



INTRODUCTION

At Ayhay Christian School, we believe that every child is created in God's image and is uniquely gifted to grow in love, knowledge, and purpose. Our early childhood program, inspired by the Montessori philosophy and grounded in a Christ-centered worldview, supports the holistic development of children ages 3 to 6 across three progressive years of preschool.

Our classrooms are carefully prepared to encourage independence, concentration, and joyful discovery. Children are given the time and space to develop spiritually, emotionally, physically, and intellectually through hands-on experiences, meaningful relationships, and age-appropriate challenges.

This curriculum overview outlines the unique learning goals, key activities, and developmental milestones for each year of our three-year preschool cycle.

YEARLY THEMES & LEARNING FOCUS

- **Preschool Year 1 Curriculum Overview (Ages 3-4)**

Theme: Establishing Foundations through Exploration

In the first year of preschool, children are introduced to the routines, relationships, and environments that support their growth. Learning is centered around developing independence, social confidence, and spiritual awareness, with an emphasis on hands-on experiences and language-rich activities.

- **Preschool Year 2 Curriculum Overview (Ages 4-5)**

Theme: Deepening Understanding and Building Confidence

In the second preschool year, children strengthen their foundational skills and begin working with greater independence. Responsibility for routines, relationships, and learning increases, while imagination and creativity continue to flourish.

- **Preschool Year 3 Curriculum Overview (Ages 5-6)**

Theme: Leading with Mastery and Expression

The final preschool year supports children as they grow into capable, confident learners who lead by example. With increased independence, they consolidate their skills across all areas and prepare for a smooth transition into primary education.

EARLY CHILDHOOD CURRICULUM TABLE

Each preschool class at Ayhay Christian School is a **multi-age classroom**, carefully designed to reflect the Montessori philosophy of learning through community, mentorship, and exploration. While our curriculum is internally organized into three general developmental stages: Year 1 (ages 3–4), Year 2 (ages 4–5), and Year 3 (ages 5–6), this structure serves as a flexible guide, not a limit. Children are not confined to learning only what is outlined for their designated year. A younger child may be developmentally ready and inspired to engage in activities typically introduced in later years, while older children may benefit from revisiting foundational concepts with new insight.

This natural overlap supports peer learning, reinforces mastery, and encourages each child to progress at their own pace. Their journey through preschool is a three-year adventure of growth, curiosity, and joyful discovery, where the curriculum adapts to the child, not the other way around.

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EARLY CHILDHOOD - PRESCHOOL (3-6) CURRICULUM TABLE

SUBJECTS	Description	Year 1 (Ages 3-4))	Year 2 (Ages 4-5)	Year 3 (Ages 5-6)	Home Activity
SPIRITUAL DEVELOPMENT	Fostering Christian values through prayer, Bible stories, and worship routines	Learning about God and Jesus; praying and listening to Bible stories	Memorizing verses, learning Bible songs, and showing empathy in actions	Leading prayers, retelling Bible stories, and applying values to actions	Reading Bible stories, praying before meals, singing worship songs
SOCIAL-EMOTIONAL DEVELOPMENT	Encouraging emotional regulation, confidence, and positive relationships	Practicing turn-taking and classroom routines; expressing needs with words	Joining group tasks, building resilience, and solving minor peer issues	Modeling leadership, resolving peer conflicts, supporting younger children	Encouraging sharing and using feeling words at home
PRACTICAL LIFE - Daily Living	Building independence through routines like dressing, eating, and cleaning	Eating independently, dressing with help, and cleaning up after activities	Toileting independently, managing belongings, helping with class clean-up	Leading classroom routines and helping others with daily tasks	Allowing child to dress themselves, set the table, and clean up toys
PRACTICAL LIFE - Grace & Courtesy	Instilling respect and manners in peer and adult interactions	Greeting others, saying 'please' and 'thank you', asking for permission	Giving compliments, waiting turns, respecting others	Modeling advanced courtesy and mentoring peers in behavior	Practicing polite phrases and modeling respectful conversations
PRACTICAL LIFE - Care of Self & Environment	Developing responsibility in self-care and care for the environment	Washing hands, folding clothes, and putting away materials	Brushing teeth, preparing snacks, dusting and sweeping	Gardening, organizing tools, and caring for animals	Letting child help with daily routines like watering plants or folding laundry
SENSORIAL	Sharpening observation and comparison skills using sensorial materials	Exploring shapes, colors, textures, and sounds with hands-on tools	Matching weights, grading colors and textures, using blindfold games	Classifying objects, describing sensory details, and using complex materials	Sorting objects by color or texture, describing items at home
MATHEMATICS	Building number sense, pattern recognition, and early operations	Counting to 10, comparing sizes, and recognizing basic shapes	Counting to 100, skip counting, and doing basic addition	Solving 2 - 3 digit addition/subtraction, using place value tools	Counting household items, matching socks, grouping by color or size

