

Correlation for Kide Science® with Head Start Early Learning Outcomes Framework

for Preschool



Kide Science: About Us.



Our activities are story-based inquiries - creating playful scenarios in your classroom.

In every single lesson, children advance crucial science-process skills (also known as inquiry skills):

-  **Observation**
-  **Classification**
-  **Communication**
-  **Measurement**
-  **Predication**
-  **Interpretation**
-  **Conclusion**



Egg-straordinary Nest Building
How do birds look after their babies?

Engineering Science Arts Mathematics

45 min lesson Easy preparation

In addition to these scientific inquiry skills, each lesson supports many other skills, including social-emotional, linguistic, mathematical and movement skills.

We really are cross-curricular.

See [our other standards documents](#) for more details.

How do we support Head Start Early Learning Outcomes Framework for Preschoolers?



In this document we will show you:

1. how we align with the **Head Start Guiding Principles**
2. a **summary** of how we support The Head Start Early Learning **Outcomes**
3. how we align with the Head Start Preschool **learning goals**, with a list of **recommended Kide lessons** for each.

This correlation document is based on *Head Start Early Learning Outcomes Framework Ages Birth to Five (2015)*



Something missing?

If you have other curriculum requirements, don't hesitate to contact us through info@kidescience.com

Guiding Principles

Kide Science supports Head Start's Guiding Principles. (Head Start Early Learning Outcomes Framework Pg.3.)

	1.	<p>Each child is unique and can succeed. Children develop at different paces with different strengths. That's why our activities can be taught with different age groups. Our open-ended play means that children often exceed their expected level of performance; as their imagination takes them beyond what they already know. As an added bonus, our lessons can be personalised to suit different children with our handy adaptation tips.</p>
	2.	<p>Learning occurs within the context of relationships. Our lessons rely heavily upon social learning. Together, children work as investigators to solve problems: building strong inquiry skills through communication and collaboration. The teacher also features in this community, joining in with the play and facilitating the development of the inquiry.</p>
	3.	<p>Families are children's first and most important caregivers, teachers, and advocates. We agree! Which is why we love to involve the families in Kide Science learning. Many of our activities include a home challenge, which continues the inquiry started with the teacher, and supports parents in using an inquiry-based approach too.</p>
	4.	<p>Children learn best when they are emotionally and physically safe and secure. During Kide inquiries, a child's idea doesn't have to be scientifically accurate to be valued. A socially and emotionally safe environment is crucial for children to share their ideas, rather than feeling the pressure to give only "correct" answers. The accuracy will develop little by little, along with conceptual understanding.</p>
	5.	<p>Areas of development are integrated, and children learn many concepts and skills at the same time. Our world is not divided into subject areas: that's why our lessons use a more holistic approach. Our inquiries are seldom about one subject area; we might combine movement with SEL; math with arts; or bringing all of the STEAM-subjects together.</p>
	6.	<p>Teaching must be intentional and focused on how children learn and grow. As babies observe the world, fundamental inquiry skills already begin to develop. In Kide inquiries, teachers are able to facilitate many opportunities for children to practice these skills in a hands-on, active way. Crucially, we focus upon <i>the active process</i> of finding out new things (constructing knowledge), rather than rote-learning facts. When children have an active role in finding out new things, the learning is more likely to stay with them for years to come. Top tip: by using the search functions on our platform, teachers can find appropriate activities to suit their children's development level and interests.</p>
	7.	<p>Every child has diverse strengths rooted in their family's culture, background, language, and beliefs. To every learning situation, a child brings their own individual experiences and personal strengths. They then use these experiences to make sense of new concepts. Of course, the challenge for a teacher is to acknowledge and value these different backgrounds. Luckily, as our lessons are play-based, all children can access the learning from their own family's culture, background, language or beliefs.</p>

Kide Science and the Head Start Early Learning Outcomes



See how many of your learning goals we support

We develop inquiry skills **across many areas of learning**. Therefore, we support the goals for many of the domains, as shown below. For our specific lesson recommendations, see the following learning goal pages.

