



To Parents:

Congratulations! You have taken an important step in helping your child to learn a second language and develop successful academic skills.

The System of Cycles

"La Maternelle", the French preschool is essential in the French educative system. Although school is not mandatory before 5 years old, most of children are enrolled in preschools by age 2½ to 3½ years old. It has been proven that early education provides high academic and cognitive achievements.

As in France, teachers at La Maternelle have 3 to 5-year college degrees. They have training in child psychology and physical development, as well as in education. They have experience working with young children. They are First Aid and CPR certified. They also attend training on child development throughout the year.

Class Age :

| | |
|--|--------------------------|
| Preschoolers /Trés Petite Section | 2½ - 3½ years old |
| Pre-Kindergarten / Petite Section, JK | 3½ - 4¾ years old |
| Kindergarten / Moyenne Section, SK | 4¾ - 6 years old |

Curriculum

The French curriculum is organized as a series of multi-year Cycles, during which students must acquire specific knowledge and demonstrate given competencies. The concept of Cycles acknowledges that learning occurs in a different way, and at a different pace, in every child. For example, some may be proficient readers very early, while others, equally bright, take longer. Children begin to speak in French, to count, to sing, to read and to write at the start of Petite Section (JK). By the end of Grande Section (SK) grade, which is also the end of a Cycle, all children should be bilingual.

The Preschool (Maternelle)

France's renowned École Maternelle has been imitated in many countries. The French preschool is an integrated and essential first phase of the educational system. Maternelle teachers, who have the same 4-year college degree as primary teachers, have solid training in child psychology and physical development, as well as education. They begin preparing the youngest children for the work they will be asked to do later in elementary school.

In the **Pré-school Les Petits Princes** aims to instill in children a curiosity for learning, as they develop their own skills and talents. They work in a supportive yet stimulating environment which is responsive to individual needs and differences. Although children follow an intensive curriculum in French at that level, language, culture and basic learning skills are emphasized.

The curriculum program at the Kindergarten and Junior Divisions is structured in such a manner as to integrate all subject matters and to foster accelerated learning and achievement. The methodology at the early stages is based on concrete pedagogy and is gradually phased out at the end of Senior Kindergarten. Although the classroom environment is informal at the Kindergarten Levels, the curriculum is structured and has very clear objectives.

It Includes:

- ❖ French Culture
- ❖ Mathematics
- ❖ Social studies
- ❖ Science
- ❖ Art
- ❖ Music
- ❖ Computer Studies
- ❖ Physical Education

During circle time we focus once again on language development, following rules and socialization.

The following is a list of various stations available to the children:

The block station

Basic math concepts, which include counting, addition, subtraction, classifying, spatial relationships

- Creativity
- Numbers
- Self-expression
- Small muscle development
- Problem solving

The literacy station

- Recognition of symbols, left-to right orientation, sequencing of story
- Language skills
- Small muscle development
- Communicating effectively in one-on-one and small group situations

The library station

- Select books for individual needs and interests
- Follow simple story lines in stories read aloud
- Listen to literacy selections for personal enjoyment
- Distinguish between real and make-believe

The art station

- Visual recognition of color, shape, texture
- Small muscles development, eye-hand coordination
- Self-expression through paintings, collage materials, clay, and other dough

The manipulative/readiness station

- Develop eye-hand coordination and small muscles
- Learn a variety of readiness skills: sorting, comparing, counting, identifying patterns, sequencing, making predictions, classifying
- Make decision and choices

The science station

- Use sense to gain information about the environment
- Observe systems, cycles, interactions and diversity in the environment
- Make predictions
- Develop curiosity about the natural world

Practical life

- Pouring liquids without spilling
- Table manners
- Hanging jacket on hook
- Blowing nose and throwing away tissue properly
- Dressing oneself

Outdoor play

- Social skills: sharing, negotiating, creating and following rules, taking turns
- Motor development: opportunity to develop and refine large muscle skills.
- Free play

