

Curriculum at Bright Horizons



A Guide for Families



The World at Their Fingertips®

The World at Their Fingertips[®]

Curriculum at Bright Horizons



Philosophy Statement

A Bright Horizons Perspective on Education

How children learn:

At **Bright Horizons**[®], we meet children where they are developmentally. We believe that children learn best when we build on their individual strengths.

The purpose of education:

Early education is an opportunity to nurture children's curiosity and inquisitiveness, develop problem-solvers and decision-makers, and prepare children with the academic foundation to achieve success in school and in life.

The role of the teacher:

Our teachers actively engage children through intentional teaching practices that guide each child's social, physical, emotional, and cognitive development, creating a joyful classroom environment that fosters cooperation and a sense of community.

We do all this with respect for each child and in full partnership with families.



Table of Contents

Introduction	3
Infant Curriculum: Great Places for Babies	4
Toddler Curriculum: Growing World of Toddlers	18
Preschool Curriculum: READY for SCHOOL	32
Pre-kindergarten Curriculum: READY for SCHOOL	46
Bright Learner	60



Introduction



At Bright Horizons, we understand how important the early years are to both you and your child. These early days are a time of remarkable growth, when children are experiencing rapid development, learning new skills, and progressing steadily towards physical, linguistic, and social-emotional milestones.

Guiding your child through this journey is both a privilege we value and a responsibility we take seriously. With that in mind, our curriculum, **The World at Their Fingertips**[®], provides intentional guidance and rich experiences that move children along that journey by building upon individual strengths and talents. With our child development professionals at their sides, children at Bright Horizons are assured of getting the care that they need, the creative learning experiences they enjoy, and the intellectually challenging opportunities they deserve.

Use this curriculum guide to explore examples of how we progressively support the development of a child's skills and knowledge throughout the years. Categories are broken down by age (Infant, Toddler, Preschool, and Kindergarten Prep) and further divided into sections detailing the specific content areas of learning, including *Language Works*, *Math Counts*, *Science Rocks*, *ArtSmart*, *Well Aware*, and *Our World*.

Each curriculum element includes specific learning objectives as well as a list of precise skills built ("We learn to...") and activities designed to build them ("We learn it by...").

As parents and teachers, we both want each moment of childhood to be one of wonder, joy, and learning. Our goal is to provide just such an inspiring, educational environment, and to prepare your child to succeed in school and in life. We are honored to partner with you on your child's educational journey.

Watch our curriculum in action.





Introduction to Bright Horizons Infant Curriculum

Great Places for Babies™

From birth, babies are marvelous learners, immediately investigating the sights, sounds, and feel of the world. They are learning and developing at a faster rate than they will at any other time in their lives. They are forming early relationships that serve as a foundation for future social and emotional growth.

Bright Horizons' *The World at Their Fingertips* curriculum for infants provides experiences and opportunities that support the rapid and important development that is occurring in a child's first year. Warm and nurturing interactions with caregivers, days spent in a home-like environment for learning, individualized attention and experiences, and meaningful partnerships with parents are the cornerstones of the *World* curriculum for infants. Infants have every opportunity to grow and thrive, celebrating the small but important achievements of infancy while preparing for the exciting next stage of childhood.

Early education at Bright Horizons is designed to provide a loving, dependable, and trusting environment to help your baby reach his or her greatest potential in all areas including:

- Language development
- Early math and science awareness
- Large and small muscle growth
- Social and emotional development

Meet our caring teachers.

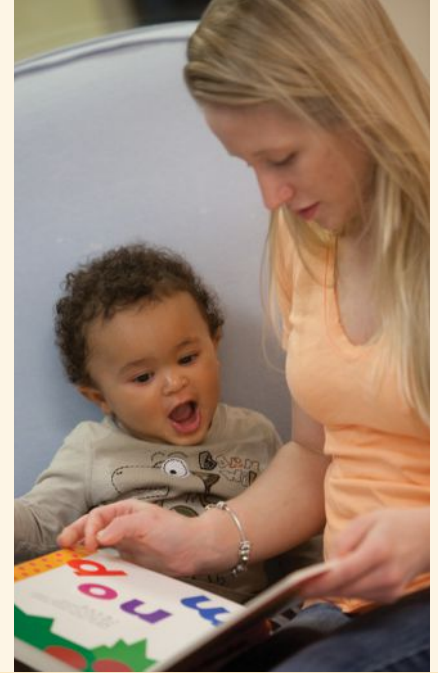




Language Works

From their very first cry, infants are born to communicate. As cries and coos turn into babbles and gestures, infants learn to use communication to connect with the world, to develop relationships with others, and to get what they need. While some of this occurs naturally, skilled teaching, intentional interactions, and a highly responsive environment encourage and positively support an infant's communication skills and are essential to optimal development.

Language Works curriculum for infants guides the teacher-child experiences through positive support for communication. It provides a framework for the use of language, expressions, tone of voice, body language, and classroom materials, thereby ensuring that teachers model communication skills through everyday experiences with the baby. Whether it's by singing a soothing lullaby, naming objects during a playful activity, or participating in a reciprocal conversation (even when the infant only responds in babbles), infant teachers are continually encouraging blossoming language skills.



Language Works for Infants

Listening

We learn to:

- Tune in to the voices of key people
- Show interest in stories, rhymes, and songs
- Listen to and respond to simple instructions
- Move our bodies to music

We learn it by:

- Being spoken to frequently
- Having books read to us daily
- Hearing simple one-step directions such as, "Pick up the spoon."
- Singing and moving to familiar songs and rhymes like "Itsy, Bitsy Spider" and "Twinkle, Twinkle Little Star"

Speaking

We learn to:

- Express a choice or intention
- Seek out a primary caregiver to express a need or desire
- Participate in the give and take of communication

We learn it by:

- Hearing simple questions such as, "Which ball do you want, the big one or the little one?"
- Seeing caregivers react to our verbal and non-verbal responses
- Having our babbles, gestures, and other attempts at communication acknowledged and responded to by caregivers
- Engaging in one-on-one conversation with a caregiver during mealtime

Early Literacy

We learn to:

- Explore picture books
- Enjoy book time
- Participate in rhyme or word games
- Intentionally grasp and manipulate objects
- Improve hand/eye coordination

We learn it by:

- Having daily access to age-appropriate books
- Listening to books read throughout the day
- Playing “Pat-a-Cake” or “Going on a Bear Hunt”
- Manipulating whole-piece puzzles with large knobs
- Finger painting

“Through each stage of my baby’s development, Bright Horizons has offered a caring, nurturing environment.”

- Bright Horizons parent

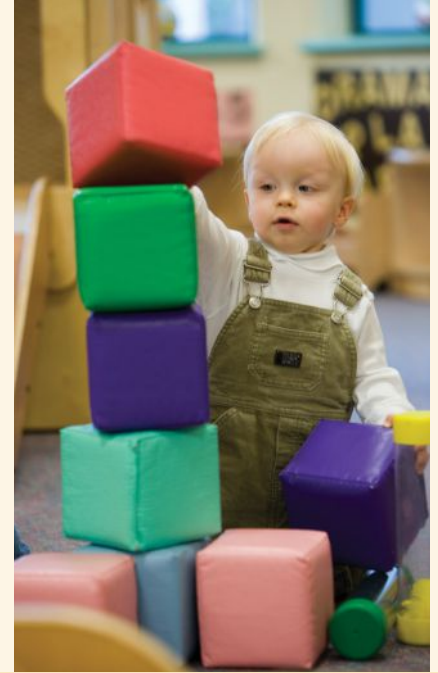




Math Counts

Although it might seem astonishing, mathematical concepts are indeed an important part of an infant's early learning. As an infant gazes intently at the geometric shapes and patterns of a toy or explores the spaces around her, she is experimenting with the earliest concepts of math. These first adventures help babies develop the building blocks they need to gradually learn more complex mathematical concepts.

The *Math Counts* curriculum for babies enhances these early experiences by providing materials and activities that promote the development of a mathematical foundation. Through everyday occurrences, infant teachers nurture both an infant's awareness of mathematical concepts and support her development of related early mathematical skills.



