

Twos Class Goals

Spiritual

- Begin to grasp simple Biblical truths
 - o God loves me.
 - o God created the heavens and the earth.
 - o Prayer is how we talk to God.
 - o I can worship God.
 - o John 3:16
- Become familiar with key Bible stories.

Social / Life Skills

- Engage in play with same age peers.
- Participate in pretend play.
- Engage in conversation with same age peers and adults.
- Evaluate actions as right or wrong and safe or unsafe.
- Clean up after oneself.
- Participate in an age appropriate routine that has been modeled and taught.
- Follow several step directions.
- Engage with environment and communicate interests.

Emotional

- Develop a positive self - worth.
- Identify basic emotions in others and oneself.
- Begin to communicate emotions to others.
- Develop strategies to calm down with adult guidance.
- Wait for short time, with adult guidance, for something desirable.
- Increase self-control over impulses.

Physical/ Health

- Develop Fine Motor Skills.
 - o Stack blocks, place large beads on a string, hold a paint brush, complete puzzle, manipulate playdoh
- Develop Gross Motor Skills.
 - o Run, Jump, Pedal, Throw, Climb
- Try new foods and express likes and dislikes.
- Develop independence in bathroom and dressing skills.
- Initiate basic hygiene practices
 - o Wash hands, cough in elbow, keeping hands and objects out of mouth, blowing nose

Academic

- Develop curiosity and investigate about the world around them.
- Focus attention on an adult or activity for 5 - 7 minutes.
- Show interest in books.
 - Hold the right way, turn the pages, look at pictures and listen to adult reading a story
- Count 1 – 10.
- Repeat familiar songs, chants or rhymes.
- Recite alphabet and identify several letters.
- Identify colors and shapes.
- Identify name.
- Begin to explore and create with a variety of writing and drawing materials.
- Group objects into similar categories.
- Explore seasons, weather and calendar concepts.

Threes Class Goals

Spiritual

- Understand and engage in Biblical truths
 - o God loves me.
 - o God created the heavens and the earth.
 - o Prayer is how we talk to God.
 - o I can worship God.
 - o I can forgive as God as forgiven me.
 - o John 3:16
- Develop fruits of the spirit and other Godly character traits.
- Learn and retell Bible stories.
- Memorize Scripture.

Social / Life Skills

- Engage in pretend play with same age peers and objects.
 - o Share materials and ideas.
- Develop and maintain friendships with same age peers.
 - o Approach same age peers easily.
 - o Practice skills such as sharing, conflict resolution and taking turns.
 - o Develop awareness that their actions affect others.
- Communicate with adults in the classroom.
 - o Use complete questions and sentences to communicate needs and interests.
 - o Listen to and respect adult instruction.
- Evaluate and take appropriate risks.
 - o Recognize and avoid risks that will cause harm.
 - o Challenge oneself physically and know what their body is capable of.
 - o Get a trusted adult in situation that is not safe.
- Care for basic personal needs.
 - o Clean up after oneself.
 - o Begin to wash hands, use tissues, the restroom, etc independently.
 - o Put on shoes, jackets, backpacks with increased independence.
 - o Participate in meal time routines with independence.
- Participate in an age appropriate routine that has been modeled and taught.
 - o Follow classroom rules and social structures in place.
- Help to care for the indoor and outdoor environment.
 - o Clean up materials, care for class pets or plants, respect property, recycle
- Follow several step directions with guidance.

Emotional

- Develop a positive self - worth.
 - o Develop personal value based on Biblical Truth.
 - o Use child's own first and last name.
 - o Express likes and dislikes verbally.
 - o Recognize role and importance in the group.
- Express and communicate emotions to others.
 - o Describe reason for emotions ("I am sad because...")
 - o Use strategies to calm down with adult guidance.

- Recognize emotions in others and show empathy.
- Wait for short time for something desirable.
- Engage in new activities and challenges when presented with the opportunity.
- Increase self-control over impulses.

Physical/ Health

- Refine movement and hand eye coordination in fine and gross motor skills.
 - Throwing and catching, balance, pedaling bikes etc.
 - Manipulate play doh, use silverware, complete puzzles, use drawing and safety scissors etc.
 - Draw simple shapes and figures using a variety of drawing and writing tools.
- Choose a variety of structured and unstructured physical activities.
 - Participate in simple games and activities that require gross motor skills (running, jumping, throwing etc)
 - Initiate physical activity independently (choosing to climb, run, throw etc)
- Try new foods, express likes and dislikes and begin to understand nutritious choices.
- Develop independence in bathroom and dressing skills.

Academic

- Develop curiosity, investigate about the world around them and seek to share interests with others.
 - Ask questions about the world around them.
 - Use tools as they investigate and learn.
 - Demonstrate problem solving skills.
- Experiment with music, language, movement and art.
 - Initiate and express oneself through these means.
- Focus attention on an adult or activity for 7 - 10 minutes.
 - Ignore minimal distractions.
 - Return to an activity after a brief disruption or break.
- Engage in reading behaviors independently.
 - Choose a book, turn pages, look at pictures, tell/ retell a story
 - Listen to a variety of stories read aloud and engage in conversation about the book.
 - Relate personal experiences and knowledge to a book with guidance.
- Develop basic math concepts.
 - Identify and describe shapes.
 - Rote count from 1 – 15.
 - Count using one to one correspondence
 - Compare and group objects or place in order
 - Recognize and attempt to recreate simple patterns.
 - Begin to understand concepts of adding and taking away from a group (more, less, the same)
 - Begin to learn basic calendar concepts – seasons, days of the week, months of the year, etc
- Gain awareness and develop interest in the alphabet, verbal and written language.
 - Recite and identify letters of the alphabet.
 - Identify first name the letters within name.
 - Engage in writing behaviors and being to trace, copy and write simple shapes, lines and letters.
 - Participate in familiar songs, chants or rhymes.
 - Repeat rhythmic patterns and play with letter and word sounds.
- Explore and investigate the natural world around them.
 - Notice and react to the natural world around them
 - Weather, animals, plants, their bodies
 - Ask questions and seek answers about the natural world
 - Make observations and predictions

