

NATIONAL KINDERGARTEN CURRICULUM GUIDE (NKCG)

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WEEKLY CONTENT OUTLINE

WEEK	CONTENT
<p>Week 1-2 Classroom orientation</p>	<ul style="list-style-type: none"> • I have a classroom • I belong to a class. Our class has its own classroom. Our classroom has different areas. Areas and corners have names. Different areas have different uses. Our classroom contains materials and furniture. There are children and adults in the classroom/school. Children and adults play , work, eat and rest in our classroom. We have rules to follow in class. • Our classroom is part of a school. The name of my school is _____. A school is a place where children and adults learn and play together <ul style="list-style-type: none"> ➤ Our school has different areas. These areas have different uses. Some of the areas in school include the library, playground, canteen, etc. ➤ There are rules we need to follow in school. ➤ We share the space in school with other children and adults. Ex. playground, canteen, library ➤ Different children stay in school for different lengths of time. Some children stay in school for 3 hours. Some children stay in school the whole day. • I can learn new things in school. <ul style="list-style-type: none"> ⇒ I can say the name of my school. ⇒ I can recognize labels of materials in my classroom. ⇒ I can recognize signs in my school. ⇒ I can walk around and observe what can be found in the different areas of my classroom. ⇒ I can take care of the materials in my classroom ⇒ I can listen to my teacher and follow directions
<p>Week 3</p>	<ul style="list-style-type: none"> • I have a name • Names are important to people • I'm a boy/girl • I'm _____ years old • I have a birthday that tells the day I was born <p>I can recognize my name in print. I can learn to write my name. I can state my name, age and birthday.</p>

WEEK	CONTENT
Week 4-5	<ul style="list-style-type: none"> • I have a body • My body has different parts • I can move my body in different ways <ul style="list-style-type: none"> ➤ I can move my hands and feet in many ways
Week 6-7	<ul style="list-style-type: none"> • I have senses that help me learn <ul style="list-style-type: none"> ➤ I use my eyes to see ➤ I use my ears to hear ➤ I use my tongue to taste ➤ I use my nose to smell ➤ I use my hand to feel and touch ➤ The skin all over my body helps me to feel.
Week 8	<ul style="list-style-type: none"> • I can take care of my body <ul style="list-style-type: none"> ➤ I can wash my hands ➤ I can cut my finger nails ➤ I can brush my teeth ➤ I can comb my hair ➤ I can take a bath ➤ I can change my clothes ➤ I can eat the right kind of foods ➤ I can exercise ➤ I can sleep on time . I rest when I am tired. ➤ I can wear my slippers/footwear. ➤ I can clean my ears
Week 9	<ul style="list-style-type: none"> • I grow and change <ul style="list-style-type: none"> ➤ I grow taller ➤ I grow heavier. ➤ Some parts of my body grow bigger e.g. hands, head, feet ➤ Some parts of my body grow longer e.g. arms, legs, hair <p>I lose weight when I get sick.</p>
Week 10	<ul style="list-style-type: none"> • I can do many things • I can learn new things <ul style="list-style-type: none"> ⇒ I can learn to draw and write. ⇒ I can learn to play new games. ⇒ I can name colors and shapes. I can sort objects. ⇒ I can learn to count.
Week 11	<ul style="list-style-type: none"> • I have feelings <ul style="list-style-type: none"> ➤ Sometimes I'm happy ➤ Sometimes I'm sad