Math Counts for Infants

Spatial Relations

We learn to:

- Recognize words that describe space such as "up" or "under"
- Become aware of space and variations in it

We learn it by:

- Hearing complete, descriptive sentences such as, "Do you want me to pick you up?"
- Exploring various indoor and outdoor spaces with the safe support of a teacher

Numerical Understanding

We learn to:

- Understand quantity concepts like "more"
- Identify singular objects

We learn it by:

- Using scoops and measuring cups at the water table
- Playing games such as, "Touch your nose, now touch your toes" that identify individual body parts one at a time

Concept of Time

We learn to:

- Repeat an action to make the same thing happen again
- Anticipate an event

We learn it by:

- Playing with toys such as a busy box or activity table that produce a reaction or sound when touched or manipulated
- Following a predictable, yet flexible daily routine

Classification

We learn to:

- Make selections from a group of items
- Use sounds or simple words to name an object

We learn it by:

- Having access to, and choosing from, many different types of age-appropriate toys and materials
- Hearing items called by name and being prompted to name them as well





Science Rocks

Babies are born scientists: programmed to investigate, experiment, and discover how the world works. Science to infants is not found in elaborate experiments, but rather in real world and everyday moments as they move through their environment, manipulate objects, and explore with all their senses. For babies, science is the shadows and light dancing across the wall, the crunch of fall leaves in their fists, the sound of birds chirping, new teeth coming in, fog on the windows, and the taste of the toy they put in their mouths. They learn these things with their bodies and behavior long before they understand the concepts with their minds.

The *Science Rocks* curriculum helps infants begin the process of discovery. Within the framework of this curriculum, teachers provide a sensory-rich environment with a range of objects to manipulate that promotes a spirit of inquiry and curiosity.



Science Rocks for Infants

Simple Problem Solving

We learn to:

- Make multiple and varied attempts to solve a problem
- Purposefully use items in varied ways

We learn it by:

- Fitting different shaped blocks into a shape sorter
- Trying different solutions to simple problems, such as retrieving a ball stuck under a shelf

Active Exploration

We learn to:

- Use our senses to explore the properties of an object
- Use two or more objects together
- Manipulate objects

We learn it by:

- Using safe toys and materials with varied textures, smells, tastes, and sounds
- Exploring items such as plastic animals and trucks
- Moving colorful beads around on a track

Space and Volume

We learn to:

- Understand the concept of object permanence
- Experiment with volume

We learn it by:

- Looking for a toy or person after they are out of sight; playing “peek-a-boo”
- Filling and dumping buckets filled with toys



“We truly appreciate the dedication to learning. Who knew a 3 month old could explore and do ArtSmart or Science Rocks!”

- Bright Horizons parent

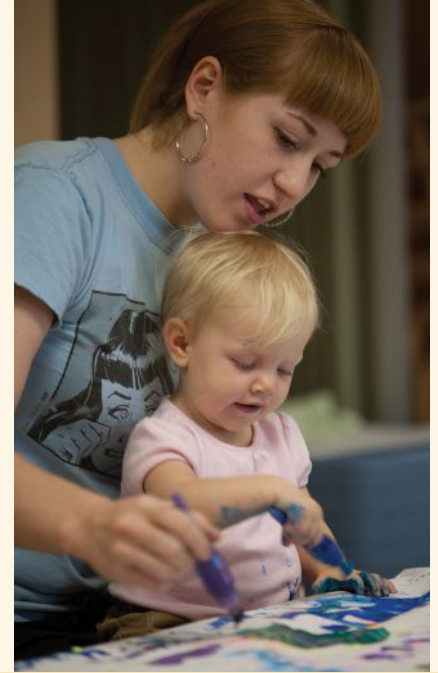




ArtSmart

Infants are adventurous beings who learn about the world – and themselves – through their senses. Exploration of the arts in an infant program ensures that these young children are exposed to rich and diverse experiences that capture their interest, nurture their development, and excite all their senses.

With *ArtSmart*, teachers guide infants through artistic experiences that allow them to explore and engage in activities from music, to finger painting, to puppetry. Through these simple, yet engaging opportunities, infants begin to explore their creative sides and to appreciate the beauty and wonder of the art world while strengthening their sense of self.



ArtSmart for Infants

Visual Art

We learn to:

- Use our senses to investigate the world around us
- Distinguish basic patterns and familiar faces through visual discrimination skills
- Use simple tools such as paint brushes or markers to develop our small muscle skills

We learn it by:

- Exploring materials with varied textures, colors, and patterns
- Looking at art and photos in books and at eye level on the walls
- Painting with large brushes, sponges, and our fingers

Music

We learn to:

- Move in response to music and rhythm
- Experiment with sounds

We learn it by:

- Listening to and participating in familiar and interactive songs such as, “Open, Shut Them” or “Old McDonald”
- Using rattles, musical instruments, and other objects that make sounds

Dance/Creative Movement

We learn to:

- Balance
- Move in purposeful and coordinated ways
- Respond to music through movement

We learn it by:

- Reaching for a toy or object, and taking guided steps with the help and encouragement of our teachers
- Playing games such as “peek-a-boo” that require purposeful movement
- Dancing and moving with our teachers to varied beats, music, and tempos

Dramatic Art

We learn to:

- Demonstrate interest in stories and storytelling
- Imitate actions

We learn it by:

- Enjoying age-appropriate stories and high-quality literature with vivid illustrations
- Playing with puppets or dolls

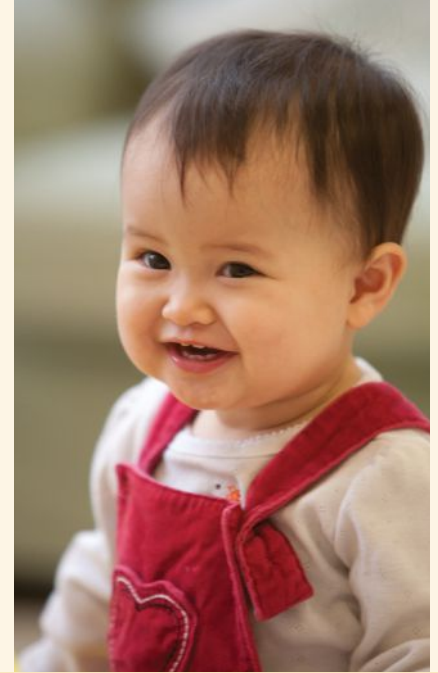




Our World

Although they are our youngest citizens, infants can certainly begin to understand basic concepts that provide a foundation for becoming happy, contributing members of society. Developing positive and reciprocal relationships with adults, spending their days in a community of peers, and enjoying a diverse and enriched environment are simple, yet meaningful experiences that shape their budding perceptions, values, and concepts of self.

Through the curriculum within *Our World*, teachers encourage a baby's natural sense of curiosity by guiding his exploration of the world around him. Throughout the day, activities such as gazing in a mirror, sitting near friends during song time, sharing a quiet moment with a caregiver, or exploring a grassy hill with fingers and toes expose babies to experiences that promote an awareness of self and others while engaging in the natural world.



Our World for Infants

Sense of Self

We learn to:

- Recognize our own body parts
- Identify ourselves in a mirror or a photograph
- Develop a sense of self as separate from others

We learn it by:

- Playing call and response games such as, "Where are your toes? Where is your nose?"
- Looking at family albums made collaboratively by our parents and teachers
- Developing positive and consistent goodbye routines in the morning

Social Relationships

We learn to:

- Recognize and respond to familiar people
- Purposefully interact with peers
- Express affection and compassion

We learn it by:

- Receiving consistent care from responsive teachers every day
- Playing near our peers in a carpeted or cushioned open space
- Experiencing affection and compassion from our teachers

Cause and Effect

We learn to:

- Imitate another's actions
- Repeat an action to make something happen again

We learn it by:

- Watching our teachers model imaginative play such as rocking a doll and then asking "Can you rock the baby?"
- Engaging in repetitive activities like filling up a toy dump truck with blocks, dumping them out, and refilling

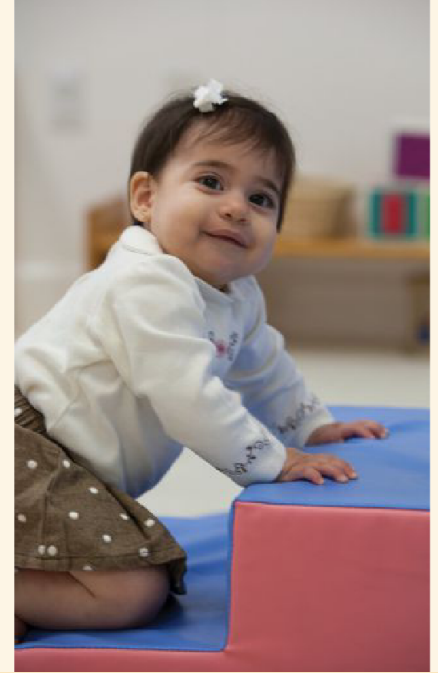




Well Aware

An infant's first year is full of wondrous achievements. Babies are working diligently to expand their physical abilities, to discover the world around them, to build secure and healthy relationships, and to develop a sense of self. From first smiles to first steps, both large and small accomplishments are made every day to promote an infant's well being.

