

Pre-School Goals:

Children will learn through play with age and developmentally appropriate academic activities. The class will focus on social/emotional development, interaction with others, and Pre-K prep.

Cognitive Development: Thinking

- Follows classroom routine independently
- Follows most safety rules
- Is able to follow 2-3 step oral directions
- Listens attentively to age-appropriate stories
- Participates willingly in most activities
- Understand concepts like grouping and matching (for example, recognizing and matching colors)
- Organize materials on their own, for example by stacking blocks or rings in order of size
- Identify parts of a whole, like a slice of pie
- Draw, name and briefly explain somewhat recognizable pictures that are meaningful to them
- Actively seek information through “why” and “how” questions
- Tell their full name and age
- Attend to an activity for a longer stretch of time (between 5-15 minutes)
- Learn both by observing and listening to adults’ explanations
- Show awareness of past and present
- Communication
- Make themselves understood to strangers, despite some sound errors
- Use and understand sentences
- Use more complex grammar, such as plurals and past tense
- Understand sentences involving time concepts (for example, “Grandma is coming tomorrow”) and narrate past experiences
- Understand size comparisons such as big and bigger
- Understand relationships expressed by “if...then” or “because” sentences

- Sing a song and repeat at least on nursery rhyme

Social/Emotional Development: Social

- Share toys, taking turns with assistance
- Initiate or join in play with other children and make up games
- Begin dramatic play, acting out whole scenes (such as traveling, pretending to be animals)
- Shows signs of empathy/cares for others
- Shows respect for others and their things
- Develops a sense of right vs. wrong
- Imitates everyday activities
- Developing spatial awareness
- Reacts appropriately to actions of others

Social/Emotional Development: Emotional

- Follow a series of simple directions
- Complete simple tasks with food without assistance
- Rest quietly at rest time
- Wash hands unassisted
- Use the toilet and manipulates appropriate clothing
- Blow nose when reminded
- Seek adult help when needed
- Make appropriate choices
- Separate well from parent/caregiver

Physical Development: Fine Motor Skills

- Drive pegs into holes
- Draw crosses and circles
- Manipulate clay by making balls, snakes, etc.

- Attempt to hold crayon/pencil correctly in tri-hold grasp
- Attempt to hold scissors correctly
- Attempt to cut on lines
- Attempt to manipulate buttons/zippers
- Build a tall tower of blocks
- Dominant hand, as observed

Physical Development: Gross Motor Skills

- Run around obstacles
- Walk on a line
- Balance on one foot
- Push, pull and steer toys
- Ride a tricycle
- Use a slide without help
- Throw and catch a ball
- Manipulate stairs, assisted by an adult
- Jump from spot to spot
- Throw a ball overhand
- Catch a bounced ball
- Put his/her coat on independently

Math:

- Verbally counts to 10/20
- Determine the number of items in a collection up to five
- Recognize numerals 1-5
- Sorts objects into sets of three
- Recognize shapes: circle, square, triangle, star, heart, rectangle, diamond, oval
- Patterning

- Sequencing 5 items
- Daily counts days on calendar
- Opposites full/empty, inside/outside, big/small, etc.
- Size terms – many/same/more/fewer
- Ordinal terms first/last
- Complete simple “insert” puzzles
- Understand and use words representing physical relations or positions (over/under/above, beside/next to, etc.)
- Develop a sense of time through participation in daily activities
- Deductive reasoning

Art:

- Scribbles
- Straight and curved introduced
- Colors: red, orange, yellow, green, blue, pink, purple, brown, black, white, gray
- Shades of colors introduced
- Mixing colors
- Textures
- Creating with different objects/materials
- Paper tearing
- Scissor skills
- Picture books

Music:

- Beat
- Finger plays
- Singing
- Introduction to various music types
- Rhythm games

- Echo rhythm
- Musical instruments
- Loud/soft and high/low
- Dance

Concepts Followed:

- Self-concept unit (me, myself and I)
- Family
- Animals/Pets
- Community Helpers
- Christian holidays/Holidays
- Working together
- Respect others and property
- Respect self
- Transportation
- Stranger Danger
- Being a friend/making friends
- Manners/kind words
- Feeling emotions/communicating
- Diversity among us
- Care for our world
- Sand/Water play
- Environmental sounds/smells
- Identifying body parts
- Importance of exercise/nutrition
- Five Senses
- Plants and seeds