



Nashua Early Education Program Curriculum Expectations

“Integrating Children’s Unique Abilities Since 1976”

The Nashua Early Education Program (NEEP) provides a developmental learning approach where children with special needs, along with typically developing children come together to learn, grow, and play. Through play, children develop social, communication and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

NEEP provides a positive, structured learning environment with a multi-curricular approach in which children have positive social relationships, acquire and use knowledge and skills, and take appropriate action to meet their needs. The NEEP Curriculum is taught using activities designed to foster growth in all developmental areas.

The Nashua Early Education Program Curriculum has been designed to meet the expectations of the New Hampshire Kindergarten Readiness Indicators and the Preschool Child Outcomes for Young Children with Disabilities Ages 3-5. We are committed to providing a developmentally appropriate preschool experience that meets the needs of all students. The curriculum represents a continuum of developmental skills and we will endeavor to maximize the growth of each student based on their individual needs.

CHARACTERISTICS OF A SUCCESSFUL LEARNER

<p>3-4 Year Old</p> <ul style="list-style-type: none"> -Willing to try new things -Demonstrates imagination during play -Will remain with the group -Will follow simple familiar one step directions -Separates easily from parent -Stays in personal space -Will accept directions and limits set by adults -Will explore a variety of materials and mediums in the environment 	<p>4-5 Year Old</p> <ul style="list-style-type: none"> -Will solve problems through trial and error learning -Follows classroom directions, rules, routines and transitions with occasional reminders -Participates cooperatively and constructively in group activities -Is respectful of others personal space and the environment around them -Will demonstrate self-advocacy skills by expressing wants and needs -Perseveres in challenging situations -Follows detailed, multi-step (2-3) directions -Exercises self-control in both structured and unstructured settings
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SOCIAL BEHAVIOR

<p>3-4 Year Old</p> <ul style="list-style-type: none"> -Attend to a group activity for 10-15 minutes with teacher direction -Will accept social invitations to play, share objects, and take turns -Demonstrate behavior appropriate to the situation with teacher guidance -Will begin to identify basic feelings (happy, mad, sad) -Will request help when needed -Will demonstrate symbolic play 	<p>4-5 Year Old</p> <ul style="list-style-type: none"> -Will demonstrate behavior appropriate to the situation -Will use statements of common courtesy such as <i>please, thank you, sorry, and excuse me</i> -Will initiate creative and imaginary play with adults and peers, expanding turn-taking skills and negotiating roles -Engages in imaginative and dramatic play with peers -Will show pride in their accomplishments -Participates in conversational turn-taking with peers over 2-3 turns
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COMMUNICATION

3-4 Year Old	4-5 Year old
<ul style="list-style-type: none">-Follow familiar 2-step directions-Will use simple sentences to express wants, needs and thoughts-Will progress in clarity of pronunciation-Will answer who/what/what doing/where questions appropriately-Will listen attentively and show understanding of stories, songs, poems, and conversations by answering questions and singing along-Will relate full name, age, and gender-Will verbally comment on others, actions and classroom happenings	<ul style="list-style-type: none">-Will develop more complex sentence forms-Will use improved grammatical sentence structure-Will continue to demonstrate progress in clarity of pronunciation-Will answer basic <i>when, how, why</i> questions-Will ask simple "wh" questions-Will describe and tell the use of many familiar items-Will express personal characteristics, preferences and interests

SELF-HELP SKILLS

3-4 Year Old	4-5 Year Old
<ul style="list-style-type: none">-Will remove coat and backpack-Will complete toileting with minimal assistance-Will wash and dry hands with minimal assistance-Will learn to manage the snack routine, including opening a variety of snack containers, requesting help as needed-Will show increasing responsibility managing personal care	<ul style="list-style-type: none">-Will independently take off and put on coat and backpack (with exception of difficult fasteners)-Will complete toileting independently-Will demonstrate increasing independence to manage snack routine, including opening a variety of snack containers-Eat independently

GROSS MOTOR SKILLS

3-4 Year Old <ul style="list-style-type: none">-Will walk in line according to class expectations-Will carry his/her backpack while walking to and from class-Will navigate school terrains with supervision-Will use the playground equipment safely and with supervision-Will participate in class movement activities	4-5 Year Old <ul style="list-style-type: none">-Will walk in single file line with class-Will take off and put on shoes/boots while in a sitting position-Will navigate varied school terrains independently-Will participate in class movement activities-Will use playground equipment safely with decreased supervision-Will maneuver throughout the classroom maintaining appropriate personal body space with classmates
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FINE MOTOR SKILLS

3-4 Year Old <ul style="list-style-type: none">-Will use two hands to manipulate objects, toys, and manipulatives-Will use writing/drawing tools with finger grasp-Will demonstrate emerging pre-scissor skills by tearing, crumpling, and snipping paper or other craft materials-Will draw pictures that are meaningful to the child, not necessarily to another person-Will imitate drawing forms, including vertical and horizontal lines and circles-Will explore a variety of mediums in class activities (i.e. finger-paints, shaving cream, play dough / clay)	4-5 Year Old <ul style="list-style-type: none">-Will hold a writing utensil using a tripod or quadropod grasp-Will demonstrate an emerging hand preference-Will draw recognizable pictures-Will copy / write first name-Will draw a person with 5-8 body parts-Will pick up and position scissors correctly-Will cut straight and curved lines within $\frac{1}{4}$ inch margin of the line-Will use a spoon/craft stick for spreading
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LANGUAGE ARTS AND LITERACY

<p>3-4 Year Old</p> <ul style="list-style-type: none"> -Will handle and treat books with respect - Independently select books and engage in the “reading” process. -Will be able to recite parts of nursery rhymes and predictable familiar stories -Identifies a few letters by name -Will understand that speech can be written down and print conveys a message -Will dictate a label or description of a picture which can be transcribed by others -Will participate in finger plays with words and actions 	<p>4-5 Year Old</p> <ul style="list-style-type: none"> -Responds appropriately to questions, vocabulary and stories -Will retell familiar stories in sequence with a beginning, middle and end -Will repeat finger plays/nursery rhymes with words and actions -Demonstrate increasing awareness of concepts of print such as left to right and top to bottom progression _Writes own first name -Labels and identifies 15 uppercase letters -Appropriately uses a book
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COGNITION & GENERAL KNOWLEDGE: MATH AND SCIENCE

<p>3-4 Year Old</p> <ul style="list-style-type: none"> -Will count 5 objects by using one-to-one correspondence -Will rote count to 10 -Will match and identify three shapes (<i>circle, square and triangle</i>) -Will match and identify six colors (<i>red, yellow, blue, green, orange, and purple</i>) -Will identify 10 body parts and name 6 -Will demonstrate an understanding of positional concepts <i>in/out/on, over/under, bottom/ top, behind/in front</i> -Will demonstrate an understanding of quantitative concepts: <i>empty/full, one/one more, big/little, more/less</i> 	<p>4-5 Year Old</p> <ul style="list-style-type: none"> -Will count 10 objects using one-to-one correspondence and create sets of objects up to 5 -Will rote count to 20 -Will label and identify numerals 1-10 -Will name 7 shapes (<i>circle, square, triangle, rectangle, oval, star, diamond</i>) -Will name 11 colors (<i>red, yellow, blue, orange, green, purple, black, brown, white, pink, and gray</i>). -Will identify 15 body parts and name 10 -Will understand concepts of more than, less than and equal to -Will sort objects into groups/subgroups by attributes
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