



Pre-school Curriculum

Prospect Academy uses Multilingual Teaching Approach (MLTA) as a foundation for its curriculum.

*“Every young child’s brain contains the basis for learning. Wherever that child **is** is where we can find the child’s curriculum.” Erica Christakis. The Importance of Being Little. What Preschoolers really need from the Grownups.*

Core principles of the MLTA

This program is based on the belief that the children are powerful learners who absorb their environment and learn through playing. Therefore, our curriculum is theme-based and follows the calendar throughout the year in the sense of observing and experiencing the changes in nature with the children as well as living through the social and cultural traditions established and embedded in the natural chronology.

The implementation of a Two-Way or Dual-Language approach is used to achieve one of the major educational goals, which is helping the children to acquire the ability to speak two or more languages. This program is based on the principle of clear curriculum separation of the two languages of instruction: in the German Group the language of instruction is German in the morning (9 am to 1 pm) and English in the afternoon (1 pm to 5 pm), in the Russian group the language of instruction is Russian in the morning (9 am to 1 pm) and English in the afternoon (1 pm to 5 pm).

The program is built on the ground of the major principles of Montessori teaching focusing on children’s independence, freedom within limits



and respect for a child's natural, psychological, physical, and social development.

Language and social development are the core of this program: we put a stress on the importance of meaningful communication through conversations, discussions, reading, music and singing. We are convinced that caring for the children is not possible without working closely with the parents, learning about their cultural, linguistic, traditional background and simply understanding the specifics of the families' inner dynamic and daily schedule.

We emphasize the fact that the knowledge of children's development is essential for teaching young children and that this knowledge should be translated into developmentally appropriate activities. It is vital that each of the developmental areas is addressed in the daily and weekly curriculum.

The classrooms are designed to create a safe, productive surrounding for the children to be constructively engaged in interacting and learning. They are set up to accommodate, facilitate and challenge the children's thinking without unnecessary visual overstimulation. Our playground and outside area is spacious and built for the children to play and explore in a safe environment

Natural world

We plan and design our lesson plans to observe and study the natural world outside the classroom. We encourage children's inborn curiosity to look for and collect the materials to add to the science center in the classroom.

Math

Our program embraces the Montessori Math philosophy with its focus on process of learning rather than the product. We believe that **math** in the early years prepares a child for logical and critical thinking, not for



memorizing mathematical facts. Our classrooms are equipped with the necessary essentials and the children are encouraged to use math while playing throughout their daily routine.

Gross Motor

The gross motor activities are based on the congenial demand for children to move. The daily schedule includes outdoor play every day, enriched by gym activities in our spacious gym area, and music and dance. The daily circle time addresses this need with the appropriate games and songs while maintaining the children's attention.

Yoga

We encourage the children to bring mindfulness into our daily routine. The teachers are facilitating brief Yoga sessions imbedded into the daily schedule and focusing on developing their ability to drive the focus within, concentrate on the activity and coordinate breath and movements. We start every class with a short guided meditation followed by traditionally sequenced sun salutations and further vinyasa flow in a playful form.

Reading and Language Arts

We strongly believe that reading and discussing age appropriate books every day is essential part of language development along with time for the children to look at new books quietly. The library day is included in the weekly schedule and implements all three of the activities and allows the children to choose and bring one book home. The clear program separation between the different languages help the children to develop their language skills equally.



Music

We incorporate songs and music into the daily curriculum as well as makes sure that there is at least one day a week dedicated to music and rhythmic activities conducted in a goal language.

Art

All art activities are process-focused rather than product-focused. The goal is to nurture the children's creativity, let it flourish while providing the opportunities for the children to freely create art using different materials.

Social Studies

We accentuate the significance of learning about the society the children are growing up in as well as about the cultural and traditional background of their families and friends. Heritage Project takes a considerable space in our curriculum and allows the children to learn about cultural diversity with the help and involvement from their families.

Dramatic Play

The program determines that leaning through dramatic play is encouraged and reassured in all the areas of learning. Encouraging and supporting the children's creativity and incorporating art by instigating the children to create their own props is an important part of this process.