



**E.S.C.O.L.A.** - ENGLISH SCHOOL COMMUNITY OF LUANDA ANGOLA

REVISED: JANUARY 2020

**THE EARLY CHILDHOOD DEVELOPMENT PROGRAM**  
**PRE-SCHOOL**



**PHILOSOPHY**

We believe that children learn best through active participation in their environment. It is a teacher's role to provide a variety of experiences and opportunities to promote growth in all areas. Children's learning is enhanced when areas of study are integrated throughout the entire curriculum. We strive to thoughtfully plan activities that meet the developmental needs of differing children.

The Early Childhood Programme views each child as an individual who must be allowed to develop at his or her own pace. Each child has the right to develop a positive self-image and to feel good about who he/she is and his/her own accomplishments. By treating a child with love and respect, they in turn will treat others with the same love and respect.

The purpose of the early childhood programme at E.S.C.O.L.A. is to:

- **Nurture the child's natural curiosity and eagerness to learn.**
- **Make the child's first school experience a happy one.**
- **Encourage a positive self-concept.**
- **Provide a classroom that meets the needs of each individual child.**
- **Provide opportunities for the child to express himself/herself through play.**
- **Provide opportunities for the child to make decisions and direct his/her own learning.**
- **Encourage the child to work independently and with others.**
- **Increase the child's attention span.**
- **Encourage respect of other's feelings, rights and properties.**
- **Document child's social and academic progress and special needs.**



SEINTERNACIONAL – SERVIÇOS PARA A EDUCAÇÃO INTERNACIONAL – SUCURSAL DE ANGOLA

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**GENERAL GOALS:**

The following are the major areas of the curriculum and the main goals for each:

**✚ SOCIAL AWARENESS AND WORK HABITS**

- Encourage the ability to work and play peaceably with others.
- Encourage the desire to help one-self and others.
- Foster decision-making and resolving conflicts verbally.
- Foster an awareness of self and others.
- Encourage a tolerance of individual differences.
- Encourage independence regarding dressing self and taking care of personal hygiene.

**✚ LANGUAGE ARTS**

- Instil a joy of verbal communication.
- Promote the development of language.
- Promote a love of reading, through nurturing pre reading skills and introducing stories related to the Oxford Reading Tree family.
- Provide initial preparation for the child to begin reading and writing, by developing perceptual skills and co-ordination.
- Foster the learning of basic high frequency words in Grade 0.

**✚ NUMERACY READINESS**

- Develop the child's ability to see relationships.
- Develop the child's ability to think logically and solve simple problems.
- Introduce numeracy, and pre-numeracy concepts through play such as comparison, counting, order, size and shape, patterns, graphs, measurement and numeral writing.

**✚ SCIENCE AND ENVIRONMENTAL AWARENESS**

- Encourage the child to observe and explore.
- Encourage the child to make hypotheses for observed events.
- Foster an awareness of and sense of responsibility towards the natural environment.

**✚ VISUAL ARTS**

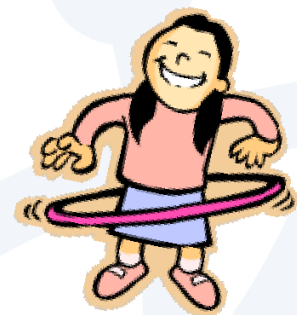
- Provide opportunities for free artistic and creative expression.
- Encourage free expression while improving fine motor skills.

**✚ MUSIC**

- Foster an appreciation of music in different forms.

**✚ DEVELOPMENTAL PLAY AND GROSS MOTOR DEVELOPMENT**

- Provide opportunities for exercise.
- Promote gross motor development and physical coordination.
- Promote cooperative effort.



## IMPLEMENTATION

Several elements form the structure of the pre-school programme:

- **Schedule: daily, weekly, quarterly**
- **Classroom organization**
- **Parental support**
- **Materials**
- **Learning activities**
- **Home-school communication**
- **Organization:**
- **Morning calendar and related activities**
- **Table work and centre time (theme activities, teacher-directed activity, free play learning centres)**
- **Circle time (group theme presentation, songs and action rhymes, discussion, dramatic activities)**
- **Snack**
- **Outdoor play**
- **The weekly schedule of special classes includes: music, swimming and developmental play.**



## THE YEARLY SCHEDULE

The yearly schedule is the plan of themes to be presented throughout the year. In a thematic unit, the children are encouraged to increase their vocabulary and discover more about the topic through discussion, music, action rhymes, creative projects, science, and numeracy activities. The children are immersed in the topic in the hopes of increasing their language development and interest in the subject.

