Ministry of Education and Science of the Republic of Sakha (Yakutia)

State autonomous institution of additional education

Republic of Sakha (Yakutia) "Recreation and Health Center for Children" Sosnovy Bor "

Preschool educational institution " Lingua "

**Program**

**additional education for children**

*"Unusual in the ordinary"*

Subject area: science

Children age: 3-4 years

Implementation period: 1 year

     Authors of the program:

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**Explanatory note**

              The world around us is amazing and infinitely diverse. Every day, children receive new ideas about living and inanimate nature, their relationships. The task of adults is to broaden the horizons of children, develop their cognitive activity, encourage the desire to independently understand the issues of interest and make elementary conclusions. But in addition to the formation of cognitive interests and the enrichment of children's consciousness with new information, adults should help them organize and systematize the information received. In the process of comprehending new knowledge, children should develop the ability to analyze various phenomena and events, compare them, generalize their observations, think logically and form their own opinion about everything observed, delving into the meaning of what is happening.

              This program for additional education is drawn up according to the type of preschool education and primary school programs of the International Baccalaureate for children of the junior group of the preschool educational institution " Lingua ". T ematicheskoe planning sessions compiled on the basis of the program "Unusual in the usual" children's scientific club "Factory of the Worlds", as a preparatory stage.

              In view of the younger preschool age of students, according to the psychological and age characteristics, training in this program mainly takes place in a playful way.

In the classroom, step by step, in a playful way, students learn to observe various phenomena, acquiring the skills of discussion and summing up about what they saw, about the research. At the end of the study section, students participate in a collective game study where children with the help of acquired skills must announce conclusions , to which they came at the end of the game.

*The novelty of the*program is *that design and research activities program for children "Unusual in the usual" children's scientific club "Factory m Irova" allows you to organize GCD toddlers up to date with the integration of subject areas, facilitating and increasing the level of motivation of students*to the study of *natural sciences.*

*A distinctive feature of*this program is that a series of classes immerse the child in different play situations in order to attract his interest in the study of sciences that explain the processes in nature and the human body, daily "why?" That arise in front of him in the process of life.

**The relevance of the**program lies in the practical significance of the topics being studied and in obtaining personally significant information for the student, which contributes to increasing the child's interest in studying the world around him.

***Purpose:***Stimulating the child's cognitive interest in observation and exploration through play.

***Course objectives:***

***Educational***

• Stimulating the cognitive activity of children by staging plot-game situations;

• Increasing the intellectual level of students, culture of speech, communication;

• Encourage children to ask questions on their own, find solutions and draw conclusions.

***Developing***

The development of the ability to express thoughts verbally, to listen and understand others

Development of the ability to interact in the process of work;

Development of the ability to observe, generalize and analyze what was seen with the existing knowledge;

***Upbringing***

Formation of a positive attitude and interest in the studied material;

Formation of primary skills of research work based on joint search activity with an adult;

Instilling love and respect for nature, for the surrounding world.

**Educational product:**at the end of the program, the student receives knowledge and skills, primary for a given age, in research work.

**As a result of the assimilation of the program students:**

Get the opportunity to form a primary understanding of natural and social objects and phenomena as components of a single world.

Gain experience of emotionally colored, personal attitude to the world of nature and culture;

Get to know and begin to master such ways of studying nature and society as observation, measurement, comparison.

Begin to see and understand some causal relationships in the world around them;

***Students' age:***3-4 years (junior preschool group).

***Term of implementation of an additional educational program***

The program is developed for 1 academic year.

Teaching methods:

*Verbal***-**story-introduction, part-search conversation, formulation of a cognitive task, explanation, story-conclusion .

*Visual*- didactic cards, digital educational resources: photographs, video clips, sound recordings, objects of interactive modeling;

Game - didactic, situational, role-playing games.

