model rules and expectations

Articulate the rules you set about expressing emotions in the classroom or at home. This includes providing specific rules — no hitting, share your toys, and so on — but also means following the rules yourself. Children learn a great deal through observing and imitating others, especially their parents and teachers. As such, adults can promote SEL by conscientiously modeling ways in which emotions are expressed and regulated in social situations. This can be through elaborate role-playing activities, or just by expressing emotions and narrating to children how you feel and what you’re going to do about your feelings.

Validate and encourage the expression of feelings

Respond to a child’s emotions by validating her feelings as opposed to dismissing them. For instance, this means asking, “What’s wrong?” rather than saying, “Stop crying.” Teachers and parents can encourage a child’s emotional expressions by responding constructively to them. Only when an adult understands why a child is upset can the adult help the child cope with her emotions and what has caused them. Minimizing, punishing, or dismissing a child’s emotions does not give the child the opportunity to learn how to respond constructively to those emotions.

John Gottman’s classic book, *Raising an Emotionally Intelligent Child*, provides great examples of how parents’ reactions to children’s emotional expressions can teach children how to regulate and understand their own feelings. Emerging research is showing similar associations between preschool teachers’ reactions and their student’s SEL. When teachers respond positively to a child’s emotional expressions, the child is more likely to respond positively to others’ emotions; the converse is also true.

Guide children toward reflection

It is important for children to associate social and emotional competence with some relief from strong emotions, either on their part or on others'. This is key to their development of traits such as unselfishness and understanding later in life. You can point out moments at which these occur to help your child understand them. For example, you might say, "I like how you noticed Aseda was upset and gave him a hug. How did that make you feel?"

The preschool classroom is a busy, emotionally-charged place. Children are observing and absorbing lessons about emotions throughout the day, even when those lessons are unintentional. Children are learning social and emotional competencies through nearly all of their regular interactions with teachers and classmates. These lessons continue on the playground and at home, where parents can continue to teach social and emotional competencies to their young children — and in the process, better prepare them for kindergarten and beyond.

SUBJECTS

- 1. Language Art**
- 2. Numeracy**
- 3. Natural Science**
- 4. Creative Art**
- 5. Pre-Writing**