

Play Group

Nursery

LKG

UKG



GREAT MINDS

PRESCHOOL

Prospectus



+91 91132 24750



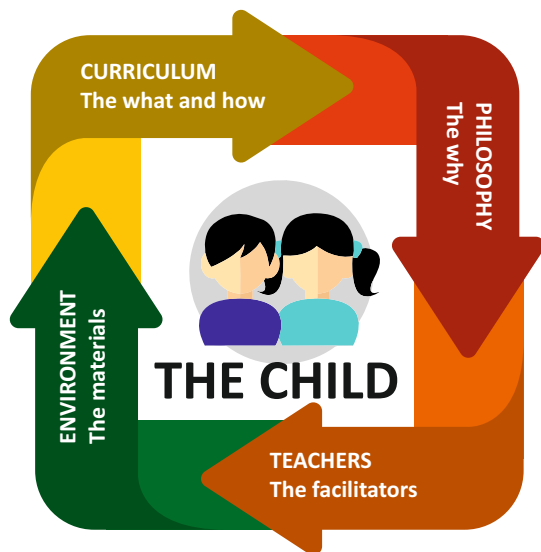
greatmindzpreschool@gmail.com



574, 3rd Stage, 4th Block Opposite Trupti Nursing Home,
Water Tank Road, Basaveshwar Nagar, Bengaluru, Karnataka, 560079

🌸 Purpose of Education

“The purpose of education is to prepare the young to educate themselves throughout their lives.”



Preschool education is not just about art, music, dance, fun, and fantasy, it is to provide comprehensive learning objectives and having a structured way to achieve these objectives.

The 4 major components to achieve these objectives are:

- the philosophy
- the curriculum and methodology
- the learning tools offered to the child
- the teachers who facilitate learning

Our curriculum balances these 4 components. The core philosophy is inspired by the Montessori method. Each

material has been designed following this philosophy. The teachers have been trained effectively on the philosophy, curriculum, and materials. Academically equipped and socially adept children are what we are striving to provide this world.

🌸 The Philosophy

A Child's path to excellence begins with the perfect role model and the perfect tools.

Research proves that Early Education is critical because:

- Brain development is most rapid in the early years
- 75% of neural connectivity is complete by the age of 7
- When the quality of stimulation is deficient, child development is seriously affected.

The capacity to absorb concepts and learn is highest during Ages 2 to 6. Hence it is important to expose the child to an environment that provides an appropriate stimulus for learning

Intelligence is an important factor to consider when a child comes to school.



INTELLIGENCE

INHERENT

Inherent Intelligence is the maximum intelligence a child can achieve in accordance with the genes.

ACQUIRED

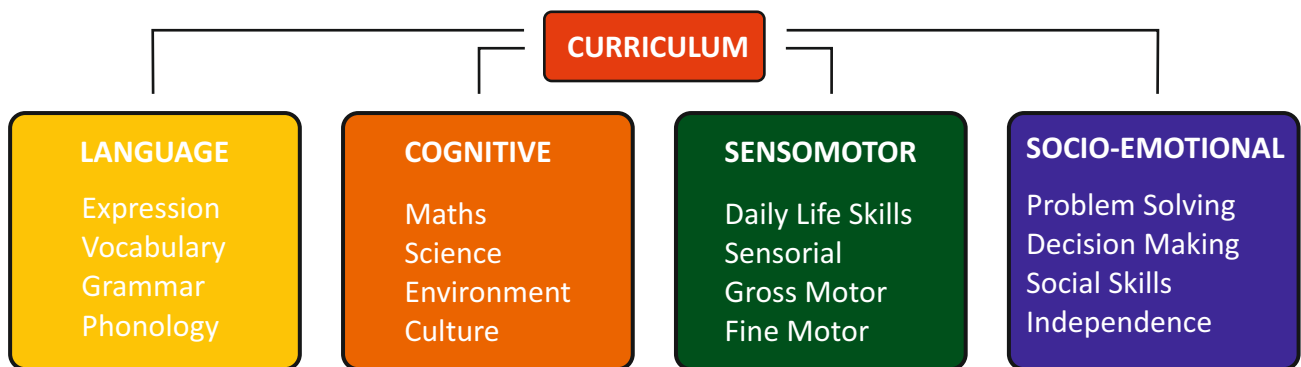
Acquired Intelligence is what a child gets with environmental factors like culture, family, and education.