WEEK	CONTENT
	<ul style="list-style-type: none"> ➤ Sometimes I'm afraid ➤ Sometimes I'm angry • Words can be used to describe how I feel • I have preferences (likes/dislikes). <p style="margin-left: 40px;">⇒ I can learn to say how I feel and what I want and need.</p> <p style="margin-left: 40px;">⇒ I can learn to listen to others.</p> <p style="margin-left: 40px;">⇒ I can learn to comfort other people.</p>
Week 12-13	<p>What do I need to be healthy and to grow and learn ? Who provides for my needs ? What do I do to take care of myself ?</p> <ul style="list-style-type: none"> • I have needs. My basic needs are food, clothing and shelter. <ul style="list-style-type: none"> ⇒ I need to eat nutritious food. (Go,grow,glow foods) <ul style="list-style-type: none"> * Some foods make us healthy * Some foods harm our body * Some food comes from plants * Some food comes from animals ⇒ My family provides the food that I eat. <ul style="list-style-type: none"> * Family members earn a living so we can have something to eat. * Sometimes we grow our own food. Sometimes we buy food from different places in the community. * Family members help each other prepare meals. <p style="margin-left: 40px;">I can help prepare our meals. I can help set the table.</p>
Week 14	<ul style="list-style-type: none"> • I need to keep myself clean. I can learn to keep myself clean e.g. wash my hands, take a bath, brush my teeth, undress/dress up by myself • I need to keep my surroundings clean. <ul style="list-style-type: none"> ⇒ I can help with household chores. ⇒ I can throw my trash into the trash can. • I need to keep myself safe. <ul style="list-style-type: none"> ⇒ I do not talk to or accept anything from strangers. ⇒ I use sharp objects with care. ⇒ I look left and right when I cross the street. ⇒ I ask permission before leaving the house. ⇒ I do not play with matches or with fire.

WEEK	CONTENT
Week 15	<ul style="list-style-type: none"> • I'm special <ul style="list-style-type: none"> ➤ I'm like other people in some ways ➤ I'm unique in other ways ➤ I have potentials <ul style="list-style-type: none"> ❖ There are things I can do well ❖ There are things I can still improve on • I like myself <ul style="list-style-type: none"> ➤ There are things that I like about myself ➤ There are things about myself that I want to change
Week 16 -17 CHILDREN'S MONTH	<ul style="list-style-type: none"> • I have rights and responsibilities. I need parents and family members who care about and for me. <ul style="list-style-type: none"> ⇒ I need time and places to play with other children. ⇒ I need to learn. I need to know about world in a way that I can understand. ⇒ Teach us to grow in peace, freedom and love so we can also teach others to be peaceful when we grow up. ⇒ I needed to be protected from harm and from cruelty ⇒ In times of war and disasters, we need to be helped right away. ⇒ People need to take care of our special needs. ⇒ I need a chance to tell you what/how I feel or to show you in a way that helps you understand. ⇒ I need you to listen to me, to ask me what I think especially when it will affect me. • I am a human being who deserves respect. <ul style="list-style-type: none"> ⇒ We need to be treated as equals.
Week 18-19	<ul style="list-style-type: none"> • I belong to a family • Every person has a family <ul style="list-style-type: none"> ⇒ Family is a group of people who care for and love one another ⇒ Family has members. They are called by specific names e.g. Tatay, Nanay, Ate, Kuya ⇒ Families differ in size and composition <ul style="list-style-type: none"> ❖ Some families are big and some families are small. ⇒ Some family members live in the same or different households.
Week 20 * NOTE: CHILDREN	<ul style="list-style-type: none"> • Families share common activities • Some family members do things together; some family members do things separately • Some families are not always together because parents work somewhere else . some family members may have died. • Families celebrate special times together e.g. birthday, wedding, graduation.

FOREWORD

Brain development occurs during the first 8 years of life of the child. Early experiences contribute significantly to the structure of the brain and its capacities. Early interactions, how we relate and respond, directly affect the way the brain is interconnected. Development is also influenced by nutrition, surroundings and stimulation.

Cognizant of how brain development takes place, a curriculum which will enhance its development should be in place. Hence, the development of the forty-week Kindergarten Curriculum or the National Kindergarten Curriculum Guide (NKCG).

The NKCG intends to provide the Kindergarten teachers everyday learning episodes which are correspondingly supported with developmentally-appropriate activities.

