



Curriculum Goals and Objectives

Four & Five Year Olds:

Social/Emotional:

Goal: To promote each child's feeling of self worth, individuality and capability.

Goal: To promote the development of skills required for positive interaction with peers and adults.

Objectives: Each child will be encouraged to:

- A. Understand that God created and loves him/her by relating to God through various activities
 1. Participate in prayers to God
 2. Recognize that the Bible teaches us about God
- B. Become aware of others and begin to anticipate others response to his/her actions
- C. Separate from primary caregiver easily
- D. Refine appropriate cooperative skills (taking turns, sharing, etc.)
- E. Understand and work within routines, structures and limitations inherent to a group setting
- F. Identify his/her emotions and verbalize them in an appropriate manner
- G. Problem solve ideas to resolve conflict situations in a positive manner, often without adult intervention
- H. Develop and sustain simple friendships
- I. Show persistence with a difficult task

Goal: To promote each child's stage of play development and promote growth to the next level.

Objective: Provide various opportunities of play, both individual and group, which include opportunities for the following types of play:

- A. Parallel play (side by side)
- B. Cooperative play (engaging with one or more person)
- C. Group play (playing within recognized and agreed upon rules and goals of a game or activity)

Language:

Goal: To provide opportunities for children to have fun with language and to develop verbal skills.

Objective: To provide various activities and daily routines which facilitate the development of the following verbal skills:

- A. Uses 4 to 6 word sentences to express thoughts or needs
- B. Verbally expresses first and last name
- C. Verbally expresses parent's names
- D. Understands and practices social rules such as taking turns in conversation
- E. Talks in front of a group of his/her peers
- F. Recites simple rhymes, songs and finger plays
- G. Appropriately express ideas, wants and needs to adults and peers
- H. Speaks to adults and peers with age appropriate clarity
- I. Verbally states emergency 911 number

Large and Fine Motor:

Goal: To provide opportunities for children to participate in and experiment with various large motor skills.

Objectives: Large motor activities will be provided to promote age appropriate skills in the following areas:

- A. Rolling
- B. Kicking a stationary ball
- C. Running
- D. Throwing and catching a ball
- E. Walking a balance beam (side by side and foot over foot)
- F. Hopping and jumping (5 times with one foot, two feet, exhibiting stationery and forward movement)

- G. Galloping
- H. Skipping
- I. Pedaling a tricycle

Goal: Refine hand and wrist control and promote finger control.

Objectives: Fine motor activities will be provided which promote:

- A. Using pencils, markers, crayons and other writing tools with control
- B. Writes their first name with recognizable letters
- C. Writing numerals
- D. Copying shapes
- C. Cutting straight and curved lines with control
- D. Stacking objects with control
- E. Successful management of classroom manipulative materials (stringing beads, peg boards, puzzles, etc.)
- F. Using a variety of classroom materials with refined control (i.e.blocks, books, toys, art materials, etc.)
- E. Holding a book appropriately, turning the pages with care

Cognitive:

Goal: To instill a joy of discovery and learning in each child.

Objective: To provide a variety of stimulating experiences and the tools necessary to facilitate development of the following cognitive concepts:

- A. Identifies differences, matches, sorts and begins to label object by one or more attribute such as:
 - 1. Colors (identifying at least 6 basic colors)
 - 2. Size (identifying small, medium and large/seriating 3 or more sizes)
 - 3. Shapes (identifies at least 4 basic shapes)
 - 4. Spatial relation
 - 5. Same and different
- B. Building an understanding of numbers and their quantities
 - 1. Identify written numerals 0-10
 - 2. Count 10 objects (one to one)
 - 3. Graph and identify more, less, and same
 - 4. Extend and begin to create AB patterns
 - 5. Extend and begin to create A/B/C patterns
 - 6. Appropriately place items on graph
- E. Building an understanding of our world
 - 1. Make predictions about experiments
 - 2. Verbalize observations
 - 3. Willing to participate in a variety of sensory experiences
- F. Engages in creative representation

Goal: To support opportunities for children to explore literacy in their everyday play.

Objective: Provide various activities and daily routines, which encourage the development of the following emergent literacy skills:

- A. Listens to stories read aloud
 - 1. Show direction a book needs to go to be read
 - 2. Distinguish text from illustrations
 - 3. Identify the beginning and end pages of a book
 - 4. Sequence story by what occurs first, next, last
 - 5. Uses pictures or props to retell a story or sequence information
- B. Echo or chime in on repetitive phrases
- C. Predict a word in a repetitive story pattern using the pictures as clues
- D. Identifies rhyming words
- E. Building representational understandings
 - 1. Symbols/pictures represent objects
 - 2. Understanding that the spoken word can be written down and read back
 - 3. Beginning to name specific letters and understand that letters have specific sounds
 - 4. Their first name can be written and recognized

Personal Development

Goal: To help each child become more independent and develop skills that will facilitate a positive school experience.

Objective: To provide experience and appropriate guidance which promotes the following skills:

- A. Handles personal property independently (hangs up coat, puts backpack in cubby, etc.)
- B. Handles sanitary needs independently
- C. Stays on task for an appropriate time period
- D. Follows multi-step directions
- E. Transitions from one activity to another
- F. Participates in clean up activities/caring for shared space
- G. Exhibits age appropriate self control
 - a. Recognizes personal space
 - b. Waits for his/her turn (talking, playing, in routines)