Our *Well Aware* curriculum ensures that an infant's health and safety is a primary consideration and focus of the classroom. With *Well Aware*, teachers guide infants in a developmentally appropriate environment that encourages safe exploration. It also offers babies opportunities to develop the ability to make good choices that will build a foundation for lifelong good health.



Well Aware for Infants

Movement, Fitness, and Body Awareness

We learn to:

- Develop an awareness of our body parts and our bodily powers
- Make intentional movements
- Enjoy physical activity

We learn it by:

- Playing games that name and use body parts such as, "This Little Piggy Went to Market" and "Where is Thumbkin?"
- Practicing simple physical skills such as rolling a ball, grasping a toy, or stacking blocks
- Engaging in daily outdoor play

Nutrition

We learn to:

- Identify and communicate our hunger needs
- Enjoy meal time
- Become receptive to a variety of flavors and textures when we are ready for solid foods

We learn it by:

- Hearing cues and expressed emotions such as, "You must be hungry. Let's get ready for lunch."
- Receiving personal attention during meal time
- Trying diverse and safe foods provided from home

Health and Safety

We learn to:

- Participate in routine health care when we are diapered and assisted with hand washing
- Explore our environment safely
- Feel secure because our health needs — such as adequate rest and nutrition — are consistently met by our teachers

We learn it by:

- Having our daily needs tended to
- Playing in an enriched environment filled with engaging materials
- Communicating our needs to teachers and getting consistent, compassionate responses





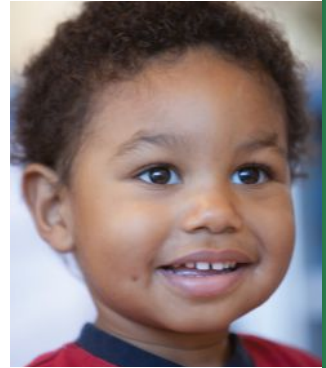
Introduction to Bright Horizons Toddler Curriculum



Toddlers are inquisitive and exploratory by nature, striving for independence and autonomy, while insatiably curious. Our *Growing World of Toddlers* program celebrates their uniqueness, guiding these newly independent children towards greater self confidence, and encouraging today's developmental capabilities that will lead the way toward achieving tomorrow's new skills.

Early education at Bright Horizons is guided by our own *The World at Their Fingertips* curriculum and is designed to help your child reach his greatest potential in all areas including:

- Language and early literacy
- Early math and science concepts
- Large and small muscle skills
- Social and emotional development



Check out our *Growing World of Toddlers* program.





Language Works

Language at this age is starting to blossom, with the babbles and coos of infancy now transforming into the multiple-word phrases of toddlerhood. A hallmark of the *Growing World of Toddlers* program is providing a language-rich environment that encourages your toddler's progress towards achievement of developmental milestones. Teachers continually model language, expand children's phrases, and engage them in rich conversations.

Language Works guides the road to literacy, fostering a love of books through stories read aloud, expanding speaking and understanding through daily conversation, and assisting growth in all skills — such as story comprehension, vocabulary development, and fine motor — that will be needed for the first steps toward pre-reading and pre-writing.



Language Works for Toddlers

Listening

We learn to:

- Follow one-step directions
- Listen intently to a short children's book
- Increase vocabulary and comprehension
- Participate in the give and take of conversations
- Listen and move to music

We learn it by:

- Engaging in group or individual activities that require following simple directions
- Listening to books read aloud
- Exploring books independently
- Conversing with teachers who model communications both one-on-one and in groups
- Participating in group songs, rhymes, and games

Speaking

We learn to:

- Increase vocabulary, particularly names of objects and actions
- Use one or more words to describe a feeling, drawing, or picture in a book
- Initiate short conversations with teachers and peers
- Ask short questions in conversation

We learn it by:

- Looking at and describing language-rich photographs, books, and matching games that stretch our vocabulary
- Talking to teachers and peers at eye level
- Having conversations with teachers and friends about daily experiences and activities such as cooking or art creations

Pre-reading

We learn to:

- Focus during read-aloud time
- Increase short-term memory and recall
- Increase vocabulary
- Develop preferences for familiar books and stories

We learn it by:

- Participating in songs and fingerplays
- Participating in read-aloud time or retelling favorite stories to ourselves or our friends
- Exploring books quietly on our own
- Noticing written labels on classroom objects and learning centers

Pre-writing

We learn to:

- Develop pincer grasp to pick up small objects
- Begin to use writing tools
- Make purposeful marks such as scribbles on paper

We learn it by:

- Picking up small, yet safe objects
- Manipulating, pounding, squeezing, and flattening playdough
- Drawing with large crayons and paper
- Assembling simple puzzles and whole-piece puzzles
- Playing with large pegboards

“I’m amazed how the toddler curriculum not only helps them develop academically, but also socially and personally.”

- Bright Horizons parent



TM





Math Counts

Math is a thrilling way for toddlers to make sense of their world.

With rich opportunities for manipulating objects and experimenting with quantity and number, *The Growing World of Toddlers* environments help one and two year olds take their first steps toward understanding important mathematical concepts.

Math Counts offers teachers a framework for planning a learning environment in which children can compare, sort, group, and manipulate safe, toddler-sized materials, and learn from “number talk” such as “more/less,” “big/little,” and “full/empty.” A toddler room is full of activities from small figures for sorting, to shape boxes for matching, to cups to stack by size, to sensory tables to learn comparison of quantity and volume. Together, they add up to the foundation of mathematics.



Math Counts for Toddlers

Spatial Relations

We learn to:

- Understand concepts such as under/over; inside/outside; on/off; up/down
- Describe our actions using spatial terms

We learn it by:

- Moving through a simple obstacle course while a teacher describes our actions: “You are going down the slide and through the tunnel.”
- Hearing teachers talk continually about what we are doing: “You are standing next to the refrigerator.”

Numerical Understanding

We learn to:

- Understand quantity: identify one, more than one, less, etc.
- Count to two or three
- Discriminate sizes: big vs. small, long vs. short

We learn it by:

- Hearing quantity labels expressed in conversation: “You have one cracker. Would you like one more?”
- Following snack set-up instructions: “Let’s give everyone a napkin. Put one here and one there.”
- Teachers modeling language: “How many crackers do you have?”
- Manipulating stacking and nesting toys in various shapes and sizes from the *Math Counts* manipulative shelf

Concept of Time

We learn to:

- Indicate the end of an event with words
- Use a word or words to indicate a past or future event

We learn it by:

- Listening to teachers talk about time: "Now we are going outside. We will go in after you finish in the sandbox."
- Hearing time words in daily interactions with teachers: "Yesterday it was colder than it is today. You had to wear your heavy coat yesterday."



Classification

We learn to:

- Identify similar items from a variety of objects
- Match an appropriate block to the correct shape on a toy

We learn it by:

- Playing sorting games: "Show me all the plastic cats."
- Experimenting with placing blocks in shape boxes or pieces in simple puzzles





Science Rocks

Young children are scientists by nature. They are born with a strong sense of curiosity about how things work and an innate desire to make sense of the world. Toddlers display scientific behavior throughout their days, from stomping in puddles, to investigating a sandbox, to intently watching a butterfly in flight. Our curriculum nurtures and builds on these natural instincts, offering toddlers meaningful learning experiences that continually foster and develop their scientific thinking and skills.

Science Rocks provides a framework for teachers to weave scientific learning into all aspects of a toddler's day. Through intentional experiences, meaningful conversations, and enriched environments — asking children “what if” questions, growing herbs in a paper cup garden, recording what objects float or sink in a water table — teachers help children become skilled observers, inquisitive investigators, and life-long researchers.



Science Rocks for Toddlers

Simple Problem Solving

We learn to:

- Identify a problem verbally
- Explore possible solutions before attempting to solve a problem

We learn it by:

- Listening to stories read aloud that feature simple problems and solutions
- Exploring answers to questions such as, “What do you think will happen?”
- Articulating and solving day-to-day problems together with teachers
- Experimenting with shape sorters, puzzles, and busy boxes

Active Exploration

We learn to:

- Use an object as a tool to complete a task
- Understand the basic concepts of balance and weight

We learn it by:

- Exploring materials and activities that engage our sense of touch, taste, smell, sound, and sight
- Manipulating playdough with tools such as cookie cutters, safe scissors, and small rolling pins
- Building, stacking, and balancing blocks of varied shapes and sizes

Space and Volume

We learn to:

- Experiment with volume
- Demonstrate ability to define space

We learn it by:

- Filling, dumping, and comparing containers with varied materials including water, sand, and rice
- Building things like a fence from blocks or a bus out of chairs

Active Questioning

We learn to:

- Question when exploring materials
- Formulate “why, what, and how?” questions

We learn it by:

- Describing and discussing our observations and experiences with teachers
- Creatively (and sometimes messily) experimenting with paints and easels, sand play, and creative movement





ArtSmart

Early learning and developmental experiences infused with art nurture not only creative and artistic growth, but also enhance development in other areas including literacy, math, and science. Meaningful engagement in the arts allows children to make decisions, take action, think flexibly, learn about cause and effect, generate creative solutions, and begin to understand their physical capabilities.