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LANGUAGE & LITERACY	Developing reading, writing, listening, and storytelling abilities	Recognizing uppercase letters, tracing names, and listening to stories	Writing letters, reading CVC words, sequencing stories	Reading fluently, writing sentences, spelling with phonograms	Reading together, labeling items around the home, writing simple words
GEOGRAPHY	Introducing land, water, maps, and cultures	Identifying land and water, Madagascar map, and basic continents	Exploring continents, weather patterns, and maps	Reading detailed maps, identifying biomes, learning time zones	Looking at maps, discussing where family members live
SOCIAL STUDIES	Understanding community, family roles, and global citizenship	Learning about different children and simple family structures	Exploring traditions, roles in community, and respecting differences	Understanding citizenship, famous figures, and global interdependence	Sharing family traditions and talking about jobs in the community
SCIENCE	Exploring living things, life cycles, and basic scientific principles	Discovering the senses, body parts, and plant/animal care basics	Studying life cycles, states of matter, and performing simple experiments	Conducting experiments, exploring ecosystems, and applying inquiry skills	Planting a seed, observing weather, and experimenting with water
ARTS & CRAFTS	Encouraging creativity through visual expression and hands-on projects	Drawing, coloring, and painting simple forms	Cutting, gluing, sewing crafts using various textures and tools	Creating thematic projects, mixing media, and expressing personal ideas	Doing crafts with recycled materials or drawing family pictures
MUSIC	Building rhythm, pitch awareness, and musical appreciation	Singing simple songs and engaging in fingerplays	Playing instruments, rhythm matching, movement with music	Reading music, composing simple rhythms, and performing in groups	Singing songs together, clapping rhythms, and dancing to music
DRAMA & PLAY	Encouraging self-expression, storytelling, imagination, and social skills through role-play and group games	Exploring pretend play, dress-up; acting out daily life scenarios and Bible stories	Creating simple story-based plays, group role-play, using puppets to express ideas and emotions	Performing short skits, leading character-based storytelling, and collaborating in small group performances	Encouraging pretend play with costumes, acting out Bible stories, using stuffed animals or figures for storytelling
PHYSICAL EDUCATION	Developing coordination, strength, and movement through guided physical activities	Jumping, tiptoeing, rolling balls, and walking on a line	Hopping, skipping, balancing, and navigating obstacle paths	Skipping rope, playing team games, performing choreographed routines	Playing 'Simon Says', throwing balls, and building a home obstacle course

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ASSESSMENT

At Ayhay Christian School, assessment is a way to understand how each child is growing—not just academically, but spiritually, socially, and practically. We don't use tests or grades. Instead, we observe, listen, and guide children as they learn at their own pace.

We use two types of assessment: **Formative** (ongoing) and **Summative** (end-of-term).

Formative Assessment

Used every day to guide learning and help the teacher support each child in the moment.

Tools and Methods:

- **Teacher Observation:** Watching how children use materials, solve problems, and work with others
- **Work Cycle Logs:** Tracking the lessons and materials each child is practicing
- **Weekly Reports:** Sent to parents with notes on what their child did during the week
- **Portfolios:** Collecting work samples like drawings, early writing, or photos of hands-on activities
- **Grace & Courtesy Notes:** Noting progress in social behavior, independence, and classroom routines

Purpose:

To help teachers adjust lessons to each child's needs and support their individual growth.

Summative Assessment

Used at the end of each term to reflect on overall progress.

Tools and Methods:

- **Progress Report Terms:** A written summary shared with families showing the child's development in each area (spiritual, academic, emotional, etc.)
- **Demonstration of Learning:** The child shows what they've learned through simple presentations or activities
- **End-of-Term Skill Checklist:** A record of the concepts the child has been introduced to, is practicing, or has mastered
- **Parent-Teacher Conferences:** Formal meetings to discuss growth, goals, and next steps

Purpose:

To review the child's development, communicate with parents, and prepare for transitions (e.g., moving to the next year level or to elementary).

CONCLUSION

The Early Childhood Program at Ayhay Christian School is more than preparation for primary school—it is the beginning of a lifelong journey of faith, learning, and service. Each year is designed to meet the child where they are and guide them forward with grace, structure, and love. By the end of their third year, children are not only academically and socially ready for the next level, but also grounded in Christian values, equipped to serve others, and confident in their identity as learners and leaders.

We view education as a partnership between school and home, and this curriculum offers clear pathways for parents and teachers to walk together in support of each child's growth.

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