Learning Goals for 3-4-Year-old children

Social and Emotional Development

The learning goals for children in this area is to make friends with peers and adults in pre-school. Gain independence and learn to label and talk about their feelings. Demonstrate a caring attitude and understand what is right and wrong. Develop confidence and self-esteem.

- Initiates play and asks others to join in the play
- Can play in a group and extend the play with new ideas
- Has a friendly behavior and forms good relations with peers and adults
- Keeps the play going by responding to those involved
- Likes being praised and is proud of their work
- Selects and chooses resources with help
- Dresses and undresses mostly independently and manages own personal hygiene with some help
- Enjoys responsibilities when given small tasks to help with
- Is outgoing and does not hesitate to talk to a new adult or child
- Confidently talks to other children and shares experiences
- Uses pretend play to act out things they observe and act out fears and uses language during play
- Aware of own feelings and can express them with words e.g. I am feeling angry or sad or happy etc.
- Shows a caring attitude when someone is upset
- Can take turns and shares with others
- Can wait to get what they want and understand that all their wishes may not be granted
- Understands rules and tries to follow them
- Can adapt behavior to different situations like changes in routine, social gatherings etc.
Physical Development

This mainly comprises of self-care, fine motor and gross motor development. Children come into preschool from different environments. Some who are exposed to a lot of physical activities and others without. It is important to give differentiated activities so that children can progress from where they are.

The main goals would be

- Moves around confidently and safely
- Uses a range of physical movements during rhymes and play like-hopping, sliding, rolling, jumping, slithering, running etc.
- Climbs stairs using alternate feet
- Walks down stairs by pausing with both feet after each step
- Can stop or slow down when confronting an object while running
- Can catch a large ball
- Draws lines and circles with a stick using gross motor movements
- Uses tools like scissors, hammer safely and with good control
- Holds pencil with pincer grip i.e. between the thumb and 2 fingers and not with the palm
- Can copy some letters e.g. letters from their name
- Can stand momentarily on one foot
- Climbs equipment over, under, around with good balance
- Shows awareness of space around self and others
- Has good coordination skills e.g. pours water into bottle, threads beads etc.
- Can tell adults if hungry or thirsty
- Understands safe use of equipment and tools
- Can use the toilet independently and does not lose control over bladder or bowel
- Manages personal hygiene e.g. washing hands before/after eating
Communication and Language Development

There are many elements in this area: The 4 main elements are:
1. Listening and Understanding
2. Speaking
3. Reading
4. Writing

When children come into preschool it is important for teachers to focus on the first 2 elements before moving on to reading and writing. Focusing on developing readiness will ensure successful reading and writing development later.

Listening, Understanding and Speaking

- Listens to adults and sometimes to peers in a group conversation
- Listens intently and recalls stories
- Anticipates what comes next in familiar stories
- Can shift focus from first listening and then doing
- Can follow more than one instruction e.g. Go bring a pen and then write your name.
- Understands use of tools e.g. pen to write, scissors to cut, brush to paint etc.
- Shows understanding of prepositions or positional language e.g. under, over, behind, in front etc.
- Beginning to understand “why” and “how” questions
- Speaks more complex statements by using “and”, “because” etc.
- Speaks about an incident that has happened at home
- Can talk/predict about “what will happen next” in a story
- Asks questions using “who”, “where”, “what”, “why”
- Uses simple tenses e.g. “I play”, “I played”
- Sings some rhymes and songs recalling the correct words
- Uses more vocabulary during pretend play/ role play
- Uses objects as something else and uses self-talk during the play e.g. takes a wooden block and pretends it is a phone and pretend talks to someone
Reading and Writing

