



3 to 4 Years

Key Developmental Goals

Mission Statement

Lupine Lane strives to instill a love of learning and creativity in every child. Our prime intention is to mindfully and heartfully guide the whole child through a project-based approach to education.

Whole Child Scope

Our curriculum's foundation considers the whole child, according to their unique developmental level and personality. This foundation is implemented school-wide. Our Whole Child Scope encompasses four key areas of development, each of which are equally important: cognitive, social-emotional, creative and physical. The four categories are expanded upon into subcategories, outlined below, and then a final step further into our Key Developmental Goals, or specific objectives which are uniquely relevant to each developmental level we serve.

★ Cognitive

- Literacy
- Mathematics
- Culture/Language
- Science/Technology

★ Social/Emotional

- Interpersonal Skills
- Intrapersonal Skills
- Community

★ Creative

- Visual Arts
- Music
- Nature

★ Physical

- Sensory/Body Awareness
- Fine Motor Skills
- Gross Motor Skills

Key Developmental Goals

The Whole Child Scope is a framework for our Key Developmental Goals. The Key Developmental Goals are based on key child development theories and current research. These goals are specific to each developmental level and outline objectives which teachers use to guide children toward through Topic Studies. Each Topic Study may take two weeks to four months. Teachers outline each week's plan to realize the Topic Study in their Weekly Intentions. These lessons and activities for each of the subcategories guide children toward the following Key Developmental Goals.

Cognitive

★ Literacy

- Pre-Reading Skills
 - Identifies most letters.
 - Breaks words into syllables (clap syllables in their own name).
 - Enjoys a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books.
 - Enjoys doing “pretend readings” of familiar books and making up a story to match drawings.
 - Recalls characters and events or predict what will come next in familiar books without help.
 - Handles books with increasing skill.
- Phonemic Awareness
 - Identifies some letter-sound matches and vice versa.
- Concepts of Print
 - Understands that print carries a message.
 - Shows increasing understanding that print in most languages is read from left to right, top to bottom and front to back.
 - Begins to understand that letters are combined to make words.
 - Recognize some familiar words in print, like their name
- Pre-Writing Skills
 - Understands that print carries a message.
 - Uses known letters or approximations of letters to represent written language, especially meaningful words like their name and phrases such as “I love you”.
 - Begins to write letter-like forms and attempts to write from left-to-right and top-to-bottom in English writing.
 - Use various writing and drawing tools without adult assistance.

★ Mathematics

- Problem Solving
 - Completes simple jigsaw puzzles.
 - Negotiates turn-taking with other children.
 - Compares two sort objects using one or two features.
 - Uses tools to measure items.
 - Plays “hide and seek”.



- Comes up with more advanced problem solving (using a bucket to move toys from one place to another).
- Number Sense
 - Applies numbers and counting concepts to daily life.
 - Counts from 1 to 10.
 - Recognizes numerals from 1 to 10.
- Geometry
 - Names basic colors and shapes.
 - Copies simple patterns.
- ★ Culture/Language
 - Becomes familiar with customs, cultures and celebrations.
 - Names things related to cultural traditions (“Menorah”, “Christmas tree”, “Sari”).
 - Be able to recall classroom rules.
 - Goes to the correct location for familiar activity (goes to sink when caregiver says “Let’s wash our hands.”).
 - Plays with stuffed animals one day to play “veterinarian” and then to play “farmer” another day and understands they are representing human jobs.
 - Develops an understanding of basic vocabulary in another language.
 - Develops an understanding and appreciation of other cultures.
- ★ Science/Technology
 - Senses
 - Uses five senses and simple tools (such as hand lenses and balances) to make observations and gather information.
 - Participates in sensory activities.
 - Inquiry, Observations and Investigations
 - Develops a sense of inquiry.
 - Develops the ability to form a hypothesis.
 - Gathers information and communicates to conduct simple investigations.
 - Experiments with different objects during play to compare their effects (push toy cars down different types of ramps to see which goes faster)



- Repeats actions, such as blowing bubbles or pumping legs on swing, to improve results
- Describes, observes, investigates properties and characteristics of common objects.
- Nature Discovery
 - Observes and discusses weather.
 - Participates in gardening (planting, composting and harvesting).
 - Develops an understanding of what is needed to grow plants and create compost.
 - Demonstrates an understanding of the difference between trash, recycling and composting.
 - Describes and investigates the characteristics of local nature.
 - Demonstrates an understanding of the importance of caring for our environment and planet.
- Cooking
 - Assists in preparing food by cutting, mixing, measuring, etc.
- Technology
 - Responds to technology used by a teacher in a pedagogical context.
 - Understands and uses classroom technology vocabulary.

