

Transitional Kindergarten Curriculum Goals

Our Transitional Kindergarten program is built to give children a strong bridge between preschool and kindergarten in a way that is both developmentally appropriate and deeply intentional. We want children to leave TK not only more prepared academically, but also more confident, curious, capable, and grounded in who they are.

At the center of our program are four core values: purposeful play, leadership, deep thinking, and faith. These values shape the way we teach, the way children learn, and the kind of classroom community we hope to build each day.

Rather than pushing children too quickly into a traditional academic model, we believe TK should still protect the wonder, movement, creativity, and relationship-based learning that young children need most. Our curriculum is designed to support kindergarten readiness while also honoring the whole child.

Purposeful Play

Play is one of the primary ways children make sense of the world. In TK, play is not separate from learning, it is often the way learning happens best.

Children are given opportunities to explore, create, problem-solve, collaborate, and practice skills through hands-on experiences that are planned by teachers. Whether they are building, experimenting, pretending, writing, creating, or working with peers, children are actively learning in meaningful ways.

Leadership

We want our TK students to begin seeing themselves as capable, responsible, and important members of a community.

Leadership in our classroom looks like making thoughtful choices, helping others, using kind words, solving problems, caring for materials, and growing in independence. Children are encouraged to take ownership of their work, participate in classroom responsibilities, and practice confidence in both group and individual settings.

Deep Thinking

We want children to do more than memorize. We want them to wonder, question, notice, predict, and think deeply.

Our curriculum creates space for children to ask questions, make connections, test ideas, and engage in meaningful conversations. Teachers guide children in stretching their thinking, explaining their ideas, and approaching learning with curiosity and confidence.

Faith

Faith is woven naturally into the life of our classroom and is reflected in both what we teach and how we care for one another.

Children are reminded that they are loved by God, created with purpose, and called to love others. Through Bible stories, prayer, chapel connections, conversations about character, and everyday moments of kindness and grace, faith becomes part of the culture of the classroom rather than a separate subject.

Curriculum Areas

Math

Our math focus is on helping children build number sense and confidence through concrete, hands-on learning.

Children are introduced to counting, number recognition, patterns, sorting, shapes, measurement, graphing, and early operations in ways that feel engaging and approachable. Rather than relying only on paper-and-pencil work, children learn math by using manipulatives, playing games, exploring patterns, solving problems, and applying concepts in real classroom experiences.

The goal is for children to begin seeing math as something they can understand, use, and enjoy.

Science

Our science learning is rooted in curiosity. We want children to observe closely, ask questions freely, and experience the joy of discovering how things work.

Children explore the natural world through hands-on investigations, seasonal studies, simple experiments, sensory exploration, outdoor discovery, and opportunities to make predictions and test ideas. Topics may include weather, plants, animals, life cycles, the five senses, and physical science concepts such as movement, force, and change.

At the focus of our science learning is God's unique creation. Focusing on how He created and wove together everything we see.

Social-Emotional Learning

A major part of our program is learning how to be part of a classroom community.

Here, children are supported in learning how to recognize and express emotions, navigate friendships, solve problems, handle frustration, build resilience, and grow in self-control. Teachers provide coaching, language, and structure to help children practice these skills in real-life situations throughout the day.

We place a high value on helping children become not only successful learners, but also kind, thoughtful, and emotionally aware people.

Fine Motor Development

Fine motor growth is intentionally supported throughout the year as children prepare for increased independence and writing readiness.

Children are given regular opportunities to strengthen hand muscles and coordination through drawing, painting, cutting, tracing, manipulatives, sensory materials, and practical classroom tasks. These experiences support pencil control, endurance, hand strength, and confidence in early writing-related skills.

Fine motor development is treated as an important foundation, not something children are expected to simply “already know.”

Gross Motor Development

Young children need movement, and we believe physical development is an essential part of learning.

Gross motor skills are strengthened daily through outdoor play, climbing, balancing, running, jumping, games, movement activities, and opportunities for active exploration. These experiences help children build coordination, body awareness, confidence, and self-regulation while also supporting overall health and readiness to learn.

Movement is not an “extra” in our TK program. It is a core part of what helps children thrive. Big body movement is incorporated in everything we do, from centers to circle time to outdoor play.

Creative Arts

Creative expression is a meaningful part of how children process ideas, communicate, and build confidence.

Children are given opportunities to engage in art, music, movement, dramatic play, storytelling, and open-ended creation. We value process over perfection and believe children benefit from having space to experiment, imagine, and express themselves freely.

The creative arts also give children another way to engage deeply with themes, stories, and ideas across the curriculum.

Social Studies

Social studies in TK begins with helping children understand themselves in relationship to others and the world around them.

Children learn about family, classroom community, friendship, helpers, responsibility, traditions, service, and belonging. They begin to understand that they are part of something bigger than themselves and that their actions can impact the people around them.

These early experiences help lay the foundation for empathy, citizenship, and respect for others.

Our Approach

Our TK classroom is designed to be a place where children are known, challenged, encouraged, and genuinely enjoyed.

We believe children learn best when they feel safe, connected, and engaged. Through intentional teaching, meaningful play, rich conversation, and a nurturing classroom environment, we aim to help each child grow academically, socially, emotionally, physically, creatively, and spiritually.