



St. Maurice Daycare Preschool Curriculum Statement

St. Maurice Daycare is a Catholic daycare which provides a safe, nurturing and stimulating environment to develop children socially, intellectually, emotionally and physically through our academic and religious curriculum. The academic curriculum uses an emergent curriculum approach and the religious programming is based on monthly themes with the inclusion of Virtues. We continuously encourage children to engage themselves in play activities and with one another. We do this by sitting with the children at eye level, either on the floor or at the table. We ask questions and provide age appropriate materials to enhance their learning whenever possible. In this way, children learn social and emotional skills such as sharing, patience in turn taking, cooperation, conflict resolution and independence; cognitive skills such as creativity, problem solving and retention of basic information like colors, letters, numbers; and physical skills like fine and gross motor development. Children's daily learning experiences are disseminated to the parents directly by the teachers through verbal communication, our monthly newsletter and the child's portfolio. This helps us build a relationship with our families so they are comfortable sharing with us.

We provide learning experiences based on the interest of the children as observed by the classroom teachers all day long. The games/activities planned by the teachers are actively modeled while teachers play with the children. Teachers give the children the tools that they need to play by asking inquiring questions allowing them to consider the possibilities of their play and by actively participating and engaging in the children's games including free play and transitions. Each classroom has a daily program schedule which is flexible based on the developmental capabilities and interest of children and is inclusive of children with additional support needs. We may extend play times when children are actively engaged. Engagement in play will further their learning and development.

Observation notes are posted and used as the basis in planning and implementing age appropriate activities. Webbing which shows the different developmental themes/topics/activities that the children and teachers have talked about to extend the observed interests and photos of children engaging in those learning opportunities are posted

in each classroom for parents' information. The duration of developmental activities changes depending on the level of interest of children. The children's art related to the planned activities are exhibited in the classroom's bulletin board to showcase the children's work. All teachers use planning sheets to document the activities. Planning sheets are kept in the classroom's project planning binder. Likewise, the different learning centres and toys in each classroom are rotated and changed to support and enhance the interests of the children.

We also incorporate the similarities and differences of each individual child, families and communities as part of multiculturalism such as getting information from the families about their culture, practices, and sharing it during group time; inviting parents to come and speak about their culture to the classroom; wearing cultural attire and sometimes bringing cultural food for children and staff to try; listening to different stories from the countries where children in the room came from and children and teachers dancing to multicultural music; calling parents on first name basis; visiting seniors at the Rotary Villa and performing for them during special occasions.

We also provide learning opportunities on spiritual-moral development of children through the inclusion of virtues, implementation of age appropriate religious activities during circle and craft time, visit to the Church and teaching/recital of prayers. We continuously encouraged the children to learn and practice the Gospel values and virtues as they engaged themselves in different play activities.

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