ArtSmart ensures that children are introduced to the visual arts, music, dance/creative movement, and drama. *ArtSmart* is not about making crafts or models; instead, it is about encouraging creativity and innovation. By engaging children in creative experiences, teachers enhance children's development, nurture art appreciation, and support the creation of childhood masterpieces.



ArtSmart for Toddlers

Visual Art

We learn to:

- Investigate the world through our senses
- Experiment with and explore color
- Make deliberate markings or drawings

We learn it by:

- Exploring materials that engage the senses such as squishy clay, textured sponges, and scented paints
- Expressing creativity in our own way without teacher direction — i.e. painting the sky orange
- Using developmentally appropriate art materials such as large crayons, wide paper, and upright easels

Music

We learn to:

- Move in response to music and rhythm
- Experiment with instruments and sounds

We learn it by:

- Experiencing culturally diverse music with simple beats and rhythms
- Playing, shaking, touching, and strumming instruments, from xylophones to rain sticks

Dance/Creative Movement

We learn to:

- Develop increased body coordination and balance
- Move in deliberate, creative, and unique ways

We learn it by:

- Playing games that require coordinating movements with music: stop and go, fast and slow, etc.
- Dancing with scarves to varied types of music

Dramatic Art

We learn to:

- Engage in simple role plays
- Demonstrate ability to use imagination in play
- Use our growing vocabulary to express ourselves

We learn it by:

- Participating in role-playing games, such as playing the teapot in the “I’m a Little Tea Pot” song or hopping down the hallway as a bunny
- Using both open-ended props (fabric swatches, shoe boxes) and representational props (toy telephone, plastic food)
- Talking and expressing our ideas and imagination through puppets

“I love the well rounded curriculum that Bright Horizons provides. I appreciate the way that the teachers will take into account the children’s personal interests to design lesson plans.”

- Bright Horizons parent





Our World

A toddler's natural sense of wonder and curiosity provides a perfect platform for developing values and understanding diversity, personal identity, and his or her place in the larger community. Children at this age begin to develop a disposition that influences how they view the world and how they relate to others, making it the ideal stage of development for fostering positive attitudes that will last a lifetime.

Our World introduces these complex concepts, guiding teachers to model respect and encouraging children to reflect on themselves, their peers, and the world they live in. Daily activities like watering flowers, viewing diverse family photos, turning off the lights when not in use, and playing with differently-abled figurines help children begin to step outside their own boundaries and to embrace important concepts such as acceptance, appreciation of diversity, stewardship of the environment, and personal responsibility.



Our World for Toddlers

Emotions and Behaviors

We learn to:

- Identify emotions by name
- Regulate our emotions
- Take appropriate care of personal needs
- Develop a sense of self as both separate from and connected to others

We learn it by:

- Talking about our feelings, with the support of teachers
- Cleaning up after meals and play with teacher guidance
- Bringing items from home to share with the group at "show and share" time

Relationships with Others

We learn to:

- Make friends and develop positive relationships
- Be aware of and respect gender, race, ethnicity, and physical differences in people
- Express compassion or empathy

We learn it by:

- Playing together in learning centers
- Looking at books and hearing stories about people of different cultures or ethnicities
- Drawing self-portraits
- Sharing our toys, being sensitive to classmates' feelings, and showing other acts of compassion

Cause and Effect

We learn to:

- Understand cause and effect and how repeated actions make things happen
- Use an object as a tool to complete a task
- Begin to anticipate what's next
- Understand consequences of our actions

We learn it by:

- Playing with musical instruments to explore how different actions cause different sounds
- Using scissors, shovels, and other developmentally appropriate tools
- Requesting familiar books and anticipating familiar text
- Connecting our actions (i.e., taking a friend's toy) to an effect (crying from the friend)

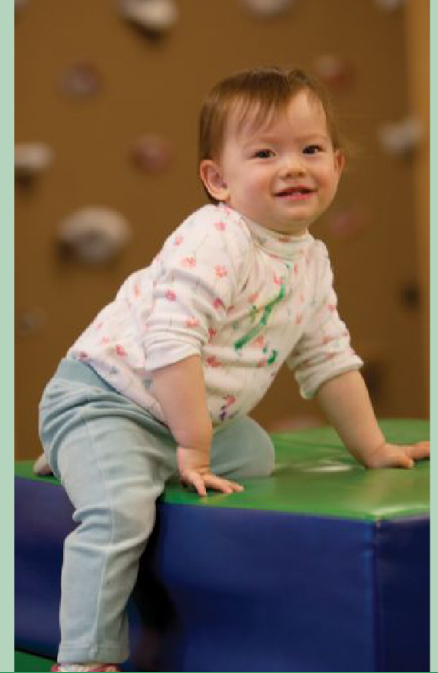




Well Aware

Young children behave the way they feel. Toddlers are notorious for this, expressing everything they feel through their actions. The direct relationship between a child's physical health and social, emotional, and cognitive achievements makes it crucial to ensure he feels strong, healthy, and well nourished every day. Growing up healthy also requires safe and age-appropriate opportunities for physical activity in an environment that builds good habits and positive attitudes.

Well Aware provides such an environment, enabling children to gain an understanding of how their bodies work, what they need, and how to protect them. Using the *Well Aware* resources, teachers provide rich learning experiences that help toddlers develop strong bodies, become self aware, and lay the groundwork for a lifetime of healthy habits.



Well Aware for Toddlers

Movement and Body Awareness

We learn to:

- Strengthen and refine small muscles
- Strengthen and refine large muscles
- Identify body parts and feelings

We learn it by:

- Practicing small muscle skills like writing, cutting, drawing, and painting
- Developing walking, running, jumping, dancing, climbing, and stretching skills
- Spending time in the natural world
- Singing songs such as "Head, Shoulders, Knees and Toes"

Nutrition

We learn to:

- Understand and identify "healthy" foods and where they come from
- Verbally express likes and dislikes related to foods

We learn it by:

- Growing vegetables from seeds
- Serving ourselves appropriate portions at meals and/or snack time
- Discussing our daily snack foods

Health and Safety

We learn to:

- Follow simple safety rules
- Practice proper hygiene
- Understand the importance of cleanliness
- Appreciate the importance of playing safely both indoors and outdoors

We learn it by:

- Following simple instructions such as, “We walk in the classroom, not run.”
- Following signs and examples that illustrate proper ways to wash our hands, blow our nose, and cover our coughs





Introduction To Bright Horizons Preschool Curriculum



READY for SCHOOL

Preschoolers are active and enthusiastic learners, busily refining and expanding the skills and knowledge they gained in the toddler years. Bright Horizons' *The World at Their Fingertips* curriculum guides children on this next step as they develop school readiness in all areas of academic learning and social preparedness.

At Bright Horizons, our READY for SCHOOL preschool programs are filled with investigation, experimentation, and discovery. Through intentional teaching practices, purposefully-designed environments, and enriched activities, teachers ensure preschoolers have joyful, appropriate, and meaningful learning experiences that lead to success in school and in life.

Early education in our READY for SCHOOL programs is designed to help your child reach his greatest potential in all areas including:

- Beginning reading and writing skills
- Math and science concepts
- Large and small muscle skills
- Social and emotional development



Download our School Readiness Study.





Language Works

The preschool years are an exciting time of robust language development. Vocabularies blossom from a few hundred words to a few thousand and word comprehension takes off. Literacy and language experiences in our preschool classrooms collectively contribute to the development of a child's emerging speaking, reading, and writing skills by continually nurturing and challenging each child's language development.

Language Works offers a comprehensive approach that thoughtfully and intentionally addresses all aspects of language and literacy. Through this curriculum, teachers provide children with opportunities to integrate listening, speaking, reading, and writing into daily activities within the classroom. Preschoolers delight in the numerous ways they can use and enjoy language, from composing a group story, to creating traffic signs in the block area, to reading simple stories that make language come alive.