The Curriculum

Our curriculum is focused on the following areas of development:



A Curriculum is a set of experiences and events that are planned to foster a child's learning. Our curriculum explores-



The Environment

The environment is a major part of our curriculum. A young child must get daily experience with learning aids in a structured environment which have specific usage, derived from the curriculum. The environment in our curriculum facilitates self-learning in every child.

The Teachers

Our staff is trained to ensure that the curriculum objectives for each child are met consistently. They are trained to facilitate learning, observe, record, and assess daily. We have an appropriate student-teacher ratio to ensure that every child's needs are met so that they don't excessively depend on an adult.



Methodology

- Teachers are facilitators
- Self-Learning Environment
- Each Child at his own pace
- Self-correction
- Inner discipline
- Daily observation and assessment
- Socially vibrant environment
- Encouraging the child's inherent desire to do and learn.

Learning Modes

Our curriculum has activities that are specifically designed to help a child in every area of development. These activities include.

- Individual learning with materials
- Small group activities in art, language, and gross motor skills
- Learning through a thematic approach
- Occasional support learning through role-plays, presentations, storytelling, Reading
- Field trips
- Project-based learning for older children
- Cultural celebrations

• A child's home environment plays an important role in shaping a child's personality. Our curriculum includes parent feedback sessions and guidelines to ensure that the school and home environment together foster the child's development.

Cognitive / Academic Learning

Every activity in the school is done with a clear-cut objective and outcome for the child.

In the 2 to 4 years category, we begin with fine motor and practical life skills. English is introduced with phonetics. Mathematics is introduced with materials that help the child comprehend this very abstract area. Other activities help with cognitive development and logical thinking.

In the 4 to 6 age group, children are taken through a program that covers fairly complex areas of language, mathematics, geography, history, and science in a manner that will help them and understand the fundamentals.

Mission

Every Child Has The Right To Excellent Quality Education In This Universe .



🌸 **Critical Non Academic Learning**

The curriculum provides opportunities for children to make decisions about their work. Children have the choice to work in small groups/ individually depending on their needs.

We encourage our children to receive help from and offer help to other children, thus injecting a sense of social awareness. Mixed-age grouping also helps them become better learners.

Our curriculum helps them with practical skills like cutting, sieving and gardening, and other areas of art. Physical Development is an important part of childhood and we take special care of activities.

🌸 **Assessment**

Assessment in the early years of a child has to be a continuous process. Our system constantly checks on the child's progress and helps teachers to keep up with the progress and updates of the child hence they can step in to make any necessary changes.

🌸 **What Differentiates us?**

- Child centric approach rather than teacher-centric
- Strong Montessori-based philosophy combined with best practices of early childhood methodology.
- Goes way beyond song & dance routines, nursery rhymes, and simple playing with toys
- Materials and tools for learning designed for the curriculum
- A methodology that instills a sense of purpose & interest to work hard in the child
- Revolutionary assessment technique
- A structured learning program for the overall development of the child

Quality Early Education is a necessity not a luxury.



CURRICULUM OBJECTION PLAY GROUP

Physical

Gross motor

- Move around their environment Coordinated movements
- Exhibit body balance while moving around
- Demonstrate motor manipulative skills

Fine motor

- Exhibit eye-hand coordination
- Demonstrate wrist and finger movements

Socio-Emotional

- Identify their personal belongings
- Explore their environment when familiar and trusted adult is around
- Imitate adults/peers
- Perform repeated actions
- Play among other children
- Participate in group activities

Language-English

- Follow one-to-two step instructions
- Listen and participate actively to recite rhymes and stories
- Use a few English words while speaking