**Educational technologies**: play, learning in collaboration, technology of success, integrated lesson.

***The qualities of the student's profile, the formation of which is aimed at using educational technologies:***

*- able to communicate;*

*- Knowledgeable;*

*- Broad-minded;*

*- Decisive (risk-taking);*

*- Thinking;*

*- Inquisitive;*

*- Principled;*

*- Caring;*

*- Reflective.*

**Methods for measuring performance:**

Diagnostics of the results of the program is carried out by analyzing specific cases, analyzing one's own pedagogical activity in the final lesson.

• pedagogical observation: the activity of students in the classroom, personal contribution, the manifestation of creativity in the design of works, participation in the discussion of the results of research;

Parents are interviewed, changes in the behavior of children during classes are studied, and attitudes towards others are investigated.

**Forms of summing up the results of classes**: participation in a collective game - research.

**Calendar and thematic planning**

**classes on the educational program "Unusual in the usual"**

**younger group- 2020 -2021 years.**

**(1 hour per week)**

|  |  |  |  |
| --- | --- | --- | --- |
| № p / p | **Section** | **date** | Number of hours |
| **1 semester** | | | |
| 1 | Acquaintance with Helpik | October | 1 hour |
| 2 | Summer . Nature | 2 hours |
| 3 | Autumn and plants | 2 hours |
| 4 | Winter | November | 2 hours |
| 6 | Snow |  | 2 hours |
| 5 | Helpik and Tree. | December | 2 hours |
| 7 |
| 8 | Helpik and man | 2 hours |
| 9 |
| **2 semester** | | | |
| 10 | And we sound the sky | January | 3 hours |
| 11 |
| 12 |
| 13 | Help on Earth | February - March | 6 h |
| 14 |
| 15 |
| 16 |
| 17 |
| 18 |
| 19 | Acquaintance with the laptop .  Animals  Domestic and wild animals  Birds  Fish  Insects  Flowers | March, April | 6 h |
| 20 |
| 21 |
| 22 |
| 23 |
| 24 |
| 25 | Repetition of the past | May | 2 hours |
| 26 |
| 27 | Game - exploration  Final lesson | 1 hour |
| 28 |