Language Works for Preschool

Listening

We learn to:

- Participate in reciprocal conversations
- Develop listening and auditory memory
- Recall and follow two- or three-step directions
- Recognize common phonemes (word sounds)
- Discriminate between letter sounds

We learn it by:

- Engaging in meaningful conversations with teachers and peers about topics of interest
- Answering open-ended questions such as, "What do you think?"
- Listening to and joining in on songs, rhymes, and stories
- Participating in projects that have multiple steps
- Playing language games such as "sound" Bingo
- Playing rhyming games that challenge auditory skills

Speaking

We learn to:

- Expand our spoken vocabulary
- Describe events, needs, and feelings
- Distinguish between past, present, and future tenses
- Ask detailed questions

We learn it by:

- Learning new words introduced through conversations
- Sharing stories about ourselves
- Retelling simple events in sequence
- Listening to books read aloud that have rich and diverse language
- Asking and answering questions about a story

Pre-reading and Reading

We learn to:

- Appreciate and enjoy high-quality children's books
- Understand that printed words and symbols have meaning
- Recall and retell a simple story
- Use pictures and visual cues to 'read' a story
- Identify letters and a few sight words

We learn it by:

- Hearing our favorite stories repeated frequently
- Identifying classroom signs and labels
- Making our own books and "reading" them aloud to an adult or peer
- Playing letter games, such as "Letter Match"
- Looking at stories with common sight words

Pre-writing

We learn to:

- Strengthen and refine small muscle skills
- Draw pictures with more detail
- Make purposeful marks and letters
- Use writing to communicate

We learn it by:

- Using our small muscles in activities such as lacing cards or stringing beads
- Using diverse drawing and writing tools
- Making circular, angular, curved, or looped marks
- Writing our own names on project work
- Dictating thoughts and ideas to teachers about our artwork or experiences
- Participating in group tasks such as writing a thank you letter for a field trip, graphing children's eye color, or making a sign for parents





Math Counts

Mathematical concepts surround and fascinate children at this age.

Whether they are counting how many marbles they have, comparing their foot sizes for a bar graph, fitting a cylinder into a circular hole, asking for more milk, or establishing that they are the second in line for the drinking fountain, preschoolers are constantly using and experimenting with mathematical ideas.

Math Counts offers a framework for developing the skills and abilities of young mathematicians, ensuring that children recognize math in everyday life. Classroom environments and accompanying experiences are designed to support preschoolers as they continually develop their mathematical thinking and quantitative reasoning. *Math Counts* ensures children don't simply memorize numbers, but instead build mathematical reasoning skills so they can solve problems and use math in real and meaningful ways. Core areas of focus include classification, time and spatial relations, understanding of numbers, and geometry and measurement.



Math Counts for Preschool

Classification, Sorting, and Grouping

We learn to:

- Gather two or more similar objects from a variety of items
- Sort objects by one or more characteristics
- Create and follow simple patterns

We learn it by:

- Cleaning up by category as in, "Let's put all the large, blue items away first."
- Sorting items, such as seashells or blocks, by size
- Stringing beads in a pattern of color or shape

Time and Spatial Relations

We learn to:

- Understand past, present, and future
- Use spatial concept vocabulary in daily speech such as under/over; inside/outside; on/off; up/down; in/out; around/above

We learn it by:

- Discussing past, present, and future events such as, "Yesterday it was raining. Today it is sunny. What do you think it will be like tomorrow?"
- Using a calendar
- Using time words in daily conversation such as, "You can use the computer after Jordan."
- Following clues to find hidden objects such as, "It's near the sink." or, "It's around the corner."

Understanding of Numbers

We learn to:

- Understand quantities related to numbers
- Identify sets (numeration)
- Count sequentially and identify numerals
- Understand one-to-one correspondence
- Distinguish between equal and unequal parts (fractions)
- Make estimations

We learn it by:

- Role-playing “grocery store” with pretend money, cash registers, and items to purchase or sell
- Counting out small groups of crackers and matching each group to a numeral card
- Making a bar graph of the weather trends for the month
- Helping at snack by giving one cup to each child
- Completing puzzles
- Solving simple verbal math problems such as, “There were 3 birds. One flew away. How many were left?”
- Playing estimation games such as “Which jar has more pebbles?”



Geometry and Measurement

We learn to:

- Understand geometry concepts such as more/less, longer/shorter; lighter/heavier
- Understand volume
- Identify shapes
- Use standard and non-standard units of measure

We learn it by:

- Experimenting with measuring cups in the sand or water table and describing quantities as in, “This cup has more than that cup.”
- Experimenting with weights and scales and deciding which objects are heavier or lighter
- Participating in a classroom shape hunt as in, “Let’s find all the circles.”
- Measuring objects, such as a carpet, in shoe lengths and then translating that into feet

“The World at Their Fingertips curriculum has captivated and expanded my son’s interests in math and science.”

- Bright Horizons parent

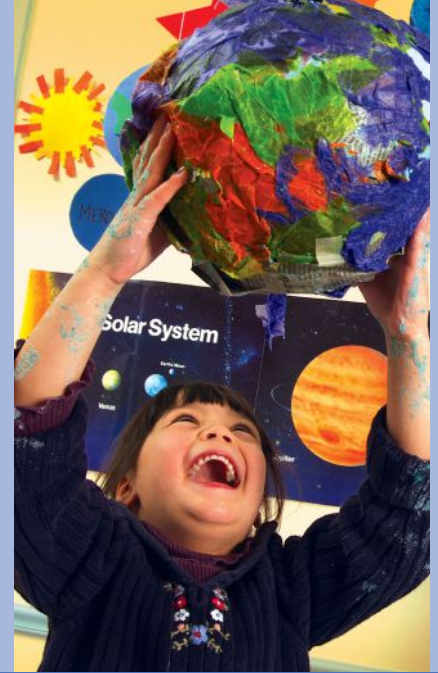




Science Rocks

Science is part of everything children do each day. Preschool children are constantly engaged in research and experimentation, testing hypotheses, exploring properties, making important discoveries, and learning how things work.

Science Rocks expands on preschoolers' innate interest in science by ensuring they have a myriad of meaningful scientific opportunities to explore, from taking apart an old telephone, to caring for classroom plants, to making carrot muffins for a cooking project. More than a science curriculum, *Science Rocks* is an overall attitude of inquiry and discovery. During the preschool years, teachers carefully plan science experiences that not only introduce scientific concepts and facts, but also nurture curiosity, wonder, engagement with the natural world, critical thinking, and an inquisitive approach toward learning — all essential skills needed for success in school and life.



Science Rocks for Preschool

Investigate Properties

We learn to:

- Identify physical properties such as shape and texture
- Recognize basic properties of living things such as plants
- Understand the life cycle of living things
- Gain familiarity with weather concepts

We learn it by:

- Exploring natural items in our science learning center such as stones, shells, pine cones, turtle shells, snake skins, and plants
- Investigating objects on a light box or light table
- Growing a terrarium
- Predicting daily weather and determining if the prediction was accurate
- Exploring the properties of various forms of solids or liquids in the sensory table

Investigate Forces of Nature

We learn to:

- Experiment with magnetic force
- Describe the concept of gravity
- Recognize the characteristics of motion

We learn it by:

- Using magnetic wands to test magnetism of various materials
- Letting multiple items fall to the ground (i.e., beach ball, balloon, tennis ball, rock) and measuring their bounce
- Gathering objects such as round blocks, car wheels, or stacking toys and testing out the different speeds as they go down a ramp

Tools for Investigation and Discovery

We learn to:

- Use tools in purposeful ways that support discovery
- Independently seek information
- Document observations or ideas in pictures

We learn it by:

- Using a magnifying glass to examine bugs
- Mixing colors using eyedroppers
- Exploring maps, magazines, non-fiction books, globes, and other scientific resources
- Voting on favorite food items and recording preferences on a chart
- Recording weekly observations of our vegetable garden

Scientific Inquiry

We learn to:

- Use what, why, when, where, and how questions appropriately and sequentially
- Develop hypotheses and conclusions
- Demonstrate persistence in problem solving
- Explore various types of technology

We learn it by:

- Making a chart of 'what we want to know' questions before a class visit from the mail carrier such as, "How many letters do you carry? Why does the mail truck have an open door?"
- Hearing and responding to open-ended questions posed to us throughout each day and during all activities
- Working independently and creatively to build a marble ramp with materials such as PVC pipes
- Problem solving with the guidance of teacher prompts such as "I see those pipes aren't fitting together? What else could you try?"
- Having various types of developmentally-appropriate technology accessible in our classroom including flashlights, CD players, tools, computers, light tables, and microscopes

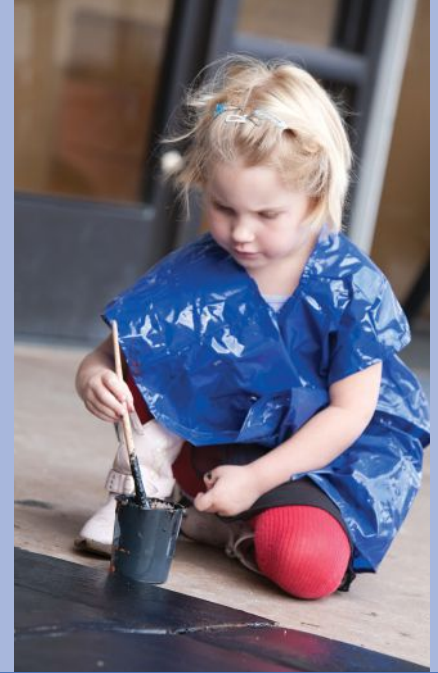




ArtSmart

Preschool-age children are creative by nature and enthusiastic about art. Not only do artistic experiences expand a preschooler's budding creative and artistic competencies, they also enhance learning and development in other areas such as math, literacy, and science. Artistic exploration encourages important skills such as flexible thinking, adaptation, problem-solving, innovation, and follow-through.