DOMAINS	We have lesson recommendations for:
APPROACHES TO LEARNING	100% of the domain
Emotional and Behavioral Self-Regulation	4/4 goals
Cognitive Self-Regulation (Executive Functioning)	5/5 goals
Initiative and Curiosity	2/2 goals
Creativity	2/2 goals
SOCIAL AND EMOTIONAL DEVELOPMENT	100% of the domain
Relationships with Adults	2/2 goals
Relationships with Other Children	3/3 goals
Emotional Functioning	3/3 goals
Sense of Identity and Belonging	3/3 goals
LANGUAGE AND LITERACY	70% *
LANGUAGE AND COMMUNICATION	100 % of the domain
Attending and Understanding	2/2 goals
Communicating and Speaking	3/3 goals
Vocabulary	2/2 goals
LITERACY	33 % of the domain *
Phonological Awareness	0/1 goals
Print and Alphabet Knowledge	0/2 goals
Comprehension and Text Structure	2/2 goals
Writing	0/1 goals

* Our lessons are story based. This means children's comprehension of stories will be developed each lesson. Some of the lessons can be tweaked to include more writing and reading with the children, but this is not the main aim of our sessions.

Kide Science and the Head Start Early Learning Outcomes

DOMAINS	We have lesson recommendations for:
COGNITION	88%
MATHEMATICS DEVELOPMENT	80 % of the domain
Counting and Cardinality	5/5 goals
Operations and Algebraic Thinking	0/2 goals
Measurement	1/1 goals
Geometry and Spatial Sense	2/2 goals
SCIENTIFIC REASONING	100 % of the domain
Scientific Inquiry	3/3 goals
Reasoning and Problem-Solving	3/3 goals
PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT	67% of the domain
Gross Motor	2/2 goals
Fine Motor	1/1 goals
Health, Safety and Nutrition	1/3 goals

Lesson recommendations for Head Start's learning goals



APPROACHES TO LEARNING

The main focus of Kide activities is on **inquiry skills** (including communication, collaboration and critical thinking). As each lesson follows the same problem-solving process, which promotes curiosity and creativity, children become confident in using all of the approaches to learning listed below.

We completely agree with Head Start when they say: *"Supporting children's skills in this domain helps children acquire knowledge, learn new skills, and set and achieve goals."*

Sub-domain: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Goal P-ATL 1. Child manages emotions with increasing independence			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<p><i>Expresses emotions in ways that are appropriate to the situation.</i></p> <p><i>Looks for adult assistance when emotions are most intense.</i></p> <p><i>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</i></p>	All lessons especially those in our Pikkuli bundle

Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<p><i>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</i></p> <p><i>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</i></p> <p><i>Responds to signals when transitioning from one activity to another.</i></p>	All of our lessons have the same format, helping children to follow a routine





APPROACHES TO LEARNING

Sub-Domain: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Handles classroom materials, such as putting them where they belong, with adult support.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	<p><i>Appropriately handles materials during activities.</i></p> <p><i>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</i></p>	All lessons
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	Manages own actions, words, and behavior with occasional support from adults.	<p><i>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</i></p> <p><i>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</i></p> <p><i>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</i></p> <p><i>Refrains from aggressive behavior towards others.</i></p> <p><i>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</i></p>	All lessons





APPROACHES TO LEARNING

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p> Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.</p>	<p> Sometimes controls impulses independently, while at other times needs support from an adult.</p>	<p><i>Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</i></p> <p><i>Delays having desires met, such as agreeing to wait turn to start an activity.</i></p> <p><i>Without adult reminders, waits to communicate information to a group.</i></p> <p><i>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</i></p>	All lessons, especially during the circle time section
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p> With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p>	<p> With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p>	<p><i>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</i></p> <p><i>Engages in purposeful play for extended periods of time.</i></p> <p><i>Attends to adult during large and small group activities with minimal support.</i></p>	All lessons





APPROACHES TO LEARNING

Sub-Domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P-ATL 7. Child persists in tasks			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p>	<p>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p>	<p><i>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</i></p> <p><i>Returns with focus to an activity or project after having been away from it.</i></p>	<p>All lessons, especially Spooky Shadows, Toy Troubles, Planning an Escape</p>
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p>	<p>Holds an increasing amount of information in mind in order to successfully complete tasks.</p>	<p><i>Accurately recounts recent experiences in the correct order and includes relevant details.</i></p> <p><i>Successfully follows detailed, multi-step directions, sometimes with reminders.</i></p> <p><i>Remembers actions to go with stories or songs shortly after being taught.</i></p>	<p>All lessons</p>
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.</p>	<p>Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.</p>	<p><i>Tries different strategies to complete work or solve problems including with other children.</i></p> <p><i>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</i></p> <p><i>Transitions between activities without getting upset.</i></p>	<p>All lessons, especially Toy Troubles, Welcome to Supraland, A Frantic Fall</p>





