



Goals & Objectives Two-Year Old Classes

All children should not be expected to reach every objective listed here during the school year. There are large differences in development that are perfectly normal. These goals & objectives are foundational guidelines for the implementation of curriculum.

Socio-Emotional Development:

- *Develop a secure feeling at school & be able to separate from parents
- *Participate in routine activities easily
- *Begin to understand & respect differences & the rights of others
- *Move from parallel play to more interactive play with classmates
- *Sustain attention for a short period of time
- *Demonstrate increasing independence (making choices, finding/putting on jacket, buttoning, zipping, toileting, hand washing, self-serving snacks)
- *Begin to accept responsibility for maintaining the classroom environment (cleaning up after snacks, centers, etc.)

Cognitive Development:

Acquire learning & problem solving skills:

- *Ask & respond to questions
- *Show curiosity & a desire to learn
- *Use creativity & imagination through art, dramatic play, etc.

Expand logical thinking skills:

- *Increase awareness of cause & effect relationships
- *Begin to classify objects by similarities & differences

Acquire concepts & information leading to a fuller understanding of the immediate world:

- *Develop an understanding of spatial relationships & begin to make comparison (i.e. more, less, parts of a whole) through measuring, pouring, building with different types of blocks, puzzles, etc.)
- *Begin to identify colors & basic shapes
- *Identify body parts
- *Begin to understand & appropriately use position words (i.e. under, beside, above, etc.)

Expand verbal communication & develop beginning reading/writing skills:

- *Recall words in a song or finger play
- *Follow simple directions
- *Use words to express ideas & feelings
- *Talk with other children during daily activities

- *Recognize pictures & text on a page in a book
- *Begin to understand that print has meaning; demonstrate an interest in using writing for a purpose (i.e. making signs, sending letters, etc.)
- *Recognize first name (written in upper case & lower case letters)

Physical Development

Enhance gross motor skills:

- *Run, jump, climb, steer & pedal a tricycle, etc.

Enhance fine motor skills:

- *Coordinate eye & hand movements (i.e. painting, working puzzles, etc.)
- *Use small muscles to complete tasks (i.e. shaping play dough, using scissors, stringing beads, playing with various manipulatives)
- *Use small muscles for self-help skills (i.e. pouring, zipping, etc.)
- *Use writing, drawing & painting tools with increasing control & intention



Goals & Objectives Three-Year Old Classes

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Socio-Emotional Development:

- *Develop a secure feeling at school & be able to separate from parents
- *Participate in routine activities easily
- *Begin to understand & respect differences & the rights of others
- *Increasingly work cooperatively with others, sharing toys & materials
- *Begin to resolve conflicts constructively
- *Sustain attention for a short period of time
- *Demonstrate increasing independence (making choices, finding/putting on jacket, buttoning, zipping, toileting, hand washing, self-serving snacks, begin getting bag ready)
- *Begin to accept responsibility for maintaining the classroom environment (cleaning up after snacks, centers, etc.)

Cognitive Development:

Acquire learning & problem solving skills:

- *Ask & respond to questions
- *Show curiosity & a desire to learn
- *Use creativity & imagination through art, dramatic play, storytelling etc.

Expand logical thinking skills:

- *Increase awareness of cause & effect relationships
- *Begin to classify objects by similarities & differences

Acquire concepts & information leading to a fuller understanding of the immediate world:

- *Develop an understanding of spatial relationships & begin to make comparison (i.e. more, less, parts of a whole) through measuring, pouring, building with different types of blocks, puzzles, sorting, etc.)
- *Use words to describe the characteristics of objects (i.e. colors, shapes)
- *Identify body parts
- *Understand & appropriately use position words (i.e. under, beside, above, etc.)
- *Begin to develop an awareness of time concepts (i.e. yesterday, today)
- *Begin to understand number concepts
- *Begin to count one-to-one correspondence

Expand verbal communication & develop beginning reading/writing skills:

- *Recall words in a song or finger play
- *Follow directions that include at least 2 steps
- *Use words to express ideas & feelings
- *Talk with other children during daily activities
- *Recognize pictures & text on a page in a book
- *Begin to understand that print has meaning; demonstrate an interest in using writing for a purpose (i.e. making signs, sending letters, etc.)
- *Begin to make up stories
- *Recognize first name (written in upper case & lower case letters)
- *Begin to identify rhyming words
- *Make increasingly representational drawings
- *Begin to imitate recognizable letters & numbers

Physical Development

Enhance gross motor skills:

- *Run, jump, climb, steer & pedal a tricycle, etc.

