Learning Goals for 4-5-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 conversations.
- Shows interest in what others are talking by asking questions and contributing to the conversation.
- If in a situation where 2 children are in conflict, uses own understanding to resolve the conflict.
- Can see from the other persons point of view.
- Speaks confidently about own needs, wants and desires.
- Can talk on topics of interest.
- Confidently tries new activities, and may want to help younger peers.
- Takes pride in their achievements be it completion of tasks, finishing their snack etc.
- Talks about home and school with a positive attitude.
- Understands that their own actions can affect others in a positive or a negative fashion. E.g. taking away a toy without permission can upset a child. Giving a hug can comfort an upset child.
- Understands that rules need to be followed for their own safety.
- Understands what is right and what is wrong and why.
- Understands that certain behavior is expected of them.
- Uses words with peers to settle or negotiate things e.g. wants the tricycle that a child is using, so asks for it, may ask an adult to intervene instead of pushing the child and occupying it.
- Has a strong positive sense of self and individuality.
- Approaches unfamiliar situations with a positive attitude.
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 confidently keeping the safety of self and others in mind.
- Travels safely around playground equipment with gross motor skills like climbing up the ladder, going under slide, balancing on seesaw or swing etc.
- Shows good control over objects while throwing, catching, kicking etc.
- Uses simple tools to change the form of materials to a desired shape. E.g. using cutters, knives, rolling pins with playdough.
- Handles tools and objects with good control, safely and with care
- Has a more clearer hand preference that dominates.
- Able to trace vertical lines.
- Uses anticlockwise movements in a controlled manner
- Begins to form recognisable letters
- Holds pencil with 3 fingers and has control to make recognisable figures or letters
- Manages to stay dry through the day attending to their needs independently
- Shows a better understanding that exercise, food, sleep contribute to the body to remain healthy
- Eats a good range of healthy food and understands variety is needed
- Practices safety measure when not supervised too
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

- Can concentrate for long periods when involved in an activity.
- Sits quietly listening intently when required
- Has a 2-channeled attention- can listen and do accordingly step after step.
- Responds to 3 step instructions e.g. First collect the marbles from the table, next count the number of marbles then record it on paper
- Understands humor and nonsense rhymes
- Follows a story without pictures or props
- Listens and responds when others are saying something
- Uses extended vocabulary in everyday speaking
- Adds new words to his/her vocabulary
- Uses language to create and act out roles during roleplay
- Uses language to clarify thoughts, ideas, sequencing of events etc.
- Understands that stories have a beginning, middle and an end

Reading and Writing

- Completes or continues rhyming words
- Hears and says the initial sounds of words
- Links sounds to letters and knows all the sounds of the letters
- Is able to phonetically sound 3 sounds and blend to make a 3-letter word
- Can read words and simple sentences
● Uses vocabulary which has been gained by the influence of books
● Enjoys reading and being read to from books

● Knows that information can be retrieved from books and computers

**Writing**

● Gives meaning to marks they make as they draw, write and paint.
● Writes some clearly identifiable letters
● Writes own name
● Attempts to write short sentences in meaningful contexts
● Is able to form some letters correctly
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 5-10 objects
- Says number names in order
- Says numbers 10-1 backwards
- Recognizes numbers 1-10 or more
- Counts objects which cannot be moved e.g. objects drawn on paper
- Counts by saying one number for each object
- 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 10 correctly
- Estimates the number of objects and then counts to confirm
- Recognizes numbers in the environment
- Uses mathematical language like more and few to describe a group
- Able to tell one more and sometimes one less than a given number

Reasoning and problem solving

- Picks up puzzles with 12 or more pieces and solves them
- Uses counting to count objects on paper, fixed objects 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

Understands and uses positional language like- behind, on top of, in front of etc.

Uses common shapes to build a desired model

**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 numbers up to 9 can be made in different ways e.g. (0+9), (1+8), (2+7), (3+6), (4+5). Applies to all numbers from 1-9
- Relates subtraction to taking away
- Uses everyday language related to money

**Shape, space and measurement**

- Shows an interest in shapes by playing with them, trying to construct something with them
- Recognizes and labels 3D shapes
- Selects
- Uses everyday language related to time
- Orders items by weight, size or capacity e.g. give me the heavier one, larger one
- 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
- Explores different sounds in instruments
- 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.