ArtSmart ensures that children are engaged in comprehensive, authentic, and diverse creative experiences in all areas including visual arts, music, dance/creative movement, and drama, nurturing a child's own artistic abilities and helping her appreciate art in the broader world. By infusing art into preschool environments and offering preschoolers a variety of creative experiences each day, teachers enhance cognitive development, support self expression, and nurture the budding artist in each child.



ArtSmart for Preschool

Visual Art

We learn to:

- Use art materials and tools purposefully and creatively
- Experiment with visual media and materials
- Observe and describe features of artwork and illustrations

We learn it by:

- Using varied materials and tools such as scissors, clay, watercolors, tempera paint, crayons, etching tools, paint brushes, stencils, glue, and fabric
- Drawing a self-portrait using varied tools
- Working on long-term art projects such as 3-D paper-mâché sculptures
- Dictating descriptions or stories to accompany our drawings

Music

We learn to:

- Appreciate and sing songs from varied genres and cultures
- Recognize and reproduce rhythm patterns
- Become familiar with musical terminology like “beat,” “rhythm,” “melody,” “pitch,” and “chorus”

We learn it by:

- Reading books and listening to music from around the world
- Singing songs during daily group time
- Making instruments from natural materials and forming a marching band

Dance/Creative Movement

We learn to:

- Respond to music of various tempos, meters, and genres with accompanying movements
- Express ourselves through dance and creative movement
- Develop our large muscle skills

We learn it by:

- Painting to the beat of music while listening to different rhythms and tempos
- Dancing to music during outdoor time
- Moving and dancing with colorful scarves

Dramatic Art

We learn to:

- Engage in dramatizations with peers
- Assign and take on roles
- Act out stories or plays

We learn it by:

- Playing a sustained group game of 'house' with our peers in the dramatic play area
- Planning and creating dramatic play thematic areas such as a greenhouse, grocery store, or office
- Using props or puppets to act out a favorite story



“The preschool class exceeds my expectations and my child has truly blossomed there.”

- Bright Horizons parent

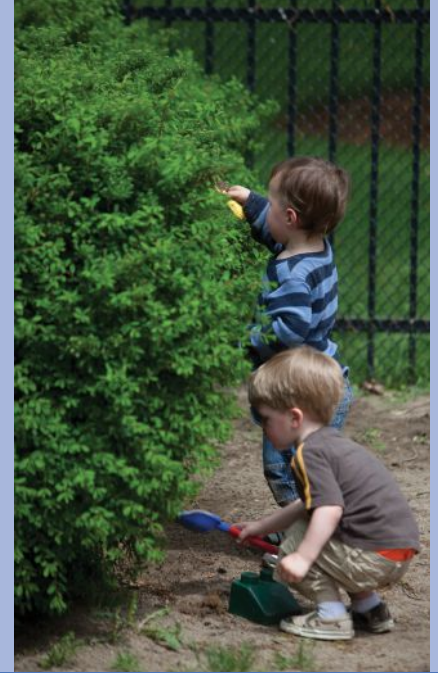


Our World

Research tells us that people who have positive self identities and who feel they have value in the world are more successful in life.

This process starts early in childhood when preschoolers are actively developing their sense of self and who they are in the world. Studying their communities and the broader world cultivates important social and emotional development, relationship skills, environmental responsibility, and an appreciation of diversity.

Our World, a part of *The World at Their Fingertips* curriculum, presents unique experiences to help children understand the diverse and global world they inhabit, enhancing their sense of responsibility and compassion for people here and abroad. Teachers cultivate the development of these important competencies through modeling and activities, and by creating a preschool environment that is respectful and diverse.



Our World for Preschool

Identity Development

We learn to:

- Develop a strong sense of self
- Demonstrate awareness of personal traits and characteristics
- Understand our personal ability to impact the world and/or others

“The preschool classroom does a wonderful job with writing, phonetics, and story comprehension.”

- Bright Horizons parent

We learn it by:

- Seeing our picture and family photos posted in prominent places around the room
- Having our words and work displayed on the walls for families and friends to see
- Learning new vocabulary words to describe feelings
- Sharing cultural or family traditions with the class
- Working with our peers to generate community-service ideas such as trash pickup in a park or a trike-a-thon to earn money for a cause

Emotional Intelligence

We learn to:

- Cooperate and participate in give and take
- Consider another person's perspective
- Demonstrate compassion towards friends and family
- Offer and receive emotional support

We learn it by:

- Planning ahead and making choices about where we want to play during choice time
- Hearing stories about real-life scenarios and asking questions about the characters' feelings
- Experiencing the comforting words and gestures of our teachers

Critical Thinking about Diversity

We learn to:

- Explore different cultures in authentic ways
- Consider the circumstances of others
- Practice acceptance and appreciation

We learn it by:

- Participating in dramatic play with props such as clothing, cooking utensils, fabrics, and food from around the world
- Celebrating multicultural holidays in authentic ways
- Modifying favorite games to be more inclusive
- Exploring photos of children and adults who are similar and different from us
- Working and playing collaboratively with all peers regardless of gender, culture, ethnicity, language, or abilities

Care of the Environment

We learn to:

- Understand the relationship between living and non-living things
- Understand our own impact on the environment

We learn it by:

- Caring for classroom plants and pets
- Growing and harvesting a garden
- Cleaning up after ourselves throughout each day





Well Aware

Promoting physical development and wellness is a fundamental responsibility of any high-quality early childhood program. Children are growing up in a society with an array of choices — some healthy and beneficial, others harmful and risky. Because young children are forming attitudes and behaviors that will influence them throughout their lives, it is imperative to expose them to experiences that foster their abilities to make good decisions, develop a positive self-image, make healthy nutrition choices, and show respect for their bodies.

Well Aware provides preschoolers with varied opportunities and materials to develop concepts of wellness, as well as the knowledge and skills to practice healthy lifelong habits. Using the many *Well Aware* resources, teachers help children to develop their physical abilities, enhance their self-esteem, and nurture healthy habits — all of which contribute to a readiness to learn and the confidence to master new challenges.



Well Aware for Preschool

Nutrition

We learn to:

- Understand the concept of healthy food
- Serve ourselves and others independently
- Identify nutritious foods

We learn it by:

- Making our own choices at meals and snacks
- Using child-sized serving utensils and pitchers
- Charting different foods in food group categories

Health and Safety

We learn to:

- Adhere to safety rules
- Be responsible for our own basic hygiene and care
- Keep ourselves safe

We learn it by:

- Following procedures for a fire drill
- Doing things for ourselves such as putting on and zipping up our jackets and properly washing our hands
- Learning to remember our own phone numbers and addresses and practicing them regularly



Motor and Fitness

We learn to:

- Strengthen and refine our small muscle skills
- Strengthen and refine our large muscle skills
- Participate in physical activities with peers

We learn it by:

- Cutting, writing our names, drawing with details, and manipulating small pegs in a pegboard
- Engaging in physical activities such as hopping, skipping, climbing, stretching, simple obstacle courses, or yoga
- Engaging in a variety of cooperative physical games and activities





Introduction To Bright Horizons Pre-kindergarten Curriculum



READY for SCHOOL

Pre-kindergarten children are physically and cognitively able to take on more challenges while still engaging in important foundational learning like friendship building and developing a strong self-concept.

Using *The World at Their Fingertips* curriculum, teachers help pre-kindergarten children advance skills in core pre-academic areas such as literacy, math, and science, as well as in other essential areas such as art, social and emotional well-being, and health and wellness. Our whole-child approach ensures that children are exposed to a diverse array of learning activities and that they thrive in all areas of development, becoming creative thinkers, complex problem solvers, empathetic collaborators, curious investigators, and astute decision makers. Equally important is ensuring that they are prepared to succeed in school and life.

