

CURRICULUM

Guiding Principles

The Eastford Readiness Program has adopted the Connecticut Early Learning and Development Standards, (<http://www.ct.gov/oec/elds>) as the core document from which the curriculum goals and practices flow. The following principles guide planning and instruction:

1. Young children:
 - Are capable and competent.
 - Learn best when their basic needs are met.
 - Are unique in their growth and development.
 - Develop and learn within the context of their family and culture.
2. Families are the primary caregivers and educators of young children and are critical partners in all early learning environments.
3. Early Learning Environments:
 - Support young children to learn in the context of relationships.
 - Reinforce the importance of the cultural context of young children, families and communities.
 - Provide opportunities for active exploration.
 - Provide meaningful inclusion of children with special needs.
 - Provide experiences that are relevant and integrated across domains of development.
 - Intentionally promote the development of skills and knowledge.
 - Provide opportunities for children to benefit from diversity.
 - Support children's language development in their primary language.
4. Communities:
 - Believe that all children deserve high-quality learning experiences.
 - Offer a variety of resources that support early growth and development.
 - Strategically plan to meet the needs of children and families.
5. Teachers use the curriculum to guide their planning and make individual adaptations based on student developmental needs as determined by assessment procedures.
6. The teachers use the Connecticut Early Learning and Development Standards to plan schedules and activities in a manner that allows for flexibility, supports transitions, includes indoor and outdoor play and acknowledges the children's need for activity and rest.

**Revised 2012, 2015, 2017, 2021

**Adopted April 6, 2009

7. The Early learning and development domains are multidimensional and interrelated. Skills may be taught and observed throughout the domains of development. The curriculum addresses the following areas of development:

- a. **Cognition** – Making sense of the world, staying with something, and working hard to solve problems.
- b. **Social & Emotional Development**- Understanding yourself, your feelings and how to play with other people.
- c. **Physical Health and Development**- Learning to take care of yourself and to do things with your body and hands so that you grow strong and healthy.
- d. **Language and Literacy**- Communicating using your body, language, signs and written communication.
- e. **Creative Arts**- Enjoying music, dance and art and expressing yourself in these ways.
- f. **Mathematics**- Understanding numbers and how to use them, counting, patterns, measuring and shapes.
- g. **Science**- Understanding the world around us, including living things, the earth and space and energy.
- h. **Social Studies**- Understanding the world and knowing about the people in it. This starts with knowing about your family, then the community and world.

PHILOSOPHY

The Eastford Readiness Program recognizes that:

- Young children learn best through concrete experiences and active manipulation of materials.
- All areas of a child's development (social, personal, cognitive, physical, creative) are integrated.
- Positive self-esteem is the foundation for learning.
- Young children need a balance between self-selected high interest experiences as well as times with guidance and instruction.
- Play is a young child's natural way of working.

GOAL

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The Eastford Readiness program utilizes the Essential Dispositions of the Connecticut Early Learning and Development Standards (CT ELDS), to **foster competent learners** through supporting children to:

- Be creative
- Be inquisitive
- Be flexible
- Be critical thinkers
- Be purposeful and reflective
- Be social learners

OBJECTIVES

Cognition:

- Develop effective approaches to learning
- Use logic and reasoning
- Strengthen executive function

Social and Emotional:

- Develop trusting attachments and relationships with primary caregivers
- Develop self – regulation
- Develop, express, recognize, and respond to emotions
- Develop self – awareness, self – concept, and competence
- Develop social relationships

Physical Health:

- Develop gross motor skills
- Develop fine motor skills
- Acquire adaptive skills
- Maintain physical health and well-being

Language and Literacy:

- Understand language
- Use language
- Use language for social interaction
- Gain book appreciation and knowledge
- Gain knowledge of print and its uses
- Develop phonological awareness
- Convey meaning through drawing, letters and words

Creative Arts:

- Engage in and enjoy the arts
- Explore and respond to creative works

Mathematics:

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- Understand counting and cardinality
- Understand and describe relationships to solve problems
- Understand the attributes and relative properties of objects
- Understand shapes and spatial relationships

Science:

- Apply scientific practices
- Engage in the process of engineering
- Understand patterns, process and relationships of living things
- Understand physical sciences
- Understand features of earth

Social Studies:

- Understand self, family and a diverse community
- Learn about people and the environment
- Develop an understanding of economic systems and resources
- Understand change over time