Fours Class Goals

Spiritual

- Understand and engage in Biblical truths
 - o John 3:16
 - Begin to understand concepts of salvation and eternity
 - o God created the heavens and the earth.
 - Recognize and appreciate God as the Creator of all things.
 - o Prayer is how we talk to God.
 - Initiate prayers of thanksgiving and pray on behalf of others
 - o I can worship God.
 - Worship through song, prayer, dance, giving etc.
 - o I can forgive as God as forgiven me.
 - Practice forgiveness with others.
- Develop fruits of the spirit and other Godly character traits.
- Learn, retell and apply lessons from Bible stories
- Memorize Scripture

Social / Life Skills

- Engage in pretend play with same age peers and objects.
 - o Share materials and ideas.
- Develop and maintain friendships with same age peers.
 - o Approach same age peers easily.
 - o Practice skills such as sharing, conflict resolution and taking turns.
 - o Develop awareness that their actions affect others.
- Communicate with adults in the classroom.
 - o Use complete questions and sentences to communicate needs and interests.
 - o Listen to and respect adult instruction.
- Evaluate and take appropriate risks.
 - o Recognize and avoid risks that will cause harm.
 - o Challenge oneself physically and know what their body is capable of.
 - o Get a trusted adult in situation that is not safe.
- Care for basic personal needs.
 - o Clean up after oneself.
 - o Washing hands, using a tissue, using the restroom, coughing in arm, etc independently.
 - o Put on shoes, jackets, backpacks independently.
 - o Participate in meal time routines with independence.
- Participate in an age appropriate routine that has been modeled and taught.
 - o Follow classroom rules and social structures in place.
- Help to care for the indoor and outdoor environment.
 - o Clean up materials, care for class pets or plants, respect property, recycle.
- Follow several step directions independently.

Emotional

- Develop a positive self - worth.
 - o Develop personal value based on Biblical Truth.
 - o Use own first and last name and express personal like and dislikes.
 - o Begin to identify personal strengths and weaknesses.

- Recognize role and importance in the group.
- Express and communicate emotions to others.
 - Describe reason for emotions (“I am sad because...”)
 - Use coping strategies to calm down.
 - Recognize emotions in others and show empathy.
- Wait for something desirable.
- Engage in new activities and challenges when presented with the opportunity.
- Increase self-control over impulses.

Physical/ Health

- Refine movement and hand eye coordination in fine and gross motor skills.
 - Throwing and catching, balance, pedaling bikes etc.
 - Use scissors to cut purposefully to create art or complete a task.
 - Draw shapes, figures, letters and numbers using a variety of drawing and writing tools.
- Choose a variety of structured and unstructured physical activities.
 - Participate in simple games and activities that require gross motor skills (running, jumping, throwing etc)
 - Initiate physical activity independently (choosing to climb, run, throw etc)
- Try new foods, express likes and dislikes and understand nutritious choices.
- Demonstrate independence in bathroom and dressing skills.

Academic

- Develop curiosity, investigate about the world around them and seek to share interests with others.
 - Ask questions and seek answers about the world around them.
 - Use tools as they investigate and learn including books, science and math manipulatives etc
 - Demonstrate problem solving skills.
- Experiment with music, language, movement and art.
 - Initiate and express oneself through these means.
- Focus attention on an adult or activity for 10 - 15 minutes.
 - Ignore minimal distractions.
 - Return to an activity after a brief disruption or break.
- Engage in reading behaviors independently.
 - Demonstrate early literacy skills including knowing parts of a book, using books correctly and “reading” the pictures of the book.
 - Listen to a variety of stories read aloud and engage in conversation about the book.
 - Relate personal experiences and knowledge to a book with guidance.
 - Develop print awareness and differentiate between letters and words.
- Develop basic math concepts.
 - Identify, describe and sort shapes.
 - Rote count from 1 – 30 and write numbers 1 – 10.
 - Count objects using one to one correspondence.
 - Compare and group objects or place in order based on size or numeric value.
 - Create or complete simple patterns.
 - Begin to understand concepts of adding and taking away from a group (more, less, the same).
 - Demonstrate an awareness of time including seasons, months, and days
- Demonstrate knowledge of verbal and written language.
 - Identify both capital and lowercase letters in the alphabet.
 - Write both capital and lowercase letter in the alphabet – especially one’s name.
 - Develop phonemic awareness of letter sounds and beginning word sounds.
 - Identify common words and names.

- Engage in writing behaviors such as tracing, copying letters and words.
- Repeat rhythmic patterns, and play with word sounds including rhyming words.
- Explore and investigate the natural world around them.
 - Notice, react and explore the natural world around them
 - Weather, animals, plants, their bodies
 - Ask questions and seek answers about the natural world
 - Make observations and predictions