Cognitive

Sensorial

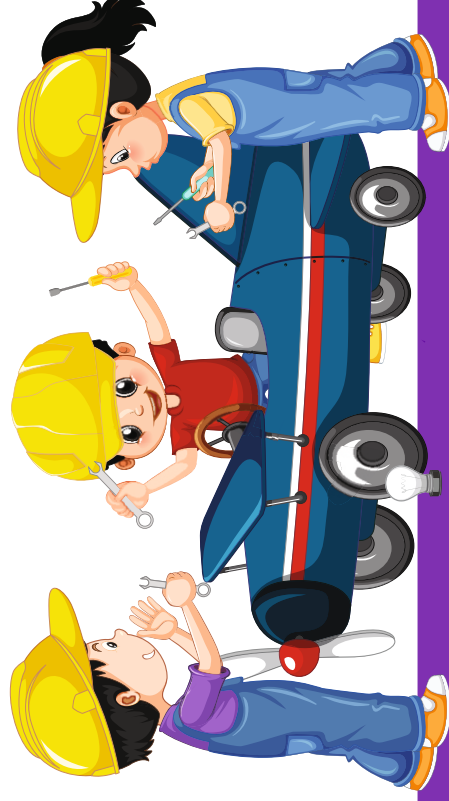
- Pair objects by texture
- Pair objects by size
- Pair objects by shape
- Pair objects by colour

Creative

- Move and sway to music
- Use writing tools to make marks on paper

Environment and culture

- Recognize and name some parts of a human body, fruits, animals, flowers, vegetables, birds, insects and transport.



Learning Objective Nursery

Physical

Gross motor

- Exhibit muscle control
- Balance and move in restricted spaces
- Perform coordinated movements like cycling and dancing
- Initiate exploration of new movements

Fine motor

- Demonstrate one hand preference for most activities
- Begin use of writing tools
- Demonstrate muscle control to perform tasks
- Demonstrate precision in pincer grip

Socio-Emotional

- Follow set routines
- Demonstrate independence in performing tasks
- Verbally express needs and wants
- Express emotions of happiness/sadness/anger
- Use kind words and gestures
- Start identifying self (boy/girl, name, family)
- Participate in games and peer interactions
- Accept redirection from adults
- Persist in trial and error

Cognitive

Math

- Count numbers in sequence from 1 to 50
- Recognize number symbols from 1 to 20
- Associate number to quantity from 0 to 20
- Form and write number symbols from 0 to 20)
- Understand zero means nothing
- Understand more and less between numbers 1 to 10
- Count backwards from 10 to 1

Environment and culture

- Aware of immediate environment like school, roads and home
- Identify and name parts of a body, fruits, animals, flowers, vegetables, birds, insects, transport

Sensorial

- Identify texture, size, shape and colour
- Sort objects by texture, size, shape and colour
- Grade objects by texture, size, shape and colour
- Identify same and different objects
- Identify a missing part of a familiar object
- Name and apply different size concepts like tall, shortest, thicker and so on
- Replicate simple patterns

Creative

- Move rhythmically to music
- Explore visual art (colouring, tearing, pasting, painting and more)

Language-English

- Follow 2-step instructions
- Speak in short phrases and sentences
- Pronounce words clearly
- Recite rhymes and narrate short stories
- Identify letter symbols a to z (Capitals and small case)
- Identify the sounds in a word
- Trace shapes of letters a to z
- Join dots to form a letter



Learning Objective LKG

Physical

Gross motor

- Balance and move in restricted spaces for specified time periods
- Carry heavy objects from one place to another
- Can apply force to move an object
- Manoeuvre around obstacles in their paths
- Walk backwards in a balanced way
- Perform alternate leg movement for tasks like jumping, hopping, climbing stairs
- Exhibit eye-hand coordination to catch and throw objects

Fine motor

- Take up complex tasks that involve crossing the mid line—using a knife, scissoring and tying shoelaces
- Dress and undress independently
- Establish and display hand preferences
- Bridge enclosures