- **The ultimate goal is to open the children's eyes to the wonders of their world, and to help them reach their own understanding of the world.**
- **They are active members of the learning process, which is an important concept for children to understand fully.**
- **It is in our interest to help guide children to be self-motivated, thoughtful and questioning learners who will confidently pursue their school careers.**



## CLASSROOM ORGANIZATION OF INDOOR AND OUTDOOR SPACE

The indoor space consists of several areas:

- Circle time mat
- Grouped tables
- Building area (blocks, lego)
- Fantasy play area
- Book corner
- Cognitive area (puzzles, games and toys)
- Numeracy area
- Literacy area

The outdoor space includes the playground area:

- Water play
- Sand play
- Creative experimentation play
- Gross motor development apparatus – jungle gym
- Tricycles
- Fantasy play

## THE VALUE OF PLAY IN THE PROGRAMME

Play is the best way for children to learn.

- to make sense of the world around them.
- concepts, skills and tasks needed to set solid foundations for later school and life success.



### **MOTOR/PHYSICAL PLAY**

This develops both individual gross and fine muscle strength and overall integration of muscles, nerves and brain functions.

### **SOCIAL PLAY**

This helps the child to progress through the different social stages and to learn social rules, for example, give and take, co-operation and sharing.

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### CONSTRUCTIVE PLAY

This is when children:

- manipulate their environment to create things – towers and cities with blocks, play in the sand and create a new situation.
- draw murals with chalk on the pathways.

When children can experiment with objects it gives them a sense of accomplishment and empowers them to control their environment.

### FANTASY PLAY

This is when children:

- learn to be creative thinkers
- try out new roles
- experiment with language and emotions
- develop flexible thinking
- stretch the imagination
- express ideas, dreams and hopes, concepts.
- All the above is accomplished in a risk-free environment.

### GAMES WITH RULES

This is when children progress from an egocentric view of the world to an understanding of the importance of social rules and contracts. They come to understand that games such as soccer cannot function without rules and this teaches a critically important concept – “the game of life,” has rules.

### WHY PLAY?

I tried to teach my child from books.  
He only gave me puzzled looks.  
I tried to teach my child from words.  
They passed him by, oft unheard.  
Despairingly, I turned aside.  
“How shall I teach this child of mine?”  
Then, into my hand he placed the key  
“Come,” he said, “Play with me.”



### PARENTAL SUPPORT

The school welcomes parental participation, realizing that the success of our school programme depends largely on parental support and reinforcement. Parents are invited to accompany children into the class asking questions and showing support for, and interest in, your child’s classroom.



### **MATERIALS AND LEARNING ACTIVITIES**

The Pre-school Programme makes use of a wide range of teaching materials and learning activities each of which responds to several teaching objectives



#### **Materials:**

- Teacher made materials
- Toys \*games \*puzzles \*books \*CDs\*DVDs
- Co-ordination materials \*pegs and pegboards \*geoboards\*lacing cards
- Published materials
- Stencils \*drawing and colouring materials \*scissors
- Painting materials \*play dough \*varied craft materials
- Collage materials
- Calendar and weather chart
- Numeracy manipulatives
- Oxford Reading Tree related materials

#### **Learning activities:**

- Story reading \*songs\*action rhymes
- Dramatic activities
- Painting
- Tracing \*cutting\*colouring\*pasting
- Class discussions
- Marking the calendar \*observing the weather
- Cleaning up and putting away
- Choosing and accomplishing responsibilities
- Playing with puzzles, toys, games, blocks, play house, sand and water
- Field trips
- Making books



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### **HOME-SCHOOL COMMUNICATION**

Home-school communication takes place regularly, beginning with the initial application for enrolment, and including the first day and subsequent correspondence to parents, an Open-Door policy, parent-teacher conferences, message book and report cards.

Daily, the children take home a reading bag with their library book and marker

Phase coordinators and Teachers have a school e-mail address which is used to communicate with Parents. These e-mail addresses will be given to Parents at the start of every academic year and Parents are encouraged to communicate with the Phase coordinator via email, with a cc to the teacher.

In the first and third terms, the parents receive a report indicating the child's progress.

During the second term compulsory parent interviews are held and during the third term a Student Led Conference is held. At the Student Led Conference the children discuss their learning with their Parents.

