

Social/Emotional

Enjoy and begin to initiate friendships with a variety of individuals

- Begin to understand family relationships
- Become aware of the importance of obeying parents and teachers
- Exhibit positive interactions with other children and adults
- Participate appropriately in classroom activities
- Demonstrate socially appropriate affection for teachers and friends
- Say, “Thank you”, “Please” and “Excuse me”
- Respect the rights of others
- Enjoy other children’s company
- Develop friendships with different children that they interact with
- Recognize that they are loved and are safe and are cared for by God and their teacher
- Move from parallel play to interactive play

Begin to learn the art of sharing

- Introduced to the concept of sharing and at times to be able to share
- Begin to grasp the concept of cooperation

Begin showing empathy and kindness

- Empathize with feelings of others, family members, and friends
- Show kindness to others

Uses language to express self, and develop positive conflict resolution

- Express needs and feelings verbally to teacher and peers without being aggressive
- Demonstrate conversation skills such as listening and waiting for a turn to talk

Develop self-confidence in self-initiated activities

- Participate independently in using household and classroom materials
- Express ideas for activities and initiates discussions
- Participate in discussions with teachers and friends
- Acknowledge actions and accomplishments verbally and nonverbally
- Demonstrate self-direction
- Demonstrate self-help skills (e.g., puts blocks away, uses soap when washing hands)

Is comfortable participating in group discussions

- Exhibit pro-social behaviors
- Play independently, in pairs and small groups
- Engage in pretend play
- Be able to enter into play when a group of children are already involved in play
- Take turns and begins to learn patience

Participate in group routines

- Engage in purposeful activity for most of the time while moving independently from one activity to another
- Use toys and materials with care and put them away when finished
- Move through daily schedule and routines with ease
- Transition from one activity to the other without exhibiting signs of stress

Exhibit attending and focusing skills

- Demonstrate listening skills
- Respond to simple directions

Physical

Acquire and refine the fundamental movements of balance, movement, touch, and coordination

- Work on the growth of the large and fine motor skills through perception, playground, music class, and developmental classroom activities
- Enjoy rhythm & movement
- Use objects and props to demonstrate coordination and expand spatial and cognitive learning (balls, hula-hoops, frisbees, balance beams)
- Demonstrate safe behaviors while using playground equipment and participating in activities

Begin to acquire and develop fine motor skills

- Become acquainted with painting, scissors, coloring, stringing beads, etc.

Recognize that their body is created by God and take special responsibility to care for it

- Recognize that God created their body
- Be introduced to health and nutrition
- Begin to make good food and activity choices

Cognitive

General:

Enjoy creative expression

- Express themselves through dramatic center/dress-up & house center play
- Create art through different types of materials and mediums
- Explore and experiment through different types of science projects and cooking lessons
- Exposed to colors, shapes & numbers through activities, books and concept learning time

- Begin to find solutions to problems that arise during play
- Engage in problem solving activities such as puzzles, simple scientific experiments, counting games, blocks, and cooking
- Sing songs and tell stories

Numeracy:

Begin to understand math vocabulary, concepts, and directed activities

- Begin to recognize and count numbers 1- 10
- Have appropriate counting, sorting, and comparison skills
- Begin to demonstrate an understanding of number and numerical operations
 - Spontaneously count for own purposes (counting blocks or cars, counting beads while stringing them, handing out napkins)
- Begin to develop knowledge of spatial concepts (shapes and measurement)
 - Identify basic shapes in the environment (circle, square, triangle, star, diamond)
- Begin to understand and separate objects according to various properties including size, number length, heaviness, texture (rough to smooth) or loudness
 - Classify objects by sorting them into subgroups by one or more attributes (sorting counting bears by color into trays, separating a mixture of beans by individual size and shape)
- Develop knowledge of sequence and temporal awareness
 - Start and stop on a signal (freezing in position when the music stops)
 - Describe the sequence of the daily routine and demonstrates understanding of basic

temporal relations (“We will go outside after snack time.”)

Language and Literacy:

Become familiar with the importance and use of language in the environment

- Pray daily
- Hear and follow simple directions
- Express themselves through language to others throughout the day
- Problem solve by using their words
- Work towards remembering Bible verses through repetition
- Sit for short periods at a time, and listen to stories, and be able to answer questions about the story
- Build language through books, fingerplays, music, playing with others, taking turns, sharing, etc.
- Participate in receptive language
- Show a desire to look at books
- Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions
- Listen while others are talking
- Describe previous experience and relate it to new experiences or ideas
- Ask questions to obtain information
- Use language and imitate sounds and inflection to role play in dramatic play
- Speak before a group on share day
- Use descriptive language through the activity of share day

Demonstrate prewriting and emergent reading skills

- Begin to identify some alphabet letters by their shapes, especially those in his/her own name
- Begin to recognize own name in a variety of contexts
- Begin to display book handling knowledge (turning the book right side up, using left to right sweep, turning

one page at a time, recognizing familiar books by cover)

- Exhibit reading-like behavior (pretends to read to self and others and read own writing)
- Use a familiar book as a cue to retell their version of the story
- Begin to show an understanding of story structure (comment on characters, predicts what will happen next, asks appropriate questions and acts out familiar stories)

Become aware of different letter sounds

- Listen and respond to environmental sounds, directions and conversations
 - Identifies sounds in the environment and distinguishes among them (a phone ringing, a truck passing by or blowing it’s horn, animal sounds, musical instruments, voices of peers in room, etc.)
- Begin to hear rhyming sounds in prominent words

Expected Outcomes for Families

The mission of Little Friends Preschool is to develop, nurture and equip students to positively impact their world for Jesus Christ. Parents will...

Understand the Biblical role of parents and the family. We are committed to the growth and development of the family. The preschool staff understands that we train and educate young children on behalf of their parents, not in place of them.

- Partner with the school in providing an enriched educational experience for their child

Understand the significance of continuing Christian education through elementary, secondary and college years

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