Curriculum

I. Preschoolers /Trés Petite Section

| | Term I | Term II | Term III |
|--|--|--|--|
| Vocabulary & Language of situations | My classroom - Days of the week - The colours & objects - The animals The seasons - Holidays and celebrations - The vocabulary of the Body Lotto of actions - Flash cards – Vegetables - Food - My family – Transportation Clothing - Aquatic animals - Food and dessert - School materials | | |
| Writing Skills | Points, lines and tracing upper case letters | Recognizing and tracing their names. Tracing alphabet letters. | Tracing short words Writing upper case letters Writing their names |
| Oral Skills | Learning alphabet letters Respond to routine questions, songs, poems, story telling by the teacher | Answering simple questions with yes or no Using simple sentences to communicate with the teacher songs, poems, story telling by the teacher | Be able to make simple sentences to express him/her self Story telling and comprehension questions |
| Math | Counting orally from 0 to 20 Recognizing numbers from 0 to 20 Tracing numbers Understanding the concepts of big and small, up and down | Counting up to 50 Recognizing numbers up to 50 through manipulation and tracing Basic shapes and classifying them according to colour, size... Regrouping Understanding the concept of empty and full, in front and behind | Counting and recognizing the numbers up to 50 Patterns Concepts of outside and inside and Logic activities <i>Bingo with Shapes and Colors</i> |
| Science | Animal farms characteristics & description | Changes related to seasons Our feelings related to seasons | Body parts and their functions |
| Art & Initiated Activities | Colouring Painting and crafts Pasting, and sculpting Craft, and design Cutting, and assembling Marionette & theatre | | |
| Computer | Use CD-roms: Adibou Lapin malin Toboclic, ... | | |
| Television & Songs | Watch a French movie every two Fridays, twice a month, after the afternoon class at 3:45 Pm | | |

In addition, our classroom has ample time for important routines such as lunch, snack, toilettes, and naptime.

II. Pre-Kindergarten / Petite Section, JK and Kindergarten / Moyenne Section, SK

| | Term I | Term II | Term III |
|--|---|--|--|
| Group Time | During a typical day, the children will enjoy two group times with their classmates. He / She will develop relationships with teachers and friends, while the teacher will read a story, teach the class a song (eg. Bonjour les amis), discuss a topic, or facilitate some other activity. | | |
| Vocabulary & Language of situations | My classroom Days of the week The colours & objects The animals and what they eat The seasons and the changes Holidays and celebrations The vocabulary of the Body | | Vegetables My family Transportation Clothing Aquatic animals Food and dessert School materials |
| Writing Skills | Points, lines and tracing upper case letters | Recognizing and tracing their names. Tracing alphabet letters. | Tracing short words Writing upper case letters Writing their names |
| Oral Skills | Learning alphabet letters Respond to routine questions, songs, poems, story telling by the teacher | Answering simple questions with yes or no & using a sentence Using simple sentences to communicate with the teacher songs, poems, story telling by the teacher | Be able to make simple sentences to express him/her self Story telling and comprehension questions |
| Math | Counting orally from 0 to 30 Recognizing numbers from 0 to 20 Tracing numbers Understanding the concepts of big and small, up and down Simple addition and subtraction | Counting up to 50 Recognizing numbers up to 50 through manipulation and tracing Basic shapes and classifying them according to colour, size... Regrouping Understanding the concept of empty and full, in front and behind | Counting and recognizing the numbers up to 100 Patterns Concepts of outside and inside and Logic activities addition and subtraction The forms: triangle, circle, square,.... |
| Science & Discovery | Farm Animals` characteristics & description Projects Fieldtrips to the farm Guests, special events Changes related to seasons Our feelings related to seasons Exp: In Spring children learn Plants and Flowers | | Body parts and their functions My house, garden and park The zoo and animals My favorite meal My cookie (cookery activity) |
| Art & Initiated Activities | Coloring. Painting and crafts. Pasting, and sculpting. Craft, and design. Cutting, and assembling. Marionette & theatre. Once a week children have a clay sculpting class with a real sculptor. | | |
| Computer | Twice a week children use French CD-ROMs to improve their listening, French vocabulary and computer skills | | |
| Television & Songs | During lunch time and snack time, children listen to French songs. Every two Fridays afternoon at 3:45 PM children watch a French movie of 40 minutes adapted to their age. | | |
| Physical Education | Children have twice a week a serious physical Education were they learn one sport discipline per term like soccer, basketball, etc | | |
| Music, movement | Counting and alphabet songs. Regular songs accompany daily activities. Beside that children have a real music class once a week. | | |

In addition, our classroom has ample time for important routines such as lunch, snack, toilettes, and naptime, etc ...