



# Three Year Old Program

## Learning Goals



*Our overall goal is to help our students learn about God's love for them and that school is a safe and happy place. Through literature, Bible stories, art, music and hands-on learning activities we build each child's self-esteem, promote their independence, enhance their creativity and facilitate friendships, mutual respect and a sense of community.*

### Language Arts

#### **Uses non-verbal communication (1.1)**

- \*Uses gestures and facial expressions to communicate needs and feelings (1.1)
- \*Makes and maintains eye contact (1.1)

#### **Vocabulary is increasing & becoming more complex (1.2)**

- \*Uses words to initiate interactions with others
- \*Asks why/when/where questions
- \*Uses prepositions correctly: me/my, he/him, she/ hers
- \*Names basic body parts: head/eyes/nose/mouth/ears/arms/hands/belly/legs/feet
- \*Learning names of fingers through songs/finger plays
- \*Changes pitch, intonation and pace of voice to convey meaning

#### **Speech is easily understood by others (1.3)**

#### **Listens to and responds to communication of others (2.1)**

- \*Turns eyes/head in the direction someone is pointing
- \*Responds to name when called
- \*Learning to listen to teachers and friends: waits for one's turn to talk
- \*Follows 2-3 step directions
- \*Listens to a story/sits for circle time for 10 -15 mins

#### **Demonstrates beginning skills for reading (3.0)**

- \*Enjoys being read to (3.1)
- \*Responds to story with questions/comments (3.1)
- \*Turns pages of a book one at a time (3.2)
- \*Holds book right side up and front facing (3.2)
- \*Begin to recognize uppercase letters A-Z (3.3)
- \*Recognizes sounds of some letters (3.4)
- \*Begin to recognize rhyming words (3.4)
- \*Recognizes own name in print (3.5)
- \*Uses pictures in book to "read"/retell a story (3.6)

#### **Demonstrates beginning skills for writing (4.0)**

- \*Begin to recognize that text in classroom has meaning (4.1)
- \*Uses scribbles and drawings to represent thoughts and ideas (4.2)
- \*Begin to draw a person - circle with facial features and arms and legs (4.2)
- \*Traces vertical & horizontal lines. Beginning to trace curves, circles, cross (4.2)
- \*Learning to build letters of the alphabet with wood pieces and play dough through implementation of Handwriting Without Tears program (4.3)

<b>Mathematics</b>	<p><b>Demonstrates an understanding of numbers and counting (1.1)</b></p> <ul style="list-style-type: none"> <li>*Learning to distinguish numbers from letters</li> <li>*Begin to name numbers 1-10 (1.1)</li> <li>*Can match quantities with numerals (1.1)</li> <li>*Counts up to 10 objects (1.1)</li> </ul> <p><b>Beginning to recognize shapes and spatial relationships (1.2)</b></p> <ul style="list-style-type: none"> <li>*Begin to recognize and name 6 basic shapes</li> <li>*Begin to describe the position of objects: up, down, top, bottom, under, over, together, apart</li> </ul> <p><b>Uses the attributes of objects for patterning and comparison (1.3)</b></p> <ul style="list-style-type: none"> <li>*Recognizes ten basic colors</li> <li>*Able to match objects that are the same</li> <li>*Recognizes &amp; begins to duplicate basic patterns</li> <li>*Begin to sort objects by color, size and shape</li> <li>*Begin to make comparisons: big, little, straight, curve</li> </ul> <p><b>Understands simple concepts of measurement (1.4)</b></p> <ul style="list-style-type: none"> <li>*Begin to learn about the seasons, weather and calendar</li> <li>*Begin to organize objects by size (big, medium, little) or order (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)</li> <li>*Demonstrates an awareness of the passage of time: day/night; yesterday/today/tomorrow</li> </ul>
<b>Science</b>	<p><b>Approaches learning with wonder and curiosity</b></p> <ul style="list-style-type: none"> <li>*Explores classroom, toys and materials through all 5 senses (1.1)</li> <li>*Will explore a variety of sensory materials through touch (1.1)</li> <li>*Asks why, what, where, how questions (1.2)</li> <li>*Begin to understand cause and effect relationships (1.2)</li> <li>*Introduced to tools used to explore the environment - magnifying glass, binoculars, scales, rulers, measuring cups, and spoons- and how they are used (1.3)</li> </ul>
<b>Social Studies</b>	<p><b>Demonstrates an understanding of the world we live in</b></p> <ul style="list-style-type: none"> <li>*Begin to relate a simple sequence of events - first/then, before/after (1.1)</li> <li>*Understands concepts of less/more, too many/not enough (1.3)</li> <li>*Follows classroom and school rules (1.4)</li> <li>*Begin to make choices and understand consequences (1.4)</li> <li>*Learning to recite Pledge of Allegiance (1.4)</li> <li>*Will act out familiar jobs &amp; roles - fireman, teacher, mommy, baby (1.5)</li> <li>*Can say age and name of birth month (1.5)</li> <li>*Can name the members of his/ her family (1.5)</li> <li>*Notices and names similarities and differences between self and peers (1.6)</li> </ul>
<b>Arts &amp; Humanities</b>	<ul style="list-style-type: none"> <li>*Uses a variety of art materials for exploration and self-expression in the classroom and during quarterly Art Class (1.1)</li> <li>*Participates in Minds in Motion activities, yoga, weekly music class and other movement activities in classroom (1.2)</li> <li>*Participates in songs/finger plays in classroom and during weekly music class (1.3)</li> <li>*Engages in role playing and pretend play during independent play and in teacher directed activities(1.4)</li> </ul>