**Content of the program**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № p / p | **Lesson topic**,  number of hours | Targets and goals | **Activity content** | Key competencies | Clock |
| **1 semester** | | | | |  |
| My family, my small homeland | | | | | |
| 1 | Acquaintance with Helpik | -To acquaint with the fairy-tale character - Helpik's assistant ;  -Tune in for further interaction and ML. | - Acquaintance with the assistant Helpik ;  - Dating game | Social  Communicative | 1 |
| 2 | Summer. Nature . | *- to*form primary concepts: about the summer season,  nature and plants ,;  *-*Development of the concept of green, yellow. | - Viewing training video (cartoon);  - Coloring "Nature", "Sun", "Sky".  - The game "Repeat words". | Information  Communicative; Formation of the concepts "part" and "whole" | 2 |
| 3 | Autumn and plants . | *- to*form primary concepts: about the autumn season, plants , leaf in summer and autumn .  *-*Development of the concept of green, yellow. | - Viewing the video clip "Autumn";  - Poems "Leaves"  - Didactic game "Leaves" | Information  Communicative; Formation of concepts "part" and " whole " | 2 |
| Integration theme: "I and my nature" | | | | | |
| 4 | Winter. | *- to*form primary concepts: about the cold, about the winter season , the development of the concept of "white color ", "color of nature " "snow" , learn the name of items of winter wardrobe;  *-*Development of thinking, speech;  *- To*cultivate a responsible attitude towards your health. | - Watching a video clip "Winter " , "How to dress in winter" ;  - Game "Repeat words" ;  - Coloring ska " Winter nature " ; | Activity  Informative  Expanding vocabulary;  Health- preserving competence | 2 |
| 5 | Snow. | *-*Repetition and consolidation of the passed;  *-*Development of logical thinking, speech | - Repetition of concepts;  - Experiments with water and snow;  - Poems "Snow "  - The game " Guess " | Active ;  Develop the ability to group objects by similarity ;  Health-saving competence | 1 |
| Integration theme: "Images of festive culture" | | | | | |
| 6 | Helpik and Tree. | *- to*form a general idea of ​​trees;  *-*Development of thinking, speech;  *-*Disclosure of the festive image of the fir-tree;  *-*Development of observation, thinking, speech skills. | - Where is Halpick ?  - Viewing a video clip "spruce - herringbone";  - Cognitive game " Help and trees" | Informative; Development of the concepts of "part" and "whole" ; Ability to find objects according to the listed characteristics . | 1 |
|  | Integration topic: The world of professions | | | | |
| 8 | Helpik and man | *-*Reveal knowledge and ideas about a person, parts of the human body;  *-*Development : concepts of correct habits, communication skills ;  *- To*cultivate a responsible attitude towards your health. | *-*Game "left-right", games for attention, actions with hands and feet;  *-*Working with cards "Person"  *-*Watching a video about hygiene: washing your hands, brushing your teeth, talking. | Informative, Social;  - Development of the concepts of "part" and "whole"  -Expansion of vocabulary.  - health - preserving competence . | 2 |
| 9 | Helpik and friends | - Development : the concept of the holiday "new year", "friends", "friendship", the development of communication skills ;  - To foster a responsible attitude towards others. | *-*etc. inspection developing cartoon fairy tale about the new year;  *-*Rallying game , conversation. | Social;  Information  Communicative; | 1 |
| **2 semester** | | | | |  |
| Me and my nature | | | | | |
| 10 | Halpik and Sky | *-*Formation of concepts about celestial objects;  *-*Development of cognitive interest, speech. | *-*Study "What do we see in the sky?"  *-*Coloring "Sky, Clouds, Sun". | Informative; Development of the concepts of "part" and "whole", - Expansion of the vocabulary. | 1 |
| 11 | The sun | *-*Development of the concepts of "day-night",  *-*Development of observation skills, thinking | *-*Game "Sun Bunnies", "Day-Night"  *-*Observing the movement of the sun (video) | Informative, Development of independence, | 1 |
| Subject world | | | | | |
| 12 | Moon | *-*Development of the concepts "day - night", "moon and sunlight", "solar body";  *-*Development of observation and comparison skills . | *-*Fairy tale "Sun and Moon"  *-*Game - comparison "The Sonce and the Moon" | Active , communicative, development of speech, ability to express one's thoughts | 1 |