APPROACHES TO LEARNING

Sub-Domain: INITIATIVE AND CURIOSITY

Goal P-ATL 10. Child demonstrates initiative and independence.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.</p>	<p>Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.</p>	<p><i>Engages in independent activities.</i></p> <p><i>Makes choices and communicates these to adults and other children.</i></p> <p><i>Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</i></p> <p><i>Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</i></p>	<p>All lessons can be conducted independently</p> <p>In every lesson, children take the role of an investigator, or another character. E.g. Puppy Playtime Party Robot Egg-straordinary Nest Building</p>

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Seeks out new information and explores new play and tasks with adult support.</p>	<p>Seeks out new information and explores new play and tasks both independently and with adult support.</p>	<p><i>Asks questions and seeks new information.</i></p> <p><i>Is willing to participate in new activities or experiences even if they are perceived as challenging.</i></p> <p><i>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</i></p>	<p>All lessons</p>





APPROACHES TO LEARNING

Sub-Domain: CREATIVITY

Goal P-ATL 12. Child expresses creativity in thinking and communication			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Responds to adults' prompts to express creative ideas in words and/or actions.</p>	<p>Communicates creative ideas and actions both with and without prompting from adults.</p>	<p><i>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</i></p> <p><i>Approaches tasks, activities, and play in ways that show creative problem solving.</i></p> <p><i>Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</i></p>	<p>All lessons especially: Colorful Drawing Book True Friends Lava Pond Getting Dressed for Autumn</p>
Goal P-ATL 13. Child uses imagination in play and interactions with others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.</p>	<p>Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p>	<p><i>Engages in social and pretend play.</i></p> <p><i>Uses imagination with materials to create stories or works of art.</i></p> <p><i>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</i></p>	<p>All lessons especially: Caring for A Pet Dog Planes, Trains and Hot Air Balloons Habitat Hunting Welcome to Supraland</p>





SOCIAL AND EMOTIONAL DEVELOPMENT

The main focus of every Kide activity is on **inquiry skills**. In role as an investigator, children work with other 'investigators' to help solve someone's problem.

This develops crucial social and emotional skills e.g. compromise, cooperation, sharing, and it also supports the child in creating and sustaining meaningful relationships with others.

Sub-domain: RELATIONSHIPS WITH ADULTS

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.</p>	<p>Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p>	<p><i>Interacts readily with trusted adults.</i></p> <p><i>Engages in some positive interactions with less familiar adults, such as parent volunteers.</i></p> <p><i>Shows affection and preference for adults who interact with them on a regular basis.</i></p> <p><i>Seeks help from adults when needed.</i></p>	<p>In all lessons the adult build trust by being apart of the play and learning</p>
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.</p>	<p>Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>	<p><i>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</i></p> <p><i>Attends to an adult when asked.</i></p> <p><i>Follows adult guidelines and expectations for appropriate behavior.</i></p> <p><i>Asks or waits for adult permission before doing something when they are unsure.</i></p>	<p>All lessons</p>





SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-domain: RELATIONSHIPS WITH OTHER CHILDREN

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✔ 36 to 48 Months</p> <p>Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>	<p>✔ 48 to 60 Months</p> <p>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	<p><i>Engages in and maintains positive interactions with other children.</i></p> <p><i>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</i></p> <p><i>Takes turns in conversations and interactions with other children.</i></p> <p><i>Develops friendships with one or two preferred other children.</i></p>	<p>All lessons, especially from our Collaboration bundle</p>
Goal P-SE 4. Child engages in cooperative play with other children.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✔ 36 to 48 Months</p> <p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>	<p>✔ 48 to 60 Months</p> <p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>	<p><i>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</i></p> <p><i>Demonstrates willingness to include others' ideas during interactions and play.</i></p> <p><i>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</i></p> <p><i>Engages in reflection and conversation about past play experiences.</i></p>	<p>All lessons, especially from our Collaboration bundle</p>





SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-domain: RELATIONSHIPS WITH OTHER CHILDREN