<p><b>Physical Education</b></p> <p><i>Gross &amp; Fine Motor Development</i></p>	<p><b>Engages in gross motor tasks with increasing control and balance</b></p> <ul style="list-style-type: none"> <li>*Walks backwards (1.1)</li> <li>*Walks on tip toes (1.1)</li> <li>*Can rotate and reach across the body in a sitting or standing position (1.2)</li> <li>*Sits on the floor cross legged without leaning for trunk support (1.2)</li> <li>*Sits in a chair with stability and balance (1.2)</li> <li>*Stands on one foot (1.2)</li> <li>*Hops in place and on one foot (1.2)</li> <li>*Throws and kicks a ball (1.2)</li> <li>*Alternates feet on stairs (1.3)</li> <li>*Climbs jungle gym and ladders (1.3)</li> <li>*Learning to use "helper hand" to hold paper steady while coloring/ drawing (1.3)</li> <li>*Holds paper with one hand while cutting with the other (1.3)</li> </ul> <p><b>Eye-hand coordination is improving (1.4)</b></p> <ul style="list-style-type: none"> <li>*Strings beads and completes simple lacing card activity with guidance</li> <li>*Uses tongs/ tweezers to pick up small objects and transfer to another container</li> <li>*Uses scissors to cut small pieces of paper and cut on lines</li> <li>*Uses glue/ glue sticks effectively</li> <li>*Begin to grip a pencil thumb and forefinger</li> <li>*Begin to distinguish left hand from right hand</li> <li>*Begin to roll playdough into "balls" and "snakes"</li> <li>*Can fold paper in half</li> <li>*Can build a tower of at least 9 small blocks</li> <li>*Can put together and pull apart linking blocks like Mega blocks</li> <li>*Begin to use crayons to fill in a defined space using vertical, horizontal and/ or diagonal strokes - Does not "stay in the lines"</li> <li>*Paints with some wrist action, makes dots &amp; circular strokes</li> </ul>
<p><b>Health &amp; Mental Wellness</b></p> <p><i>Social Emotional Development</i></p>	<p><b>Demonstrates more self-control and independence (1.1)</b></p> <ul style="list-style-type: none"> <li>*Can follow and anticipates daily routine in classroom</li> <li>*Takes off and puts on coat</li> <li>*Learning to hang up coat and backpack</li> <li>*Begin to unpack/pack backpack and lunch box</li> <li>* Learning to be responsible for a daily job</li> <li>*Uses toilet &amp; washes hands with minimal supervision</li> <li>*Learning healthy eating habits</li> <li>*Uses utensils to eat</li> <li>*Learning to start and stop an activity on command -Freeze Game</li> </ul> <p><b>Demonstrates cooperation and respect for others (1.2)</b></p> <ul style="list-style-type: none"> <li>*Makes transitions between activities without crying/ resistance</li> <li>*Learning good manners and sharing</li> <li>*Learning to wait, take turns, share, listen when others are speaking, pass an object to a friend in circle</li> <li>*Plays in groups or pairs of friends</li> <li>*Helps with clean up time</li> </ul> <p><b>Learning how to solve problems (1.3)</b></p> <ul style="list-style-type: none"> <li>*Learning about feelings and being kind</li> <li>*Learning strategies to manage feelings/conflicts through Conscious Discipline</li> </ul> <p><b>Beginning to develop good work habits (1.4)</b></p> <ul style="list-style-type: none"> <li>*Learning to stick with a task even when it is challenging/ difficult</li> <li>*Learning that mistakes are a part of the learning process</li> </ul>