| 13 | Stars | *-*Development of the concept of celestial objects,  *-*Development of artistic taste, the ability of children to stick object images on the background in accordance with the plot. | *-*Game (application) "Collect the stars", coloring;  *-*Educational cartoon. | *-*Informative;  *-*development of fine motor skills,  Reinforce children's sensory ideas about color *(blue, yellow)*and quantity *(many, one)* | 1 |
| World of Professionals . Me and my nature | | | | | |
| 14 | Help on Earth | *-*Form an idea of ​​the shape of the Planet Earth  *-*Expand your understanding of inanimate objects | - Game-travel through the sky "Flight in a hot air balloon" | - Health - saving ;  - Communicative; | 1 |
| 15 | Invisible - air | *- To*acquaint with some of the properties of air;  *-*Develop logical thinking, imagination. | *-*Experiment "Air Ocean", experiment with a plastic bag and a balloon;  *-*Educational cartoon;  *-*The game " divers ". | *-*Informative;  *-*Health *-*saving ; Develop the ability to make inferences, analyze | 1 |
| 16 | Water | *-*Formation of the simplest ideas about the properties of water;  *-*Develop curiosity and cognitive motivation;  - To foster respect for water. | *-*Games and experiments with water: Liquid water, transparent water, etc . ;  - Reflection "I noticed that ..." | Active , communicative, development of speech, the ability to express one's thoughts, the development of the ability to observe, formulate conclusions | 1 |
| 17 | Steam | *-*Observation “Where do the clouds come from” and “Where does the rain come from” (video); | 1 |
| 18 | Snow | *-*Development of ideas about the properties of water: transformation into a solid state at low t , on the example of the Yakut winter. | *-*Experiments on research of properties of snow and ice;  *-*Reflection "I learned that ..." | Active , communicative, development of speech, the ability to express one's thoughts, the development of the ability to observe, formulate conclusions | 1 |
| 19 | Ice | 1 |
| Subject world | | | | | |
| 20 | Getting to know the laptop : Animals | *-*Formation of an idea of ​​the animal world;  *-*Develop curiosity and cognitive motivation for research through a laptop ;  *-*To teach to be careful with paper teaching aids. | *-*Acquaintance with the animal world (watching a video clip)  *-*Working with a laptop , conversation, research on pictures  *-*Reflection "I liked the pocket where ..." | Informative; Development of the concepts of "part" and "whole", - Expansion of the vocabulary;  *-*development of fine motor skills, | 1 |
| 21 | Domestic and wild animals | 1 |
| The world of professions | | | | | |
| 22 | Birds | *-*Expansion of knowledge about the animal kingdom, about professions related to animals .  *-*Develop curiosity and cognitive motivation for research through a laptop ;  *-*To teach to be careful with paper teaching aids. | *-*Acquaintance with the animal world (watching a video clip)  *-*Working with a laptop , conversation, research on pictures  *-*Reflection "I liked the laptop with ..." | Informative;  Active ;  - Expansion of the vocabulary stock;  *-*development of fine motor skills, | 1 |
| 23 | Fish | 1 |
| 24 | Insects | 1 |
| Images of festive culture | | | | | |
| 25 | Flowers | *-*Repetition and consolidation of knowledge about plants;  *-*Formation of an idea of ​​the species diversity of colors by means of a laptop ; | - "Variety of colors" (video);  *-*conversation "Why do we like flowers?"  *-*Working with a laptop , conversation, research on pictures | Informative;  Active ;  - Expansion of vocabulary;  *-*development of fine motor skills, | 1 |
| 26 | Repetition of the past | *-*Repetition and consolidation of the simplest knowledge about inanimate objects of nature;  *-*Revealing the level of formation of key competencies. | *-*Conversation, frontal survey about objects of nature;  *-*Individual work with cards. | Informative, Activity , communicative, social | 1 |
| 27 | Repetition of the past | *-*Repetition and consolidation of the simplest knowledge about the animal and plant world  *-*Revealing the level of formation of key competencies. | *-*Conversation, frontal survey;  *-*Individual work with cards. | Informative, Activity , communicative, social | 1 |
| 28 | Final lesson "In the sky, on earth, in the water" | *-*Revealing the level of formation of key competencies; | - Didactic game "In the sky, on earth, in the water." | Informative, Activity , communicative, social | 1 |
| 29 |