Social/Emotional

★ Interpersonal Skills

- Imitation and Pretend Play
 - Advances from Parallel Play to Cooperative Play.
 - Creates a plan for play, then execute the plan.
 - Reenacts actions that have multiple steps that they have seen at an earlier time.
 - Has pretend play scenarios that include different roles ("I'll be the mommy and you be the baby.").
 - Participates in planning that a group is going to pretend before playing.
 - Plays with imaginary objects, such as serving invisible food.
 - Initiate play and share toys with friends and adults.
- Listening and Comprehension
 - Follows 3 step directions.



- Asks a question and wait for an answer from others.
- Lets others know when interrupted by saying "It's my turn".
- Knows many words and their opposites.
- Participates in short conversations with expected words and phrases.
- Provides expected responses to "who", "what", "where", "when", "why", "how", "if/then" questions.
- Communication and Speaking
 - Asks questions about the feelings of others.
 - Shares and take turns with classmates.
 - Encourages and praises peers.
 - Expresses interest in, acceptance of, and affection for others.
 - Makes decisions with other children with adult assistance.
 - Joins others in group activities for brief periods of time.
 - Asks questions that need more information and clarification ("Why does ___ happen?").
 - Uses multiple words to describe and communicate feelings.
 - Uses more abstract words to understand their world (ex: "think", "know", "guess").
 - Speaks using the past tense or possessive.
 - Engages in mutually respectful communication with peers and adults.
- ★ Intrapersonal Skills
 - Expresses strong emotions constructively with assistance.
 - Sticks with difficult tasks without becoming overly frustrated.
 - Tells a story that conveys emotions.
 - Knows what will happen next in their day, such as knowing that naptime comes after lunch.
 - Gently handles materials and living things.
 - Follows schedules with few reminders, such as cleaning up and group activities.
 - Changes behavior for different surroundings, such as inside voice/outside voice.
- ★ Community
 - Participates in field trips.
 - Participates in school events.
 - Participates in school philanthropy projects.



- Develops friendships at school.
- Develops a sense of belonging within the classroom.
- Develops a sense of belonging to the school.

Creative

★ Visual Arts

- Uses a variety of art materials and activities for sensory experience and exploration.
- Uses art as a form of creative self-expression and representation.
- Demonstrates an interest in and shows appreciation for the creative work of others.
- Develops an understanding and be able to use watercolors, tempera, acrylics and other paints using various application methods.
- Develops an understanding and be able to sculpt using clay, plaster and other malleable materials.
- Develops an understanding for other mixed media such as drawing and collage..

★ Music

- Participates in classroom music activities.
- Responds to different musical styles through movement and play.
- Gains an appreciation for classical music and other musical genres.
- Performs songs and rhythmic compilations for friends and family.
- Creates or recreates stories, moods or experiences through dramatic representations.

★ Nature

- Readily engages with objects from nature both outdoors and indoors.
- Uses objects from nature (stones, sticks, leaves, water, etc) to create play scenarios.
- Stacks and organizes objects from nature.
- Uses objects from nature as representations of other objects. (people, dolls, cars, etc.)

Physical

★ Sensory/Body Awareness

- Develops an awareness of the senses.



- Develops awareness of physical presence and respect for personal space.
- Develops knowledge of names of the parts of the body.
- Develops an awareness of personal physical characteristics.
- ★ Fine Motor Skills
 - Handles or squeezes delicate or tiny objects between thumb and forefinger.
 - Starts using simple tools like safety scissors.
 - Copies simple shapes and writes some letters and numbers.
 - Dresses and undresses with minimal help.
 - Feeds self relatively neatly.
- ★ Gross Motor Skills
 - Walks up and down stairs alternating feet
 - Kicks, throws, and catches a large ball with accuracy.
 - Runs confidently and rides a tricycle.
 - Hops or jumps.
 - Climbs a small jungle gym.