

Sherwood Forest Playground



Scope & Sequence

Overview

Sherwood's Playground program provides a group play and work session for our young Forest children. Activities are planned and presented that are appropriate for these young campers. The playground curriculum invites explorations of the arts & sciences. The following scope & sequence articulates the academic offerings at Sherwood's Playground.

Valuing Self and Others

Playgrounders will demonstrate attainment of a positive self-concept and empathy toward others in order to improve interaction among individuals and groups in our democratic society.

- Students develop proficiency in the use of basic map skills.
- Apply behavior in which people show friendship and respect to others.
- Identify examples of helpful and non-helpful behavior.
- Develop alternative behavior practices as part of the decision-making process.
- Display how best to proceed on a group project when a dilemma arises.
- Infer that problems are a normal and recurring feature of social life.
- Demonstrate a capacity to examine problems, judge possible causes, and develop effective ways of dealing with problems.
- Recognize the importance of recognizing the feelings of others.

Safety and First Aid

Playgrounders will develop an understanding of behavior and skills that promote safe living at the Playground, at home, and in the community. To this end Playgrounders will:

- Describe situations that are unsafe
- Explain how to call 911 for help
- Explain what to do when approached by a stranger
- Explain how to handle disagreements without fighting
- Explain what to do in the event of fire at home or school
- Demonstrate showing respect, responsibility, trust and caring
- Explain what it means to be a good friend
- Explain what germs are
- Explain how germs are spread
- Explain why washing with soap is important
- Explain the effects the sun's rays has on body cell
- Describe how to protect oneself from the sun's rays
- Describe how people keep communities clean
- Explain why turning off lights and saving electricity and water are important

Physical Education

Playgrounders primarily through supervised play will develop competencies in many and movement forms to include:

- Spatial awareness skills
- Travel following lined pathway on a floor or ground
- Demonstrate an awareness of personal space.
- Demonstrate the safe use of Playground equipment.
- Slide, skip, gallop, and leap in time with music.
- Perform a heel to toe walk the length of a balance beam without falling.
- Demonstrate bent knee landing from a leaping takeoff.
- Perform a running jump with one foot takeoff and two foot landing with control.
- Jump and form a body shape during flight.
- Jump 10 times rhythmically over a stationary rope.
- Execute a forward roll.
- Roll a ball with the dominant hand
- Throw a ball forward overhead with two hands.
- With two hands, throw a ball to a wall and catch the rebound.
- Catch a ball tossed underhand using two hands.
- Catch objects using hands only (avoid using body for assistance).
- With two hands, throw a ball to a wall and catch the rebound.
- Demonstrate overhand and underhand striking skills using a balloon.
- Continuously strike a balloon with a light weight paddle/racket.
- Bounce a ball continuously with the dominant and non dominant hand while stationary.
- Kick a stationary ball with the dominant foot using a walking approach.
- Demonstrate leg bend in preparation for kicking.

Language Arts

Playgrounders construct, extend, and examine meaning using strategic behaviors.

Listening

Playgrounders will demonstrate the abilities to speak and listen for a variety of purposes. These include:

- Listen to gain information.
- Listen to a variety of literary forms.
- Listen for the main idea and details of a story.
- Listen to solve problems.
- Listen to develop an awareness of similarities and differences among people.

Speaking

- Use speech patterns which clearly communicate.
- Use expressions, gestures, and body language when speaking.
- Express personal needs, choices, plans, experiences, ideas, feelings, and points of view.
- Speak in order to describe, compare, sequence, analyze, and predict.

- Speak in order to seek and provide information.
- Ask questions to gain information, clarify thinking.
- Use oral language to initiate and sustain friendships and work cooperatively with others.
- Persuade others to bring about an action or change.
- Speak in order to solve problems.
- Express imagination, create dialogue, and tell stories.
- Participate in class and group discussions.

Reading

Playgrounders will construct, extend, and examine meaning for a variety of purposes. To this end, Sherwood uses the literary *Great Books* model. Strategies, activities, and a reading list are referenced in the Sherwood Forest Great Books Program. See that guidance document for further detail.

The Visual Arts

Playgrounders will demonstrate the ability to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and the environment. They identify visual elements and principles of design using the language of the visual arts. Playgrounders will identify art elements as they explore, analyze, and discuss what they see and create. Sherwood's Arts & Crafts Directors will augment and support the Playground art program.

Playgrounders will:

- Identify and describe shape and color in the environment and paint a picture incorporating these elements.
- Create a collage of objects showing a variety of line, shape, color, and texture.
- Compare and contrast two artworks made using different media.
- Use art materials to explore variations in the use of line, shape, color and contrast to communicate ideas.
- Produce original art forms using various tools and techniques in a safe manner.
- Create original interpretations of fantasies that express personal feelings and ideas.
- Develop themes, moods and emotions through two and three dimensional art forms.
- Express ideas and create images from the imagination in an artwork.

The Performing Arts: Creative Expression and Production

The use of improvisation is used to liberate the Playground to be free and expressive, as well as to develop a confident bearing. Opportunities to sing and dance are offered not only at the Playground, but at Sherwood's *Camp Fire Sing* and *Talent Show*. For an overview of Sherwood's entire performing arts curriculum, reference *The Sherwood Forest Performing Arts Program* curriculum document.

During performing arts sessions, Playgrounders will:

- Practice proper dance decorum
- Identify and demonstrate locomotor movements
- Execute and practice locomotor movements when given verbal cues through the use of dance/movement terminology
- Prepare combinations that incorporate non-locomotor and locomotor patterns using action words such as jump, leap, twist and bend
- Explore the concepts of: Space, time, and force
- Practice movements that incorporate level change (reaching and stretching high, bending down low)
- Recognize music as a form of individual and cultural expression
- Sing and interpret several songs representative of different countries and cultures
- Dramatize and pantomime songs using movement
- Develop knowledge of a variety of musical styles and genres
- Investigate differences between solo and ensemble performances
- Identify the different voices of males and females as well as children
- Sing simple “sol-mi” patterns using hand signs
- Identify and perform music with a variety of tempi and dynamics
- Sing familiar songs in an ensemble
- Develop the ability to respond to musical sound through movement.
- Create an ostinato by clapping, stamping, and patschen simple rhythm patterns to accompany recorded music and familiar songs

The Sciences

The Sherwood Forest curriculum for developing scientific understandings and inviting children to be self-directed learners borrows heavily from the work of Jean Piaget and couples it with the National Science Foundation’s, *National Science Education Standards*. Sherwood’s content focus emphasizes scientific inquiry, biology, and the Earth sciences. Strategies, activities, and lessons are referenced in the, *Science As Inquiry, A Playground Curriculum of Exploration*. See that guidance document for further detail.