- Listens to and sings some favorite songs remembering the right words
- Joins in during circle time to sing and dance, listen to stories with one on one and with all the children
- Tries to retell a story in order of sequence
- Makes suggestions and guesses how the story might end
- Identifies the main characters in the story
- Handles and looks at books with interest
- Holds book correctly and turns pages
- Attempts to describe the illustrations in the book
- Recognizes familiar sign boards like “stop, exit” and recognizes own name
- Knows that print conveys meaning and script is read from left to right and top to bottom
- Scribbles and has something to say about the scribbles
- Makes marks and has meaning to those marks
Mathematical Development

Math’s in the early years covers several elements like
1. Numbers for labeling and counting
2. Reasoning
3. Problem solving
4. Calculating
5. Shape, Space and Measurement

Math’s should not be taught through worksheets but through everyday experiences in our daily activities. Children should be able to practice applying the math concepts every day. Activities should be laid as such that this can be achieved.

Numbers for labeling and counting

- Counts reliably 3 objects
- Says number names in order
- Recognizes numbers 1-10
- Knows that numbers can identify how many objects are there in a set/group
- Beginning to represent numbers using fingers or marks on paper
- Matches number and quantity up to 5 correctly
- Shows curiosity about numbers by asking questions
- Recognizes numbers in the environment

Reasoning and problem solving

- Picks up puzzles with 8 or more pieces and solves them
- Uses counting to count steps, objects in the environment, peers etc.
- Applies the concepts learnt in everyday activities
- Matches numbers to the correct quantity
- Sorts objects with two attributes e.g. in a box full of 4 shapes in 4 different colors- sort all the red circles, sort all the blue squares
Calculating

- Understands one more OR one less
- Compares two group of objects whether they are same or different, more or less
- Understands that when two groups are put together they add up
- Understands that number 4 can be made in different ways e.g. (0+4), (1+3), (2+2), (3+1), (4+0). Applies to all numbers from 1-5
- Relates subtraction to taking away

Shape, space and measurement

- Shows an interest in shapes by playing with them, trying to construct something with them
- Relates to the shapes they have learnt to the shapes from the environment e.g. the wheel of the car is in the shape of a circle
- Uses positional language
- Talks about the shapes during play
- Describes objects using language of shape
- Uses vocabulary for size by using words like small, big, long, short
- Uses vocabulary for weight like heavy, light
Understanding of the world

This area deals with the world around children that goes beyond their immediate environment and family. It could include communities and places in the neighborhoods, gatherings and celebrations that include a larger community involvement.

- Show interest in people around them
- Remembers and talks about significant things that have happened to them
- Talks about special events like birthday, festivals etc.
- Shows interest in the different occupations of people around them e.g. wants to help in cleaning the floor, interested in helping in the kitchen, likes to go shopping to buy vegetables etc.
- Getting to understand that they are unique and not everybody is the same
- Can talk about what they observe about plants and animals around them as well as what they see on media
- Talks about why and how things work
- Developing an understanding of growing, lifecycle etc.
- Developing an awareness of caring for things in the environment
- Knows how to operate electronic gadgets
- Shows an interest in technology related toys e.g. cameras, phone, knobs and pulleys etc.
- Understands that information can be retrieved from computers and phones
Creative Development

- Enjoys singing and dancing activities
- Sings some familiar songs
- Moves in response to music and has sense of rhythm
- Explores how sounds can change e.g. tapping to music with a wooden ladle in one hand and a steel spoon in the other hand
- Explores colors and how they change when mixed
- Understands that lines can enclose and begin to draw shapes
- Uses the same concept to make enclosed spaces with blocks and other play things
- Beginning to describe the feel of the texture
- Uses textured things in creative work
- Uses variety of objects to construct things
- Stacks different shaped blocks and tries to balance them
- Understands that different tools can be used for a purpose
- Makes up simple songs by self
- Moves spontaneously to music
- Engages in imaginative play and imitates an adult they have observed
- Builds stories around the toys they are playing with e.g. A doll who has a fever and is taken to the doctor
- Uses available resources imaginatively e.g. makes a tent by overturning a table and covering it with a sheet OR sits under an umbrella and calls it a tent
- Uses variety of ways to express e.g. music, movement, painting, words etc.