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✓ 36 to 48 Months</p> <p>Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p>	<p>✓ 48 to 60 Months</p> <p>Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p>	<p><i>Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"</i></p> <p><i>Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</i></p> <p><i>Expresses feelings, needs, and opinions in conflict situations.</i></p> <p><i>Seeks adult help when needed to resolve conflicts.</i></p>	<p>All lessons, especially from our Pikkuli and Collaboration bundles</p>

Sub-domain: EMOTIONAL FUNCTIONING

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✓ 36 to 48 Months</p> <p>Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</p>	<p>✓ 48 to 60 Months</p> <p>Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.</p>	<p><i>Recognizes and labels basic emotions in books or photographs.</i></p> <p><i>Uses words to describe own feelings.</i></p> <p><i>Uses words to describe the feelings of adults or other children.</i></p>	<p>All lessons especially those in our Pikkuli bundle</p>





SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-domain: EMOTIONAL FUNCTIONING

Goal P-SE 7. Child expresses care and concern toward others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	<p><i>Makes empathetic statements to adults or other children.</i></p> <p><i>Offers support to adults or other children who are distressed.</i></p>	The characters in all of our lessons provide a context to develop empathy, especially those in our Pikkuli bundle

Goal P-SE 8. (Child manages emotions with increasing independence) is the same as P-ATL Goal 1

Sub-domain: SENSE OF IDENTITY AND BELONGING

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<p><i>Describes self using several different characteristics.</i></p> <p><i>Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</i></p>	<p>What's Your Superpower? Welcome to Supraland What makes a Living Thing (activity C)</p> <p>Along with our Emotional skills bundle</p>

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	<p><i>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</i></p> <p><i>Expresses own ideas or beliefs in group contexts or in interactions with others.</i></p> <p><i>Uses positive words to describe self, such as kind or hard-worker.</i></p>	All lessons: especially supported the 'reporting back' section for each activity





SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-domain: SENSE OF IDENTITY AND BELONGING

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p>	<p>Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.</p>	<p><i>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</i></p> <p><i>Relates personal stories about being a part of different groups.</i></p> <p><i>Identifies similarities and differences about self across familiar environments and settings.</i></p>	<p>Children are part of a community of investigators, as they work together to solve a problem.</p> <p>Also: A Celebration Meal</p>





LANGUAGE AND LITERACY

Kide activities are designed to develop children's multi literacy skills, as they learn to share their ideas in different ways.

Domain : Language and Communication

One of the main **inquiry skills** Kide Science helps to develop is communication. Each lesson provides children with many opportunities to express themselves: informally with friends or in group discussions. Different vocabulary is also introduced to build children's ability to communicate.

On the following pages you can find a list of the Language and Communication Goals we support, with lesson recommendations alongside.

Sub-domain: ATTENDING AND UNDERSTANDING

Goal P-LC 1. Child attends to communication and language from others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<p><i>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</i></p> <p><i>Shows ongoing connection to a conversation, group discussion, or presentation.</i></p>	All lessons, especially those in our communication bundle
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<p><i>Shows an ability to recall (in order) multiple step directions.</i></p> <p><i>Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?"</i></p> <p><i>Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</i></p> <p><i>Shows an understanding of talk related to the past or future.</i></p> <p><i>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</i></p>	All lessons, especially those in our communication bundle





LANGUAGE AND LITERACY

Domain : Language and Communication

Sub-domain: COMMUNICATING AND SPEAKING

Goal P-LC 3. Child attends to communication and language from others.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p>	<p>Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>	<p><i>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</i></p> <p><i>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</i></p> <p><i>Children who are DLLs may switch between their languages.</i></p>	<p>All lessons, especially those in our communication and language bundles</p>
<p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p>			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p>	<p>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p>	<p><i>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</i></p> <p><i>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</i></p>	<p>All lessons, especially those in our communication bundle</p>
<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	<p><i>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</i></p> <p><i>Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</i></p> <p><i>Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</i></p>	<p>All lessons, especially those in our communication bundle</p>





LANGUAGE AND LITERACY

Domain : Language and Communication

Sub-domain: VOCABULARY

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>	<p>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>	<p><i>Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</i></p> <p><i>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</i></p> <p><i>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.</i></p> <p><i>With support, forms guesses about the meaning of new words from context clues.</i></p>	<p>All lessons, especially focusing upon the science concept words. See also our language bundle</p>
Goal P-LC 7. Child shows understanding of word categories and relationships among words.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p>	<p>Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</p>	<p><i>Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</i></p> <p><i>Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</i></p> <p><i>Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</i></p> <p><i>Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.</i></p> <p><i>Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</i></p>	<p>All lessons, especially focusing upon the science concept words. See also our language bundle</p>





LANGUAGE AND LITERACY

Domain : Literacy

In our lessons children are developing their **inquiry skills** by solving a problem. This problem is introduced with a story time - which provides an excellent shared opportunity to practice Literacy skills, such as comprehension, and phonological awareness. Children can also communicate their findings with writing.