The NKCG has the following features:

- It is of 2 Parts:
 - Part 1 – Weeks 1-20
 - Part 2 – Weeks 21-40
- With the prescribed Blocks of Time
- Each week has:
 - 5 suggested daily plans
 - Content-focus statement
- Daily plans contain:
 - Message for the day
 - Suggested activities for each Block of Time
- Activities and materials are appended after every weekly plans.

Interrelatedness of all the learning domains is of utmost consideration, hence learning activities are carefully selected so that no learning area is taught in isolation. However, materials and activities are suggestive in nature and the teacher is still empowered to use activities/materials deemed best suited to the class being handled.

The content and skills to be developed are derived from the National Kindergarten Standards Cum competencies for the five-year old children and employs the integrative approach in developing the skills relative to the content focus.

Varied activities are utilized through games, songs, dances, rhymes, poems, stories manipulative which will make learning fun, pleasant, and enjoyable, thus ensuring active interaction among the learners.

Basically, the NKCG will relieve the Kindergarten teachers from worries on what and how to teach and where to get the materials needed.

SAMPLE PROGRAM OF ACTIVITIES

MORNING and AFTERNOON SESSION

Time	No. of Minutes	Activities	Area of Development
7:30-7:40	10	Arrival Time	Language Development – listening, speaking-storytelling <ul style="list-style-type: none"> • Introduce & reinforce routines and rules • Exploration of materials of their choice • Browsing through books • Drawing/writing • Gathering news chatting with peers/teachers
7:40-8:00	20	Meeting Time 1	<ul style="list-style-type: none"> • First whole group activity for the day • Perfect context for: <ul style="list-style-type: none"> • teaching children how to behave confidently and fairly in a group • Teaching children how to take turns talking and listening to each other Provides children with opportunities to: <ul style="list-style-type: none"> • share experiences • plan the day • make choices • problem-solve
8:00 – 8:50	50	Work Period 1	Provide children with opportunities to: <ul style="list-style-type: none"> • explore the environment • develop thinking skills: observing, problem-solving, measuring • develop creativity: generating ideas, creating products
8:50 – 9:10	20	Meeting Time 2	Second whole group activity for the day that provides children with opportunities to: <ul style="list-style-type: none"> • share experiences • plan the day • make choices • problem-solve
9:10 – 9:25	15	Recess	Gives children a chance to refuel on many levels: <ul style="list-style-type: none"> • physically • emotionally • socially Children take their snacks and a chance for teachers to incorporate hands-on activities to develop desirable table manner. Values of being independent, disciplined and being conscious about healthy and nutritious food are deliberately integrated.
9:25 – 9:45	20	Rest/Story Time	Provide children with opportunities to: <ul style="list-style-type: none"> • have time to stay still and be quiet • over-stimulation <ul style="list-style-type: none"> ○ all day children are bombarded with sounds, sights, smells ○ resolving conflicts, learning to play together and responding to the demands of adults is hard work for children • Self-care and independence

			<ul style="list-style-type: none"> • Attending to and learning about health and hygiene • Developing the concept of time: learning the sequence of daily activities <p>Provides opportunities for:</p> <ul style="list-style-type: none"> • Listening and speaking • Imaginative thought • Making predictions
9:45 – 10:30	45	Work Period 2	<ul style="list-style-type: none"> • Learn to work independently and collaboratively • Make choices about their work • Gain control over what they do
	20	Rhymes/Poems/Songs	<p>Provide opportunities for:</p> <ul style="list-style-type: none"> • Learning about pitch, rhythm, tempo • Language development • Understanding patterns • Developing physical skills and coordination and using the body for self-expression • Creativity • Interaction • Enjoyment
10:30 -10:50	20	Indoor/Outdoor Games	<p>Provide activities which may either be quiet or active. Quieting activities include thinking games and activities that involve music and light movement. Active and vigorous activities include ball games, relays, calisthenics, routine exercises or dancing.</p>
10:50 – 1:00	10	Meeting Time3	<p>Children are being prepared to go home. They are reminded on some road safety rules to follow.</p>