Appendix 1

Didactic materials

*Warm-up game "Flower meadow"*

Vos. - Guys, we came with you to the clearing. Where are the **flowers**? Let us turn into **flowers and do exercises**to gain strength and go further into the Kingdom of **Flowers**.

Transformation :

One, two, three turn around

The **flowers Turn into**!

II. The main part :

*"****The flower shakes its head****"*

I. p .: main stand.

Turns the head left-right, forward-backward. *(3 times)*

*"****The flower****turns to the sun"*

I. p.: Basic stance, hands on the belt, feet shoulder-width apart.

Turns the body left and right. *(4 times)*

*"****The flower reaches for the sun***. *"*

I. p .: the same.

Rise on your toes, raise your hands up. *(4 times)*.

*"A strong wind has come*. *"*

I. p .: the same.

Tilts of the body to the right and left. *(4 times)*.

*"****The flower is hiding from the rain****"*

I. p .: the same.

Sit down, *“hide”*your head with your hands. *(3 times)*

Vos .: Well done, guys. You have worked very well, I see how strong you have become.

Transformation :

One, two, three turn around

Turn back into guys!

- Now, guys, I suggest you rest a little, let's sit with our eyes closed on the soft and green grass (sit in the lotus position).

Relaxation is carried out against the background of quiet music :

“Let's close our eyes, children.

Let's imagine that we are in a fairy tale.

We are like **flowers in a forest clearing**,

Warmed by the sun, washed in the spring.

We reach up, opening our petals,

And the gentle wind shakes us quietly,

And the birds are singing tender songs to us,

And the juices of the earth give us strength "

Breathing exercises.

Inhale through the nose, exhale through the mouth. *(3-4 times)*.

Experiments and experiments card file:

**Experience 1.**

"The water is liquid, so it can spill out of the container."

Put dolls at the table: “It's hot outside, the dolls are thirsty. Now we will give them water to drink ”.

Pour water to the top of the glass. Offer to carry the water at a brisk pace and see if water has spilled or not. What happened to the water? (Spilled on the floor, on clothes, wet her hands). Why did this happen? (The glass was too full.) Why can water spill? (Because it is liquid.) We have poured glasses too full; liquid water splashes in them, and spills. How can you prevent the water from spilling? Fill glasses halfway and carry slowly. Let's try.

Conclusion: What have we learned today? What water? (Liquid water). If the glass is too full, what can happen to the water? (It can overflow.)

**Experience 2.**

"Clear water can become cloudy."

Pour clean water into a glass, throw an object into it. Can you see it? Good visibility? Why? (The water is clear). What's in the glass? Add a little flour to another glass of clean water, stir, lower the object. It is seen? Why? (The water is cloudy, opaque). Can you see what's in the glass? Look at the aquarium. What kind of water is there - cloudy or clear? (Transparent). Can the fish see everything well? Look, we are pouring food, the fish can clearly see it, they quickly swim up and eat. If the water was cloudy, maybe the fish were hungry. Why? ( In muddy water, food is difficult to see).

Conclusion: What have you learned today? Clear water can become what? (Muddy). In what water are objects difficult to see? ( In troubled water).

**Experience 3.**

"Water has no color, but it can be colored."

Open the tap, offer to watch the pouring water. Pour water into glasses. What color is the water? (Water has no color, it is transparent). Water can be tinted by adding paint to it. (Children watch water staining). What color has the water become? (Red, blue, yellow, red). The color of the water depends on what color the paint was added to the water.

Conclusion: What have we learned today? What can happen to water if paint is added to it? (Water can be easily colored in any color).

**Experience 4.**

"Water can flow or it can splash."

Pour water into the watering can. Demonstration of watering indoor plants (1-2). What happens to the water when I tilt the watering can? (Water is pouring). Where does the water come from? (From the spout of the watering can?). Show the children a special device for spraying - a spray bottle (children can be told that this is a special sprinkler). It is needed in order to spray on flowers in hot weather. We spray and refresh the leaves, they breathe easier. Flowers take a shower. Offer to observe the spraying process. Please note that the droplets are very similar to dust because they are very small. Offer to substitute your palms, sprinkle on them. What are the palms now? (Wet). Why? (They were splashed with water). Today we poured water on the plants and sprinkled water on them.

Conclusion: What have we learned today? What can happen to water? (Water can be poured or sprayed out).

**Experience 5.**

"Wet wipes dry faster in the sun than in the shade."

Wet napkins in a container with water or under a tap. Invite the children to touch the napkins. What napkins? (Wet, wet). Why did they become like this? (They were soaked in water.) Dolls will come to visit us and they will need dry napkins to put on the table. What to do? (Dry). Where do you think the napkins dry faster - in the sun or in the shade? This can be checked on a walk: we will hang one on the sunny side, the other on the shady side. Which napkin dries faster - the one hanging in the sun or the one hanging in the shade? (In the sun).

Conclusion: What have we learned today? Where does the laundry dry faster? (Laundry dries faster in the sun than in the shade

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