



PRE-KINDERGARTEN PROGRAM GOALS

Philosophy

We recognize that each child is unique and accept each child at their current stage of development. It is our intention to nurture the development of the whole child-physical, emotional, social, and cognitive growth.

Language Development

Listening (Receptive Language)

Is attentive

Listens without interrupting

Follows directions, commands and questions

Acquire the meaning of vocabulary words related to concepts being presented

Respond to storytelling or oral reading by telling what the story is about, recalling facts, details and sequence of events

Become aware of various speech sounds and patterns through rhymes, poems, etc.

Speaking (Expressive Language)

Uses a variety of words to express feelings and ideas

Engages in a conversation by sharing ideas with others

Retell a familiar story or nursery rhyme

Presents finger plays

Cognitive Development

Identifying

Match objects in a one-to-one correspondence

Relates sets of objects to numbers

"Me Facts"—name, age, gender, birthday, address, phone #

Familiarization with the five senses

Identifies 10 body parts

Names and identifies nine colors

Identify the basic shapes

Recognition of numbers 0-20

Can work and complete a 15 piece puzzle

Recognition of letters both upper and lower case

Creates and tells about own drawing

Familiarization with the 9 color words & number words zero through ten.

Comparing and contrasting

Uses vocabulary to compare objects (taller/shorter, heavier/lighter, etc.)

Compare similarities & differences among objects using the senses.

Understands the meaning of opposites & positional (ex. Hot/cold, over/under)

Classifying

Classifies related objects
Combine & separate groups of objects to form new groups (sorting)
Classify acceptable/unacceptable behaviour at home & school

Sequencing and Ordering

Repeats simple patterns
Order objects by size (ex. Big/bigger/biggest)
Can arrange a story in picture sequence
Repeats in order: days of week, months of year, and seasons
Counting to 25 and beyond
Familiarization of counting to 100 by 1's, 5's and 10's

Motor Development

Fine Motor

Builds structures from various sizes and shapes
Holds pencil correctly
Ability to trace designs
Stresses correct eye movement from left to right
Cuts out simple pictures
Paste cut-outs
String bead patterns
Imitates peg, parquetry and design block patterns
Write numerals from 0-10
Stresses lacing and tying shoes
Write first name
Copies letters without tracing

Gross Motor

Jumping – both feet leaving floor at same time, forward at least 20 inches with both feet leaving the ground
Standing – on one foot for about 5 seconds
Hop forward on one foot 4-6 feet without putting down the other foot
Throwing – ball overhand by raising arm to shoulder height and throwing the ball forward at least six feet
Catching – large ball from five feet away
Walk – on tiptoes for 15 feet
Skip using alternating feet

Fine Arts

Art

Discover line, color, shape, and texture by seeing and feeling objects
Inventive and imaginative expression through art materials and tools
Expresses individual thoughts and feelings through picture making, puppetry and modelling

Theatre Arts

Develop body awareness and spatial perception using rhythmic and imitative movement
Dramatize limited-action stories & poems using simple pantomime & puppetry.

Music

Creates vocal sounds by imitating

Sings songs
Listens to music for quiet listening
Listens to music that tells a story
Responds to music through moving and playing

Social/Emotional Development

Self Concept

Shows self confidence
Works well with others
Takes pride in own work
Willingness to try new things
Willingness to try again after failure
Accepts constructive criticism
Respects the property of others
Names two or more playmates
Reacts to change in a reasonable way

Self-help

Responsible for personal hygiene (washing and toileting)
Manages dressing and undressing
Eats, appropriately
Recognizes routine healthy behaviours
Recognizes signs of general illness and wellness
Recognizes hazards in the environment and acquire knowledge and skills needed to avoid injury and to prevent accidents

Interactions Between Individuals

Adjustments to school

Accepts school routines
Recognizes that he/she is one of many
Participates in leadership as well as follower roles

Self Discipline

Demonstrates appropriate independent as well as group behaviour

Safety Rules

Knows what to do when lost
Stays away from medication and poisons
Knows rules about crossing the street
Knows what to do when strange or familiar adults behave inappropriately (abuse)