Enhance fine motor skills:

- *Coordinate eye & hand movements (i.e. painting, working puzzles, etc.)
- *Use small muscles to complete tasks (i.e. shaping play dough, using scissors, stringing beads, playing with various manipulatives)
- *Use small muscles for self-help skills (i.e. pouring, zipping, etc.)
- *Use writing, drawing & painting tools with increasing control & intention



Goals & Objectives Four/Five-Year Old Classes

All children should not be expected to reach every objective listed here during the school year. There are large differences in development that are perfectly normal. These goals & objectives are foundational guidelines for the implementation of curriculum.

Socio-Emotional Development

- *Participate in routine activities easily
- *Understands & respect differences & the rights of others
- *Works cooperatively with others, sharing toys & materials, & enjoys socializing
- *Resolves conflicts constructively
- *Sustains attention for an increasingly longer period of time, while developing listening skills
- *Demonstrate increasing independence (making choices, finding/putting on jacket, buttoning, zipping, toileting, hand washing, self-serving snacks, getting bag ready & other basic needs)
- *Accepts responsibility for maintaining the classroom environment (cleaning up after snacks, centers, etc.)
- *Maintains self-control
- *Responds well to praise & to criticism
- *Works independently of teacher

Cognitive Development:

Expand logical thinking skills:

- *Increase awareness of cause & effect relationships
- *Begin to classify objects by similarities & differences
- *Continues to develop problem solving skills
- *Recalls sequence of events in first, second & last order
- *Understands simple analogies
- *Understands & identifies opposites
- *Recognizes, copies & extends increasingly more complex patterns

Acquire concepts & information leading to a fuller understanding of the immediate world:

- *Makes spatial comparisons (more, less, larger, smaller, etc.)
- *Understands & appropriately uses position words (under, beside, above, etc.)
- *Recognize written numerals 0-20
- *Reads & understands a basic graph
- *States his/her address, phone #, birthday & parents' first & last names
- *Counts in correct sequence 1-20

- *Understands one-to-one correspondence 1-10
- *Demonstrates an awareness of time concepts (yesterday, today, tomorrow)
- *Recognizes money in various forms

Expand verbal communication & develop beginning reading/writing skills:

- *Follow directions that include at least 3-4 steps
- *Has extensive vocabulary & uses words to express ideas & feelings
- *Begins to understand that print has meaning; demonstrate an interest in using writing for a purpose (i.e. making signs, sending letters, etc.)
- *Retell simple stories
- *Recognize first name (written in upper case & lower case letters)
- *Participates in group discussions
- *Understands connection between oral & written language
- *Recognizes & names most written letters
- *Demonstrates skill in discriminating sounds of letters
- *Identifies rhyming letters
- *Writes 1st name using upper & lower case letters
- *Attempts to write most upper & lower case letters
- *Attempts to write most numerals 0-10

Physical Development

Enhance gross motor skills:

- *Run, jump, climb, steer & pedal a tricycle, hop, march, attempts skipping
- *Throw & catch a ball

Enhance fine motor skills:

- *Coordinate eye & hand movements (painting, working puzzles, hammering, etc.)
- *Use small muscles to complete tasks (i.e. shaping play dough, using scissors, stringing beads, building blocks)
- *Use small muscles for self-help skills (i.e. pouring, zipping, etc.)
- *Use writing, drawing & painting tools with increasing control & intention
- *Can draw recognizable pictures versus scribbling