

Villa Divino Amore Preschool

CURRICULUM



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Goal of Our School

The faculty and staff of Villa Divino Amore Preschool are committed to the education of the whole person; spiritually, academically, emotionally and physically. In keeping with this commitment, we strive to provide quality care and learning opportunities for the children in an atmosphere where spiritual and moral values are evident.

Spiritual Development

The spiritual development of the child is encouraged. Emphasis is placed upon the fact the child is a creature of God, created in the image and likeness of God, with soul and body, and destined for eternal happiness.

In keeping with the children's spiritual development, we teach the child the following:

- ✝ How to make the sign of the cross.
- ✝ Basic prayers.
- ✝ Basic truths of the Catholic faith.

We also instruct children to obey requests of their teachers, to listen and to try and relate to religious stories and to participate in the singing of religious hymns.

We strive to teach the child not only by word, but by example as well. Our teaching methods stress the following:

- ✝ Reciting individual and group prayers.
- ✝ Reading religious stories.
- ✝ Singing hymns.
- ✝ Visiting the chapel periodically.

Highlights of the year are the presentation of the Nativity Scene at our annual Christmas Show and participation of the class during our Villa Divino Amore Preschool graduation ceremony.

Emotional Development

Self-control is a key concept in our discipline. We teach the child that he or she should control his or her words, actions and feelings. We stress the importance of each child organizing and caring for personal property as well.

We aim to have the child develop self-confidence, so that he or she can accept school responsibilities, adjust easily to new situations and deal adequately with conflicts. We want the child to play and work well with others and to respect the rights and feelings of others.

Physical Development

Our preschool program provides a variety of activities and opportunities to promote the physical development of children. A balance between large and small motor coordination and development is very important to our program.

The teacher provides materials, equipment and opportunity for the development through both indoor and outdoor activities. The program focuses on the following areas:

- † Large and small muscle development.
- † Ballet and gymnastics class, weekly.
- † Hand/eye coordination.
- † Senses of sight, smell, hearing, touch and taste.
- † Communication.



Personal Development

The personal development aspect of our curriculum focuses on the development of the child's self-concept and works to enhance the child's self-esteem.

We strive to foster self-esteem in the school environment by focusing on the following areas:

- † Teaching the child his or her name, address, telephone number and birth date.
- † Teaching the child individual characteristics of self.
- † Developing a one-on-one relationship with the child.
- † Complimenting the child.
- † Teaching the child to deal with stress.
- † Being sympathetic to the child's feelings.
- † Encouraging the child to talk.
- † Providing opportunities for further development.

Preschool Health & Family

The Preschool health program focuses on awareness of the senses, emotions and nutrition. Schools and homes work together on matters of health and safety. Students learn that the senses help gather information which can be used in making decisions.

The program focuses on the following areas:

- † Well balanced meals.
- † Sanitary behaviors, such as hand washing.
- † Adequate exercise and rest.
- † Medical and dental care.
- † Healthy environment.

Social Development

Parents are a child's first teacher. The school teachers reinforce the parent's teachings for the behavior of basic social relationships.

If the child has learned these basics, then we concentrate on building up and strengthening these behaviors in our program. If the child has not learned these basics, then we impart them to the child in our program.

Hence, our preschool social development program focuses upon individual and social relationships. It explores the child as an individual, the child and his or her family as well as community and culture.

We teach the children that each child is unique and that he or she should appreciate the ways other children are alike and different.

We want the child to realize that he or she is responsible for his or her own actions and that he or she should not hurt others, but should help others. The child should be kind, sharing, comforting and cooperative, as these qualities are more beneficial to a group or society.

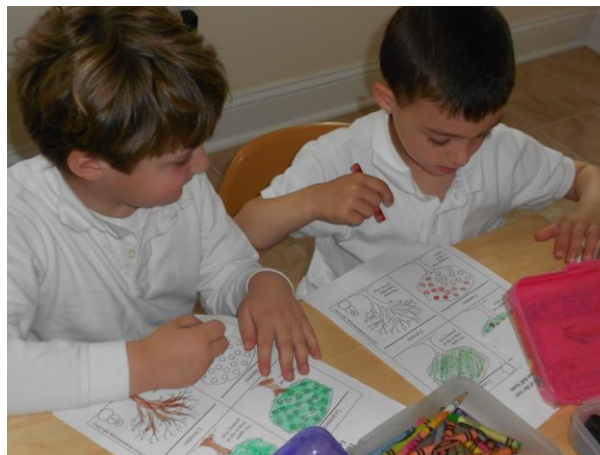
Creative Development

The goal of creative development is to develop and nurture the child's natural urge to create and to integrate his or her artistic development with other aspects of life.