Whilst literacy skills aren't our main focus, on the following pages you can find a list of the Language and Literacy Goals we do support, with lesson recommendations alongside.

Sub-domain: PHONOLOGICAL AWARENESS

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	<p><i>Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"</i></p> <p><i>Produces the beginning sound in a spoken word, such as "Dog begins with /d/."</i></p> <p><i>Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"</i></p>	

Sub-domain: PRINT AND ALPHABET KNOWLEDGE

Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
➡ 36 to 48 Months	➡ 48 to 60 Months	(by 60 months)	
Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<p><i>Understands that print is organized differently for different purposes, such as a note, list, or storybook.</i></p> <p><i>Understands that written words are made up of a group of individual letters.</i></p> <p><i>Begins to point to single-syllable words while reading simple, memorized texts.</i></p> <p><i>Identifies book parts and features, such as the front, back, title, and author.</i></p>	This can be developed in every lesson during the shared read of our story letters

We either **support** the specific objectives (✅), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.





LANGUAGE AND LITERACY

Domain : Literacy

Sub-domain: PRINT AND ALPHABET KNOWLEDGE

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<p><i>Names 18 upper- and 15 lower-case letters.</i></p> <p><i>Knows the sounds associated with several letters.</i></p>	

Sub-domain: COMPREHENSION AND TEXT STRUCTURE

Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
✓ 36 to 48 Months	✓ 48 to 60 Months	(by 60 months)	
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells 2–3 key events from a well known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<p><i>Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</i></p> <p><i>Tells fictional or personal stories using a sequence of at least 2–3 connected events.</i></p> <p><i>Identifies characters and main events in books and stories.</i></p>	All lessons





LANGUAGE AND LITERACY

Domain : Literacy

Sub-domain: COMPREHENSION AND TEXT STRUCTURE

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p>	<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p>	<p><i>Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."</i></p> <p><i>Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</i></p> <p><i>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</i></p>	All lessons

Sub-domain: WRITING

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p>	<p>Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>	<p><i>Creates a variety of written products that may or may not phonetically relate to intended messages.</i></p> <p><i>Shows an interest in copying simple words posted in the classroom.</i></p> <p><i>Attempts to independently write some words using invented spelling, such as K for kite.</i></p> <p><i>Writes first name correctly or close to correctly.</i></p> <p><i>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</i></p>	<p>All of our lessons provide excellent opportunities for writing. Children could write their findings down to show the story characters.</p> <p>E.g.</p> <p>Colorful Drawing Book Hoseli's Magnet Map Welcome to Supraland Peculiar Creatures of the Forest A Secret Friend (activity B)</p>

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.





COGNITION

Kide activities are designed to promote the cognitive development of children: including reasoning, problem-solving, and thinking skills that help them understand and organize their world.

Domain : Mathematics Development

1+1

Kide Science activities develop inquiry skills (including **measurement, comparison and classification**.) These skills set the foundations to counting and cardinality as well as algebraic thinking. We also support areas of Geometry and Spatial Sense through physical movement.

Whilst we don't claim to fully match with the Mathematics Development Goals, on the following pages you can find a list of the ones we do support, with lesson recommendations alongside.

Sub-domain: COUNTING AND CARDINALITY

Goal P-MATH 1. Child knows number names and the count sequence			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree".	Says or signs more number words in sequence.	<i>Counts verbally or signs to at least 20 by ones.</i>	Who Stole the Salt? Floating Problems A Secret Friend Lava Pond It's Raining Crab Walk
Goal P-MATH 2. Child recognizes the number of objects in a small set			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	Quickly recognizes the number of objects in a small set (referred to as "subitizing").	<i>Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</i>	A Secret Friend Lava Pond Crab Walk Sugary Problems