Our READY for SCHOOL program is designed to help your child reach his or her greatest potential in all areas including:

- Beginning reading and writing skills
- Math and science concepts
- Large and small muscle skills
- Social and emotional development



Download our School Readiness Study.



Language Works

As children grow, their capacity to communicate becomes paramount to their interactions. At Bright Horizons, language and communication skills are embedded into all of a child's daily experiences, offering enriched learning opportunities that help pre-kindergarteners use and build their burgeoning vocabularies and develop the ability to communicate in increasingly complex ways.

Language Works provides a framework for meaningful classroom experiences to ensure children aren't merely memorizing letters and imitating words, but instead gaining a deep understanding of language and communication. Skills mastered in this essential area of development contribute to success in all learning domains including vocabulary building, phonemic awareness, and reading readiness.



Language Works for Pre-kindergarten

Listening

We learn to:

- Recall and follow multi-step directions
- Recognize phonemic patterns such as rhyme and alliteration
- Participate in extended reciprocal conversations
- Expand receptive vocabulary

We learn it by:

- Working with peers and teachers on long-term projects
- Reciting and singing poems and songs
- Initiating extended conversations with teachers and peers
- Hearing new vocabulary words in context on a regular basis

Speaking

We learn to:

- Use adjectives and other descriptive speech
- Speak fluently in past, present, and future tenses
- Ask progressively complex questions

We learn it by:

- Sharing items from home at "show and share" time
- Reading high-quality literature with teachers and peers
- Hearing and using new vocabulary words related to time
- Hypothesizing about future outcomes such as, "What will happen to the seeds planted in the garden?"

Pre-reading and Reading

We learn to:

- Select and enjoy age- and comprehension-appropriate books that interest us
- Use language as a means of getting information
- Use visual and print clues to “read” a story on our own
- Understand concepts and features of print
- Identify alphabet letters and some letter sounds

We learn it by:

- Accessing a library of high-quality, age-appropriate books
- Exploring meaningful print materials such as activity instructions, recipes, menus, classroom signs, and non-fiction books and magazines
- Using letter- and sight-word stamps and stencils
- Following along in big books read to the class
- Playing letter Bingo



“The Pre-K classroom activities are innovative and engaging. The best thing is that they are teaching a love for learning.”

- Bright Horizons parent

Pre-writing and Writing

We learn to:

- Write our names and other common words
- Enhance our fine motor control
- Attempt spelling using letter sounds and phonemes
- Communicate through increasingly detailed writing

We learn it by:

- Practicing fine motor control through weaving, lacing, keyboarding, and cutting
- Writing simple letters to teachers, peers, and parents
- Communicating with parents — with the teacher’s help — about the day’s activities or ongoing projects
- Engaging in meaningful writing projects such as recording plant growth in a science journal





Math Counts

Pre-kindergarteners are fascinated by numerical concepts and mathematical thinking. They are enthusiastic mathematicians, engaging in math regularly as they build block towers, make patterns on a canvas, complete puzzles, or measure the length of a shadow.

Math Counts ensures that children develop the mathematical fluency necessary for kindergarten readiness. By exploring the fundamental concepts of geometry, algebra, and statistics, *Math Counts* ensures children don't simply learn numbers by routine, but instead build mathematical understanding to develop quantitative reasoning, solve problems, and use math in real and meaningful ways.



Math Counts for Pre-kindergarten

Classification

We learn to:

- Verbally compare and contrast items
- Distinguish between items with like characteristics
- Create and follow detailed patterns

We learn it by:

- Writing a class book titled "Alike and Different"
- Responding to requests for the smallest green crayon, the largest block, or the longest piece of yarn
- Following picture cards to make detailed patterns of colored cubes

Time and Spatial Relations

We learn to:

- Understand segments of time such as an hour, minute, or second
- Use time vocabulary such as: later, before, often, more, less
- Understand spatial relations and proportions

We learn it by:

- Using a timer in the dramatic play kitchen
- Hearing language to describe plans for a long-term project: "First, we will gather the materials. Later, we will organize them into piles."
- Using a calendar to talk about dates in the past, present, and future
- Constructing complex block structures that include size comparisons and balancing
- Following complex directions including "Place the bigger triangle on top of the smaller square."

Numerical Operations

We learn to:

- Demonstrate knowledge of number order
- Solve simple number problems
- Create and sort by sets
- Estimate with increased accuracy
- Match sets to the corresponding numerals 1–10

We learn it by:

- Counting on an abacus
- Matching items by characteristics such as color and size
- Estimating the number of seeds in a pumpkin or crayons in a box
- Matching teddy bear counters or marbles to numerals

Geometry and Measurement

We learn to:

- Understand properties of specific shapes
- Create new shapes from existing shapes
- Use standard or non-standard measurement tools to problem solve or plan
- Explore different units of measurement

We learn it by:

- Building a structure with various shape blocks
- Creating visual images with geometric puzzles
- Using multiple-sized measuring cups and funnels in the sand and water table
- Measuring our classmates' height, jumping distance, etc.





Science Rocks

Enthusiastic, engaged, and curious, pre-kindergarteners are poised for scientific discovery. As their cognitive and physical abilities develop, they are increasingly able to advance scientific reasoning, to develop and test their own theories, and to engage in long-term experiments. These activities build important scientific competencies and enhance critical learning by nurturing curiosity, perseverance, and critical thinking skills.

Science Rocks engages pre-kindergarteners in complex and meaningful scientific learning. Rather than simply participating in a series of unrelated activities, pre-kindergarteners explore in-depth opportunities that build on prior knowledge and lead to new knowledge and skills. *Science Rocks* explores the broad scope of scientific disciplines, from physics, to chemistry, to earth science. Through these experiences, pre-kindergarteners will have the opportunity to make queries, test hypotheses, investigate properties, explore scientific phenomenon, and make profound discoveries.



Science Rocks for Pre-kindergarten

Investigate Properties

We learn to:

- Examine, describe, compare, and contrast the physical properties of two objects or materials
- Explore how properties can change
- Explore how objects can move in space

We learn it by:

- Making charts of similar or contrasting properties such as hot/cold, big/small, or light/heavy
- Participating in cooking projects — such as baking muffins or preparing rice — that alter physical properties
- Using found objects to create sailboats to float in the water table

Living Things and the Environment

We learn to:

- Become familiar with the properties of living things
- Become familiar with the properties of the environment

We learn it by:

- Exploring ants online and through non-fiction books, and by using magnifying glasses on the playground and recording observations in our journals
- Tending to a class garden
- Charting the sun's movement and measuring shadows
- Experimenting with sand, soil, and clay at the sensory table

Forces of Nature, Motion, and Gravity

We learn to:

- Apply the concept of magnetic force
- Apply the concept of gravity
- Use motion purposefully

We learn it by:

- Using magnets to collect metal objects such as paper clips or coins
- Building free-standing structures using wood pieces of various sizes
- Making and flying kites

Tools and Resources for Investigation

We learn to:

- Choose specific tools for tasks
- Independently use tools to research information or deepen understanding
- Record findings or observations with words and pictures

We learn it by:

- Having carefully supervised access to woodworking tools such as a hammer, screwdriver, and safety goggles
- Reading an outdoor thermometer to determine the temperature
- Using an atlas or globe to study terrain differences
- Writing weekly observations of our guinea pig's eating habits

Scientific Inquiry Skills

We learn to:

- Refine the use of what, why, when, where, and how questions by asking them sequentially
- Independently develop hypotheses, make predictions, plan investigations, and draw conclusions
- Solve complex problems

We learn it by:

- Participating in long-term, multi-skill scientific experiments such as creating a water xylophone
- Disassembling objects such as flashlights and old telephones
- Hearing science words — such as investigate, hypothesize, observe, and predict — in daily conversation

Technology

We learn to:

- Use developmentally appropriate technology independently and with peers in purposeful ways
- Understand the various uses of electronic technology
- Research problems using technology

We learn it by:

- Interacting with varied types of technology daily including CD players, audio stories, microscopes, binoculars, and cameras
- Having daily access to computers and developmentally-appropriate learning activities
- Working with our teacher to access the internet to research questions and solve problems such as figuring out why the moon changes shapes





ArtSmart

As children grow, their ability to engage in complex projects increases, paving the way for vibrant, creative, and expressive artistic endeavors. Pre-kindergarten is an ideal time to introduce children to increasingly intricate artistic experiences that enhance development in many domains. Such activities develop not only an appreciation of the arts, but also build algebra, chemistry, vocabulary, and communications skills through exploring musical rhythms, mixing paints, and engaging in pretend play.

