



Trained Twos Program

Developmental 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.

Cognitive	<ul style="list-style-type: none">*Explores classroom, toys and materials (1.1)*Will explore a variety of sensory materials through touch (1.1)*Explores cause and effect relationships through play and behavior choices (1.1)*Begin to recognize name in print (1.1)*Begins to notice change in seasons/weather (1.1)*Begin to recite ABCs & count to 10 through songs/finger plays (1.2)*Begin to learn numbers, colors and shapes through visual aids (1.2)*Beginning to recognize & follow school routines (1.3)*Beginning to learn patterning and sequencing (1.4)
Communication	<ul style="list-style-type: none">*Uses gestures and words to communicate needs/ wants (1.1)*Uses 2-3 word sentences (1.2)*Varies pitch, volume and inflection of voice to convey meaning (1.2)*Repeats familiar rhymes/songs (1.2)*Recognizes and names familiar people and objects (1.2)*Refers to self by name (1.2)*Makes and maintains eye contact (2.1)*Will turn and look at a person or object when teacher points to it. (2.1)*Attention span increasing for stories & songs (2.1)*Responds to name when called (2.2)*Begin to learn to take turns in conversation (2.2)*Learning to follow 1-2 step directions (2.2)*Beginning to understand positional words: up, down, top, bottom, under, over, together, apart (2.2)*Responds to questions (2.2)*Vocabulary is expanding to include words of comparison: big & little, straight & curve (2.2)*Vocabulary is expanding to include pronouns: me, my, him, her (2.2)*Beginning to turn pages of book 1 page at a time (3.1)*Will look at pictures in books (3.1)*Responds to a story with questions and comments (3.1)*Points to body parts-head/nose/mouth/eyes/ears/belly/hands/feet-when named (3.2)

Creative Expression	<ul style="list-style-type: none"> *Begins to imitate drawing vertical and horizontal lines (1.1) *Holds crayons with whole hand (1.1) *Hand dominance emerging but not consistent(1.1) *Paints with whole arm movement, shifts hands, and makes strokes (1.1) *Pounds, squeezes and pulls playdough (1.1) *Begins to imitate teacher's movements - finger plays, Minds In Motion activities (1.2) *Enjoys singing, dancing and playing rhythm instruments (1.3) *Beginning to engage in pretend play and role playing (1.4)
<div data-bbox="147 747 245 1178" data-label="Section-Header"> <div>Motor</div> </div> <div data-bbox="342 583 431 657" data-label="Text"> <p>Gross Motor</p> </div> <div data-bbox="342 884 431 957" data-label="Text"> <p>Fine Motor</p> </div> <div data-bbox="285 1251 431 1283" data-label="Text"> <p>Self- Help</p> </div>	<ul style="list-style-type: none"> *Beginning to alternate feet when walking on stairs (1.1) *Learning to gallop, hop & skip, jump in place & kick a ball (1.1) *Sits on the floor without leaning on wall or adult for balance & stability (1.2) *Can rotate and reach across the body to reach for a toy (1.2) *Able to squat & stand without falling (1.2) ***** *Learning to work buttons, zippers, & snaps (1.3) *Can build a tower with at least 9 large blocks (1.3) *Can string $\frac{1}{2}$ inch sized beads *Learning to catch & throw a ball with two hands (1.3) *Begin to learn to hold scissors and practice cutting small pieces of paper (1.4) * Uses thumb and index finger to pick up small objects(1.4) *Can put together linking blocks like Megablocks (1.4) ***** *Beginning to learn personal hygiene: handwashing, using tissues, cover mouth to cough (1.5) *Uses a fork to eat (1.5) *Beginning to learn to care for and put away belongings, classroom materials (1.5) *Begin to assist with dressing: pulling up pants, offer arms for shirt, taking coat on and off (1.5.)
Social Emotional	<ul style="list-style-type: none"> *Feel secure in their surroundings and with their teachers (1.1) *Begin to learn about feelings/comforting & caring through Conscious Discipline program (1.2) *Engages in independent and parallel play (1.2) *Initiates social interactions through gestures and words (1.2) *Uses facial expressions to show emotion (2.1) *Shows concern for peer when he/she is sad (2.1) *Learning to take turns, share (2.2) *Beginning to learn table manners (2.2) *Demonstrates a desire to be independent (2.2) *Learning safety rules such as: sit on bottoms, walk, don't run, no toys in mouth (2.2)