The teacher provides a variety of media within the classroom. Children are given the opportunity to explore, learn new techniques and develop skills.

Creative development is worked on in the following areas:

- † Clay
- † Collage
- † Color recognition
- † Mixing
- † Modeling
- † Assembling
- † Paper sculpture
- † Picture making
- † Print making
- † Drawing
- † Puppet making
- † Story illustration



Development of Good Work Habits

In order to work effectively, the child must observe rules and regulations as presented by the teacher.

We are especially concerned that the child accomplishes the following:

- † Learn to listen to and follow directions.
- † Develop an adequate attention span.
- † Learn to work carefully and neatly.
- † Learn to work well independently.
- † Learn to seek help when needed.
- † Learn to complete tasks.



Development of Reading Readiness Skills

Reading readiness skills are the most important in the child's intellectual development and include the following aspects.

- † Letter Recognition
 - The child is introduced to the naming of upper and lower case letters as well as matching of upper and lower case letters.
- † Auditory Perception
 - The child is introduced to rhyming words, working with the same initial consonants, association of consonant sounds with letters representing those sounds, and discrimination of pairs, both like and difference words. Phonic skills are emphasized.
- † Visual Perception
 - The child is introduced to the process of discriminating colors, shapes, pictures, letters and words.
- † Directionality
 - The child is introduced to left and right in relation to his or her own body and is directed to work from left to right in progression.
- † Word Meaning
 - The child is introduced to the naming of familiar objects and to placing of pictures into classifications, while he or she increases his or her vocabulary through listening and using spoken context as clues for missing words.

‡ Comprehension

- The child is taught to follow oral directions, also to attentively listen to a story so that he or she can comprehend the main idea of the story, recall its details and retell the story in sequence.

‡ Verbal Expression

- The child is instructed to interpret pictures, to speak in complete sentences and to dictate simple stories.

In each of the above aspects, the teacher stresses drill work and repetition of reading exercise. The teacher will give the child individual help in those aspects when he or she shows some weakness.

Language Development

The child must learn the art of listening to the teacher and to the other children who are speaking. He or she is then encouraged to express ideas and to speak clearly. The child is also encouraged to express ideas by means of gestures and pantomimes.

The teacher always strives to promote discussion of ideas among the children, according to the rules for discussion. Also, the teacher prompts the child to remember short stories and to tell them in sequence. As needed, the teacher will tactfully and informally correct grammar mistakes of the child who is speaking.

Furthermore, the child is taught to create scribble stories, basing them on stories and pictures presented on their own experiences.

In due time, the child is introduced to printing capital and lower case letters and the printing of his or her own name.

Musical Development

Music is an integral part of the preschool curriculum and is a medium of self-expression, through which a child can also gain understanding and skill in discipline.

The program begins at the level with the simplest amount of material needed to embody a musical concept. The program consists of singing songs, rhymes and games, rhythm through hand clapping and instrumental play, ear training and introduction to listening skills.



Daily Schedule

Three Year Old and Four Year Old Classrooms

Morning Schedule

- 7:45 - 8:30 Arrival of children. Greetings, supervised free play. Activities such as table toys, board games, puzzles & educational videos in the playroom areas.
- 8:30 – 9:00 Music and appropriate songs and hymns, every Tuesday and Thursday.
- 9:00 – 9:15 Group prayers.
- 9:15 – 10:15 Structured work period. Following directions, matching, number and color recognition, alphabet, etc... / Ballet & Gymnastics class on Fridays.
- 10:15 – 10:30 Clean-up & lavatory.
- 10:30 – 11:00 Outdoor playground activities.
- 11:00 – 11:15 Clean-up & lavatory.
- 11:30 – 12:15 Lunch



Afternoon Schedule

- 12:15 – 1:00 Outdoor playground activities.
- 1:00 – 1:15 Clean-up & lavatory.
- 1:15 – 3:00 Nap time / Rest on cots.
- 3:00 – 3:15 Clean-up, lavatory and listening to soft music.
- 3:15 – 3:30 Snack
- 3:30 – 5:00 Outdoor playground activities.
- 5:00 Departure time.

In the event of inclement weather, all educational and recreational activities will be held in the individual classrooms.