



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. Develop an awareness of the Bible
- 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

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/or 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
- E. Cutting straight and curved lines with control
- 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
 - 6. Sort objects according to category
 - 7. Identify order of events (before/after)
- 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
- G. Building an understanding of our world
 - 2. Make predictions
 - 3. Verbalize observations
 - 4. Willing to participate in a variety of sensory experiences
- H. 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
 1. Recognizes personal space
 2. Waits for his/her turn (talking, playing, in routines)