COGNITION

Domain : Mathematics Development

Sub-domain: COUNTING AND CARDINALITY

Goal P-MATH 3. Child understands the relationship between numbers and quantities.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✓ 36 to 48 Months</p> <p>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").</p>	<p>✓ 48 to 60 Months</p> <p>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p>	<p><i>When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</i></p> <p><i>Counts and answers "How many?" questions for approximately 10 objects.</i></p> <p><i>Accurately counts as many as 5 objects in a scattered configuration.</i></p> <p><i>Understands that each successive number name refers to a quantity that is one larger.</i></p> <p><i>Understands that the last number said represents the number of objects in a set.</i></p>	<p>Lava Pond Mrs Noblegas's Blob Soup Secret Messages (activity A) Who Stole the Salt? Floating Problems A Secret Friend It's Raining Sugary Problems Crab Walk</p>
Goal P-MATH 4. Child compares numbers.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✓ 36 to 48 Months</p> <p>Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p>	<p>✓ 48 to 60 Months</p> <p>Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.</p>	<p><i>Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.</i></p> <p><i>Identifies and uses numbers related to order or position from first to tenth.</i></p>	<p>Measuring (activity B) Hiding in Plain Sight Crab Walk Kindergarten of Shape Creatures Space Adventure Sugary Problems</p>





COGNITION

Domain : Mathematics Development

Sub-domain: COUNTING AND CARDINALITY

Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<p><i>Associates a number of objects with a written numeral 0–5.</i></p> <p><i>Recognizes and, with support, writes some numerals up to 10.</i></p>	<p>A Secret Friend Lava Pond</p> <p>Can be supported through our Number Flashcards</p>

Sub-domain: OPERATIONS AND ALGEBRAIC THINKING

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	<p><i>Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</i></p> <p><i>Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</i></p> <p><i>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).</i></p>	<p>A Secret Friend Sugary Problems</p>

We either **support** the specific objectives () , or we are **working towards** them (). We focus on developing the *fundamental skills* required to achieve the objectives.





COGNITION

Domain : Mathematics Development

Sub-domain: OPERATIONS AND ALGEBRAIC THINKING

Goal P-MATH 7. Child understands simple patterns.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, __, girl. Duplicates and extends ABABAB patterns.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	<p><i>Fills in missing elements of simple patterns.</i></p> <p><i>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug.</i></p> <p><i>Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</i></p> <p><i>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</i></p>	

Sub-domain: MEASUREMENT

Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	<p><i>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</i></p> <p><i>Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</i></p> <p><i>Uses comparative language, such as shortest, heavier, or biggest.</i></p>	<p>Who Stole the Salt</p> <p>Growing Dino</p> <p>Measuring</p> <p>Balancing Problems</p> <p>Halloween: Wake Up the Ghost!</p> <p>An Exact Science</p> <p>Optical Illusions (activity B)</p>





COGNITION

Domain : Mathematics Development

Sub-domain: GEOMETRY AND SPATIAL SENSE

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.</p>	<p>Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.</p>	<p><i>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</i></p> <p><i>Correctly names basic shapes regardless of size and orientation.</i></p> <p><i>Analyzes, compares and sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</i></p> <p><i>Creates and builds shapes from components.</i></p>	<p>Kindergarten of Shape Creatures Bubbles! Spooky Shadows Peculiar Creatures of the Secret Forest The Great Inventors of the Secret Forest Planning an Escape Egg-straordinary Nest Building Beehive</p>
Goal P-MATH 10. Child explores the positions of objects in space.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."</p>	<p>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."</p>	<p><i>Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.</i></p> <p><i>Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."</i></p>	<p>Space Adventure Where are you, Hoseli? A Celebration Meal A Floaty Drink Pi Hiding activity B</p> <p>All of our Movement lessons</p>





COGNITION

Domain : Scientific Reasoning



Scientific Reasoning is at the heart of what we do at Kide Science. In every single lesson we help to develop children's scientific inquiry, reasoning and problem solving skills. Thus we align 100% with the goals of the Scientific Reasoning Domain.

