

SYLLABUS KINDER

Welcome to Kinder at Colegio Maya

We are very pleased to have your children this year. This syllabus will describe our objectives and contents that will be covered at this stage. We hope you have a successful year!

IEYC

The International Early Years Curriculum (IEYC) is a new research-based curriculum recognizing global best practice in early childhood education and the developmental needs of each child. It supports key areas of learning through holistic inquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development.

IEYC LEARNING STRANDS

1. Independence and interdependence: This strand focuses on developing personal, social and emotional development. The strand links to the IEYC Personal Goals and the IEYC International Dimension. This strand enables students to see themselves as unique individuals with a cultural heritage.

2. Communicating: This strand focuses on developing a broad range of communication skills including language development, early literacy, early mathematics, ICT and computing, expressive arts and creativity.

3. Inquiring: This strand focuses on developing the skills of inquiry through exploring people and the world. It will support children in understanding the similarities and differences in people, living things, the environment and materials. Students will be encouraged to investigate, ask questions and explore ideas.

4. Healthy living and Physical Well-Being: This strand focuses on developing a positive attitude to health, self-care and physical activity. Students will know about the importance of healthy eating and physical activity. They will learn how to take care of basic hygiene and personal needs. They will understand how to keep themselves safe. They will demonstrate control, coordination and increasing confidence in a range of physical activities. This strand covers child development and the importance of nurturing wellbeing in children.

LIFE AHEAD® METHODOLOGY

Personal growth is assured through the philosophical foundations and the school's Life Ahead® Methodology. The Life Ahead® Methodology Promotes autonomy, organization, responsibility, and social skills. Its major goal is to produce self-reliant individuals who will assume an even greater responsibility for their own learning.

SUBJECT: ENGLISH

EXPECTATIONS

By the end of the school year students should understand basic English vocabulary and its usage in short sentences. They will use English commands and follow instructions. They will learn letters of the alphabet and high frequency words.

Students will be able to: Use vocabulary in correct sentence structure, use new vocabulary when participating in class activities, develop phonological awareness, understand basic concepts in stories, sequence of events and main ideas.

ASSESSMENT

Students will be assessed every day through observation and their interaction with everyday situations, and through class activities. The key performance indicators will serve as a standard throughout the evaluation.

RESOURCE

International Early Years Curriculum

SUBJECT: MATH

EXPECTATIONS

By the end of the school year students should be able to recognize numbers up to 20, colors, and shapes. They will learn to count, identify numbers and to match to a corresponding group of objects and learn the concept of addition and subtraction.

SKILLS

- Counting up to 50.
- Writing Numbers up to 20.
- Recognize numbers, colors, and shapes.
- Identify patterns.
- Sorting.
- Match numbers and quantity.
- Comparing objects by size, length, weight, and position.
- Adding one-digit numbers.
- Subtracting one-digit numbers.

ASSESSMENT

Students will be assessed every day through observation and their interaction with everyday situations, and through class activities. The key performance indicators will serve as a standard throughout the evaluation.

TEXTBOOK

McGraw - Hill "My Math"

SUBJECT: ESPAÑOL

EXPECTATIVAS

Áreas de experiencia y desarrollo:

- Desarrollo personal y social.
- Expresión, comunicación y representación (apresto a la lecto-escritura)
- Relación con el entorno.

Estas constituyen las áreas curriculares que responden a las áreas del desarrollo de la personalidad de la niña y del niño: biosicomotora, socioafectiva y cognitiva.

La estructura curricular pretende establecer relaciones entre los diversos elementos para integrarlos de tal manera que la realidad no se represente parcializada, sino en su globalidad. De allí que sea una propuesta para lograr el fortalecimiento del desarrollo integral en la niñez adaptándose a las necesidades particulares, promoviendo el respeto a las diferencias individuales, considerando la madurez y ritmos propios, y potenciando las habilidades de cada niño y niña para aprender.

Los contenidos de la educación inicial y la educación parvularia se organizan en estas áreas de experiencia y desarrollo o áreas curriculares y se abordarán por medio de estrategias globalizadas que sean de interés y tengan significado para las niñas y los niños, de tal manera que les permitan el descubrimiento, la espontaneidad y la exploración de sí mismos en interacción con su familia, agentes educativos y pares, propiciando una constante interacción con el entorno.

COMPETENCIAS

- Reconocer colores.
- Identificar las figuras geométricas.
- Reconocer las vocales.
- Dibujar con precisión.
- Realizar trazos.
- Leer y escribir palabras cortas
- Identificar y escribir número del 1-20
- Identificar y discriminar las vocales y algunas consonantes.
- Desarrollar la capacidad de comprensión y estimular la memoria a corto y largo plazo por medio de cuentos cortos, rimas, poemas, trabalenguas, adivinanzas y canciones.

EVALUACIÓN

Se evaluará por observación el trazo de preparación a la lectoescritura y contenidos del PROGRAMA DEL MINEDUCYT

LIBRO DE TEXTO

Leolandia 2

SUBJECT: P.E.

EXPECTATIVAS

Con respecto a su cuerpo y su motricidad:

- Reconocimiento de las posibilidades y limitaciones estructurales y funcionales de su cuerpo en forma global y segmentaria, haciendo uso de un variado repertorio de habilidades motoras básicas.
- Orientación según las nociones espaciales topológicas (adentro - afuera, adelante - atrás, cerca - lejos, entre, alrededor, etc.) y las nociones temporales elementales (rápido - lento, al mismo tiempo, después que, etc.).
- Identificación de los cambios corporales - funcionales en reposo y en actividad.

Con respecto al hombre y los objetos

- Uso de habilidades motoras manipulativas y de coordinación viso - motora con orientación espacio - temporal.
- Accionar con diferentes habilidades motoras sobre un mismo objeto.

Con respecto al hombre y los demás

- Participación en juegos de organización simple.
- Integración y cooperación en pequeños grupos.
- Expresión y comunicación corporal y gestual.

SUBJECT: MÚSICA

EXPECTATIVAS

Impulsar el desarrollo motor, cognitivo y social por medio de la música y canto, mediante juegos e interpretación de instrumentos musicales.

NEWSLETTERS

Every week your homeroom teacher will send you a newsletter informing you of the content your child will go over during the week and any upcoming event.

APPOINTMENTS:

If you have any questions, you can request a meeting with the teacher by sending an email to iamaya@colegiomaya.edu.sv or calling 2316-7800.

For further information, we invite you to visit us at:



www.colegiomaya.edu.sv



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