Socio-Emotional

Knows and follow daily routine

- Maintain attention span and focus for more than 15 minutes
- Adapt to change
- Begin to understand accepted behaviour norms
- Perform tasks without constant need for approval
- Enjoy working in groups and socialize
- Be aware of and understand others' emotions
- Cooperate with peers
- Develop friendship with peers
- Share personal belongings with peers
- Care for others
- Negotiate solutions to problems

Sensorial

- Associate to daily life experiences
- Describes same and different objects
- Classify objects
- Differentiate between 2D to 3D shapes
- Identify simple polygons
- Complete a pattern
- Complete complex jigsaw puzzles (with 8 to 10 pieces)

Environment and Culture

- State a few facts about oneself, familiar people and objects
- State facts about parts of a body, fruits, animals, flowers, vegetables, birds, insects, transport and trees
- Recognize seasons and state simple facts about them
- Aware of time and date
- Develop the concept and understanding of a family

Cognitive

Math

- Verbally count and write numbers in sequence up to 100
- Recognise number symbols—tens and teens
- Associate number to quantity (from 0–100)
- Understand place value of numbers with hierarchy
- Change hierarchy/ exchanges from one place value to next
- Read 4 digit numbers
- Identify ascending and descending orders of 2 digit numbers
- Add any two numbers that are up to 3 digits (without carryover)
- Understand and do addition on a number line
- Skip count 25, 5s and 10s

Creative

- Use tools to create visual art work
- Get creative during role play
- Enact through action and language

Language-English

- Can narrate personal experiences to peers
- Can initiate conversations with peers and adults
- Speak at length with confidence
- Read and write CVC words and 4–5 letter blend words without support
- Reads all 4–5 letter words with simple phonograms
- Copy and write what is written on the board
- Write own name and the current date and day
- Identify few simple opposites and rhyming words
- Write phrases



Learning Objective UKG

Physical

Gross motor

- Walk backwards with an object in hand
- Walk up the stairs with an object in hand
- Do complex balancing acts like hanging from a bar/hops on one foot
- Apply force to move an object towards a target

Fine motor

- Demonstrate controlled pencil movements while writing
- Perform complex tasks that involve crossing the mid line like using a knife, scissors and tying shoelaces

Socio-Emotional

- Show a strong desire to be independent
- Express likes and dislikes
- Work in a group with peers
- Participate in activities with pre-set rules
- Initiate the process to take lead in activities/tasks/plays
- Want to please friends
- Want to be liked by her/his peers
- Want to be copied (likes to be a role model)
- Show care and respect for the environment

Sensorial

- Begins to create patterns
- Sequence complex patterns
- Understand that when two shapes combine a third meaningful shape can be obtained
- Analyse and reason cause and effect

Environment and culture

- Belongingness to family is heightened
- Be aware of details in the neighbourhood
- Be aware of different people and their roles
- Know facts about transportation, food and nature.
- Take interest and know many tidbits about the animal world
- Show awareness of living and non-living objects
- State few facts about space and the universe
- Name a few Asian countries and Indian states
- Recognize flags of a few countries

Cognitive

Math

- Verbally count numbers and writes in a sequence up to 500
- Recognize odd and even numbers
- Associate number to quantity up to 9999
- Arrange 3 digit numbers in ascending and descending orders
- Identify number names (From 1-1000)
- Read simple time on a clock
- Multiply any single digit numbers with material
- Subtract any two numbers that are up to 3 digits (without borrowing)
- Do simple word problems involving addition and subtraction
- Sort and compare data on a bar graph

Creative

- Associate meaning to movements, drawing, writing
- Distinguish between fantasy and reality
- Attempts to construct objects using different material
- Enact rhymes, stories, songs

Language

- Speak using a rich vocabulary of words
- Speak in grammatically correct sentences
- Read and write lower and upper case cursive letters
- Read and write words with spelling complications
- Read and write compound words

- Write simple sentences independently
- Recognize nouns and verbs
- Identify Hindi alphabet
- Write Hindi alphabet



Play Group

Nursery

LKG

UKG