### **STUDENT OBJECTIVES THAT WE ARE WORKING TOWARD FOR THE FIRST GRADE**

It is our desire to help the Pre-school children meet objectives, over the course of a few years, in order to prepare them for Grade 1. In accordance with our educational philosophy, we allow for individual differences among the children.

As such, we believe that the children will reach the objectives at different times, depending on each child's own stage of intellectual, emotional, physical, social, and aesthetic development.

### **SOCIAL AWARENESS AND WORK HABITS**

- **Treats classmates gently and politely.**
- **Is helpful in the classroom.**
- **Respects school, playground and classroom rules.**
- **Carries out assigned tasks.**
- **Works with classmates on class projects.**
- **Feels pride in work done well.**
- **Tolerates personal differences**
- **Interacts with peers and adults.**
- **Is comfortable in the school environment.**
- **Tidies up.**



### **EMOTIONAL HABITS**

- **Considers others.**
- **Can control emotions so that others are not hurt physically.**
- **Can accept taking turns, giving others a chance and sharing.**

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The Language Arts and Numeracy Skills following are taught in a graded manner, and the outcomes indicated should be achieved by the end of Grade 0.

### LANGUAGE ARTS:

#### VERBAL

- Verbally expresses needs, feelings, and ideas.
- Comprehends oral instructions and directions.
- Listens during group discussions.
- Contributes ideas in group discussions.
- Listens to, comprehends and retells stories, recites rhymes and sings songs.
- Discusses the Oxford Reading Tree stories introduced.
- Follows directions.



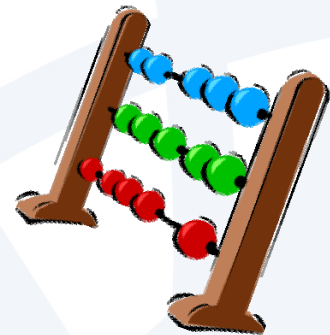
### READING READINESS

- Opens books and turns pages with care.
- Dramatizes through role-playing and story-telling.
- Predicts what will happen.
- Sequences a story pictorially.
- Recognizes name.
- Names colours.
- Recognises rhyming words.
- Identifies many letter sounds of the alphabet.
- Demonstrates left to right progression.



### WRITING READINESS

- Uses crayon or pencil with control within a defined area.
- Controls brush and paint.
- Manipulates play dough.
- Uses scissors with control.
- Threads beads.
- Writes name.
- Can arrange small blocks into a pattern.
- Writes numbers 1-15.



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### NUMERACY READINESS

- Classifies, sorts, compares according to colour, shape and size.
- Identifies spatial relationships.
- Counts from 1 to....50.
- Identifies and names both three- and two-dimensional shapes.
- Compares objects for relative size, length, weight and quantity.
- Establishes a one-to-one correspondence up to ten.
- Uses non-standard measurements.
- Recognizes, extends and creates patterns.
- Completes a puzzle of twenty or more pieces.

### SCIENCE AND ENVIRONMENTAL AWARENESS

- Asks and hypothesizes why and how things happen.
- Observes and learns through senses.
- Throws litter away.
- Comprehends and discusses science themes.
- Conserves and recycles waste materials.

### VISUAL ARTS

- Uses different media creatively for two- and three-dimensional works.
- Participates in class creative activities.
- Has developed many ways to represent recognizable objects.

### MUSIC

- Expresses self through singing and movement to music.
- Participates in music activities.
- Understands rhythm as this is a pre-reading requirement.



### DEVELOPMENTAL PLAY AND GROSS MOTOR CO-ORDINATION

- Participates in all physical activities, games and water activities.
- Successfully and properly uses playground equipment.
- Respects rules and follows directions.
- Successfully executes basic body movements e.g. hopping, balancing, catching.

### PERSONAL CARE AND HYGIENE

- Dresses self with occasional assistance.
- Hangs up backpack and belongings without reminders.
- Blows and wipes nose as necessary.
- Uses the bathroom without assistance.
- Flushes toilet and washes hands after using the bathroom.

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### AESTHETIC DEVELOPMENT

- Develops an appreciation of beauty.
- Develops a compassion for other creatures.



### CONCLUSION

This document should have given you an understanding of, as well as a good indication and insight into, The English School Community of Luanda, Angola (E.S.C.O.L.A.) philosophy regarding the Preschool.

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