Sub-domain: SCIENTIFIC INQUIRY

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p>	<p>Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.</p>	<p><i>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</i></p> <p><i>Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</i></p> <p><i>Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</i></p> <p><i>Represents observable phenomena with pictures, diagrams, and 3-D models.</i></p>	<p>All lessons especially What's Your Superpower? How do Senses Work? Floating Problems and our observation bundle</p> <p>Using tools: Measuring Pi Hiding Breathing Leaves Leaving Your Mark</p>
Goal P-SCI 2. Child engages in scientific talk.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.</p>	<p>Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.</p>	<p><i>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</i></p> <p><i>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</i></p>	<p>All lessons</p>





COGNITION

Domain : Scientific Reasoning

Sub-domain: SCIENTIFIC INQUIRY

Goal P-SCI 3. Child compares and categorizes observable phenomena.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</p>	<p>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</p>	<p><i>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.</i></p> <p><i>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.</i></p>	<p>All lessons especially from our classification bundle And measuring bundle</p>

Sub-domain: REASONING AND PROBLEM-SOLVING

Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."</p>	<p>Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.</p>	<p><i>Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?".</i></p> <p><i>Gathers information about a question by looking at books or discussing prior knowledge and observations.</i></p> <p><i>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow." or "I think adding yellow paint to purple will make brown."</i></p>	<p>All lessons include a new investigation E.g. From Seed to Plant See also our prediction bundle</p>





COGNITION

Domain : Scientific Reasoning

Sub-domain: REASONING AND PROBLEM-SOLVING

Goal P-SCI 5. Child plans and conducts investigations and experiments.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p>	<p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.</p>	<p><i>Articulates steps to be taken and lists materials needed for an investigation or experiment.</i></p> <p><i>Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</i></p> <p><i>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</i></p>	<p>Each lesson includes an investigation which can be done independently, or with adult support.</p> <p>For example: Colorful Drawing Book From Seed to Plant</p> <p>Recording on a chart: Kindergarten of Shape Creatures</p>
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p>	<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	<p><i>Analyzes and interprets data and summarizes results of investigation.</i></p> <p><i>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</i></p> <p><i>With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</i></p> <p><i>Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</i></p>	<p>All lessons For example: Sugary Problems Toy Troubles Hoseli’s Journey</p> <p>See especially our communication bundle</p>





PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

In addition to the more traditional STEAM areas, our cross-curricular programme also has activities to support gross motor, fine motor; and health & safety skills, as children conduct inquiries involving movement.

Whilst we don't claim to fully match with the perpetual, motor and physical development goals, here you can find a list of the ones we do support, with lesson recommendations alongside.

Sub-domain: GROSS MOTOR

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✓ Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>✓ Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>	<p><i>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</i></p> <p><i>Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</i></p> <p><i>Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</i></p>	<p>Take a look at our Movement activities bundle Especially: Carousel (activity a) Party Robot Happy Heartbeat (Phase 2)</p>
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>✓ Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p>	<p>✓ Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p>	<p><i>Demonstrates awareness of own body and other people's space during interactions.</i></p> <p><i>Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</i></p> <p><i>When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</i></p> <p><i>Changes directions when moving with little difficulty.</i></p>	<p>Movement activities bundle And also Where are you, Hoseli? Space Adventure</p>







PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

Sub-domain: FINE MOTOR

Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
 36 to 48 Months	 48 to 60 Months	(by 60 months)	
<p>Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>	<p>Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p>	<p><i>Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</i></p> <p><i>Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</i></p> <p><i>Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</i></p>	<p>Many lessons including Planning an Escape Growing Dino Hoseli's Googly Eye Mystery Milky Pond Painting Hide and Seek Peculiar Creatures of the Forest Colorful Drawing Book Hoseli's Magnet Map</p>





PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Sub-domain: HEALTH, SAFETY, AND NUTRITION

Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.</p>	<p>Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</p>	<p><i>Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</i></p> <p><i>Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</i></p>	<p>Getting Dressed for Autumn Germs in Hiding</p>
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.</p>	<p>Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p>	<p><i>Identifies a variety of healthy and unhealthy foods.</i></p> <p><i>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</i></p> <p><i>Moderates food consumption based on awareness of own hunger and fullness.</i></p>	<p>Fruity Surprise This topic could also be introduced during discussions within: Hoseli's Instant Sorbet Mrs Noblegas's Blob Soup Sugary Problems</p>
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.			
DEVELOPMENTAL PROGRESSION		INDICATORS	Kide lesson recommendations
36 to 48 Months	48 to 60 Months	(by 60 months)	
<p>Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.</p>	<p>Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p>	<p><i>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</i></p> <p><i>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</i></p>	<p>Excellent opportunities across all lessons, especially Stop and Go Fruity Surprise</p>

We either **support** the specific objectives (✅), or we are **working towards** them (➡️). We focus on developing the *fundamental skills* required to achieve the objectives.