ArtSmart extends children's skills and knowledge through open-ended, meaningful, process-oriented art experiences. By studying Jackson Pollack or Picasso, weaving on a loom, composing and playing music, or scripting and directing a puppet show, pre-kindergarteners engage in authentic art experiences and become budding masters of the arts.



ArtSmart for Pre-kindergarten

Visual Art

We learn to:

- Purposefully choose art tools and materials to achieve desired outcomes
- Represent an idea using visual media and materials
- Discriminate between forms of visual media
- Critique and make observations about artwork and illustrations

We learn it by:

- Sculpting with clay and etching tools
- Writing and illustrating our own books
- Exploring art books, visiting museums, and engaging with visiting art experts
- Exploring the work of famous artists and experimenting with the different styles

Music

We learn to:

- Distinguish between music genres
- Recognize, repeat, and compose rhythmic patterns and melodies
- Recognize musical components such as pitch, timbre, melody, chorus, and tempo

We learn it by:

- Playing instruments, learning about musicians, and listening to different genres of music
- Replicating complex clapping patterns
- Hearing musical vocabulary

Dance/Creative Movement

We learn to:

- Coordinate movement to music
- Demonstrate spatial and relational awareness
- Develop imaginative movement skills using our bodies

We learn it by:

- Playing musical games that encourage movement to different musical melodies and beats
- Participating in activities such as square dancing and yoga
- Following directions to move like particular animals (i.e., tiger) or objects (i.e., robot)

Dramatic Art

We learn to:

- Plan complex dramatizations with our peers
- Use our imaginations to simulate a familiar place
- Compose and direct stories or plays

We learn it by:

- Assigning roles, using costumes, and setting the “stage” for a sustained game of grocery store
- Using chairs, blocks, fabric, and recycled materials to create a “school bus”
- Acting out an original story using costumes, props, and student-made masks

*“I love the curriculum.
There is a great approach
to learning that touches all
types of learners.”*

- Bright Horizons parent





Our World

Pre-kindergarten children are becoming aware of the world and their ability to make an impact in it. They are interested in the diversity of people, cultures, and the environment, and they seek out meaningful opportunities to learn about and engage in their communities. These experiences develop a child's sense of citizenship, enhance their self-concept and self-esteem, and prepare them to live a meaningful, fulfilling life.

Our World curriculum offers children opportunities to learn about geography and civics. Through these experiences, *Our World* fosters the development of all areas of a child's emotional intelligence including interpersonal skills, compassion and acceptance, appreciation of diversity, stewardship of environments, and personal responsibility.



Our World for Pre-kindergarten

Identity Development

We learn to:

- Use expressive language to describe personal characteristics and feelings
- Take pride in ourselves and our abilities
- Intentionally impact the world and/or others

We learn it by:

- Using favorite things, hobbies, and personal characteristics to make "all about me" collages
- Displaying our work on the walls for families and friends to see
- Making blankets for a neonatal intensive care unit (NICU), contributing to an art auction to raise funds for a local charity, or participating in other community service projects

Emotional Intelligence

We learn to:

- Use negotiation and conflict-resolution skills
- Understand how our actions affect others
- Demonstrate compassion and empathy for familiar and unfamiliar people

We learn it by:

- Cooperatively playing in the dramatic play area
- Setting up a stuffed animal hospital
- Making get well cards for a peer who is sick at home

Critical Thinking About the World

We learn to:

- Explore issues around gender, race, and differing abilities
- Understand features of our neighborhoods and communities
- Practice acceptance and appreciation

We learn it by:

- Cooking diverse foods, listening to cultural music, and reading books about people of diverse backgrounds
- Making maps of our neighborhoods and communities
- Becoming pen pals with children in a faraway center
- Interacting with classroom visitors such as a female firefighter, a visually impaired person with a guide dog, or a family from another country

Care of the Environment

We learn to:

- Care for living and non-living things
- Positively impact the environment

We learn it by:

- Having class jobs that require care of materials, class pets, and plants
- Organizing and labeling our learning centers
- Setting up a classroom recycling station





Well Aware

Physical health and development are as critical to a child's learning ability as any other area of development. In pre-kindergarten, children are becoming more independent, increasingly responsible for their own choices and decisions, and ready to start tending to their personal care and safety. Healthy eating, exercise, and safety habits are essential skills that will ensure good choices, bolster positive self-esteem, and serve children throughout their lives.

Well Aware is a unique and important curriculum component that ensures pre-kindergarteners are engaging in daily activities that advance their understanding of wellness and associated experiences. A primary goal of *Well Aware* is to encourage children to not only be aware of the importance of physical wellness, but to enjoy physical activities and to take pride in their active bodies and growing capabilities.



Well Aware for Pre-kindergarten

Nutrition

We learn to:

- Make healthy food choices
- Engage in family style dining for snacks and meals, where possible
- Understand characteristics and benefits of nutritious foods

We learn it by:

- Planning and cooking a meal for a class event
- Sitting with peers at snack time and mealtime and serving ourselves, passing shared items, and engaging in conversation
- Reading about and discussing different foods and food groups

Health and Safety

We learn to:

- Understand and create safety rules
- Take initiative for personal care
- Apply safety guidelines

We learn it by:

- Developing classroom rules as a group
- Using personal care tools and following instructional posters to wash our hands and brush our teeth
- Establishing safety rules for our 'family' while playing 'house' on the playground

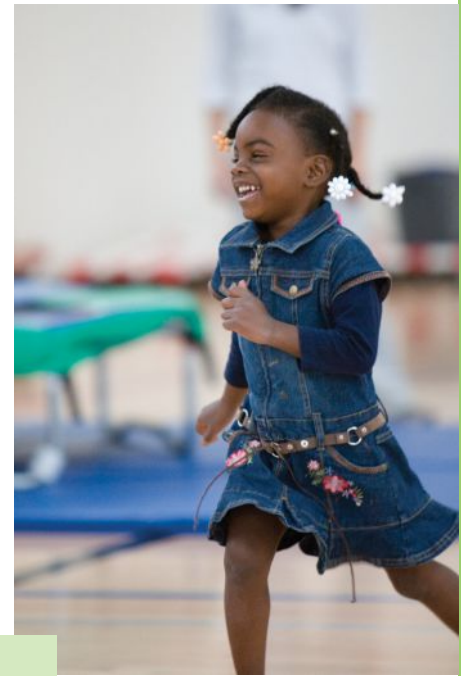
Motor and Fitness

We learn to:

- Coordinate multiple muscle movements
- Enjoy and seek out physical activities
- Demonstrate basic understanding of how physical activity helps the heart and muscles

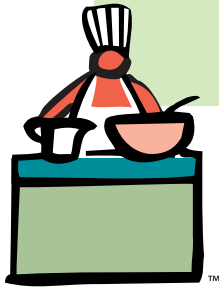
We learn it by:

- Playing soccer, running relay races, assuming yoga poses, and playing games like “Red Light, Green Light”
- Using balls, scooters, jump ropes, and hula hoops
- Taking our pulse or counting breaths before and after physical activity



“My children are at academic levels that I am amazed by in writing, cognitive skills, understanding language, and problem solving skills.”

- Bright Horizons parent





Bright Learner™

At Bright Horizons, we recognize that children learn at different rates and in different ways. An important aspect of our curriculum is to continually track each child's developmental progress with ongoing evaluation and documentation. This allows us to regularly assess skills, to partner with you to create goals for your child's growth and learning, and to guide every child toward the next developmental step.



Our state-of-the-art Bright Learner system enables us to track your child's ongoing progress and keep you up to date via daily communications, weekly planning forms, and periodic family conferences. In addition, Bright Learner also uses Teaching Strategies GOLD™, the premier tool for online developmental assessment of young children. This resource allows us to share your child's progress towards developmental checkpoints and to provide an online portfolio (to which families are welcome to contribute) that includes anecdotes and photographs. It also offers you meaningful activities for helping your child learn at home.

Just as this curriculum guide gives a general description of what and how children learn at Bright Horizons, Bright Learner explains how YOUR child is learning. It is our privilege to work with you and your family to jointly set goals for your child's learning today, as well as for their long-term educational success.

"I am extremely happy with the education my child receives at Bright Horizons. I absolutely love how devoted and caring the teachers are and how dedicated they are to ensuring my son succeeds academically. He has learned to take pride in his work and to be a creative and thoughtful individual. Bright Horizons has given him the skills he needs to become a confident little boy."

-Bright Horizons parent

You can learn more about your child's educational journey at
<http://www.brighthorizons.com/education/>



