



4 to 5 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
 - Engages in pre-reading and reading-related activities.
 - Asks to be read to or asks the meaning of a text.
 - Uses books and other written materials to engage in pre-reading behaviors.
 - Enjoys looking at books and telling a story from the pictures or from memory.
- Phonemic Awareness
 - Able to produce a word that rhymes with a given word.
 - Combines words to make a compound word.
 - Deletes a word from a compound word.
 - Combines syllables into words.
- Emergent Reading
 - Names at least 20 upper and at least 20 lower case letters.
 - Recognizes at least 20 letter sounds.
 - Produces the correct sounds for at least 10 letters.
 - Uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- Concepts of Print
 - Uses some appropriate writing conventions when writing or giving dictation.
 - Scribbles and/or writes starting on the left side of paper and progresses to the right.
 - Writes his or her first name and shows interest in writing their last name.
 - Notices and realizes that print is what is read rather than the picture.
- Pre-Writing Skills
 - Intentionally uses scribbles/writing to convey meaning.
 - Independently uses letters or symbols to make words or parts of words.
 - Writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
 - Independently writes some letters on request (not necessarily well-formed).



- Penmanship
 - Uses some appropriate writing conventions when writing or giving dictation.
 - Signs their name on sign-in sheets, artwork, graphs, letters, lists, etc. uses letter-like shapes when taking an order at a restaurant during dramatic play.
 - Engages in “write the room,” copying letters from posters, charts, letter walls, books, etc. found around the room.
 - Writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
- ★ Mathematics
 - Problem Solving
 - Constructs and answers questions about graphs.
 - Uses objects to model addition and subtraction.
 - Uses appropriate strategies to solve problems.
 - Reasoning
 - Describes objects using positional language (over, under, above, below, etc.).
 - Uses comparative language and describes a sequence of events and ordinal positions (first, second, third).
 - Utilizes conceptual math skills to make estimations.
 - Patterns
 - Identifies, creates and extends patterns.
 - Number Sense
 - Recognizes numerals to 100.
 - Counts objects and describes quantities from 1-30.
 - Writes numerals 1-30.
 - Rote counts by ones to 30.
 - Skip counts by 2's to 20 and by 5's and 10's to 100.
 - Identifies coins (penny, nickel, dime, quarter).
 - Reads a calendar.
 - Geometry
 - Describes, identifies, compares, and sorts shapes and solids (sphere, cube, etc.)
 - Measurement
 - Identifies half and whole



- Develops an understanding of the function of measuring devices.
- Compares and orders objects in terms of their measurement.

★ Culture/Language

- Cultural Identity
 - Identifies United States and Texas flags.
 - Identifies similarities and differences among people.
 - Identifies customs, cultures and celebrations.
 - Identifies jobs in home, school and community.
 - Identifies and understands holidays throughout the year.
- Geography
 - Identifies physical characteristics of places such as landforms, bodies of water, natural resources, and weather.
 - Uses terms to describe location.
- Develops knowledge of world cultures (languages, traditions, symbols, etc.).
- Understands the purpose of rules.
- Places events in chronological order.
- Develops an understanding of basic vocabulary in another language.
- Develops an understanding and appreciation of other cultures.

★ Science/Technology

- Senses
 - Use 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.
 - Describes, observes, investigates properties and characteristics of common objects.
 - Describes and investigates position and motion of objects.
 - Describes and investigates sources of energy, including light, heat and electricity.



- Nature Discovery
 - Recognizes, observes and discusses relationships of organisms to their environments.
 - Identifies, compares, discusses earth materials' properties and uses.
 - 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 organisms.
 - Describes the life cycle of organisms.
 - Identifies, observes and discusses objects in the sky.
 - Observes and describes what occurs during changes in the earth and sky.
 - Demonstrates an understanding of the importance of conserving energy.
 - 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 Development

- Uses positive relationships modeled by others to foster their own pro-social behaviors.
- Assumes various roles and responsibilities as part of a classroom community.
- Shows competence in initiating social interactions.
- Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.



- Initiates problem-solving strategies and seeks adult help when necessary.
- Provides appropriate information for various situations.
- Use of language matches social contexts.
- Teachers and other adults in school understand speech.
- Able to identify and articulate emotions he or she is feeling.
- Able to engage and interact with same-age peers through activities like classroom centers and group projects
- Able to engage and interact with younger-age peers through mixed-age outdoor time.
- Able to engage and interact with older-age peers.
- Able to engage and interact with familiar adults, especially through teacher-child interaction and other school staff interactions.
- Tries new academic, creative and physical activities.
- Tries new foods during lunch and during field trips.
- Engages in mutually respectful communication with peers and adults.

★ Intrapersonal Development

- Shows reasonable opinion of own abilities and limitations.
- Demonstrates body awareness and respects personal boundaries.
- Shows awareness of areas of competence and describes self positively in what he or she is able to do.
- Shows initiative in independent situations and persists in attempting to solve problems.
- Able to identify and respond appropriately to emotions others express.

★ 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..
- Develops various visual art constructions by developing a basic design plan, implementing the plan and using various materials to build.

★ Music

- Participates in classroom music activities.
- Responds to different musical styles through movement and play.
- Gains an understanding of rhythm.
- Gains an appreciation for classical music and other musical genres.
- Gains knowledge of orchestra instruments and sounds.
- Develops an understanding of melody and harmony.
- 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.
- Has an awareness of physical presence and respect for personal space.



- Develops knowledge of names of the parts of the body.
- Develops knowledge of personal physical characteristics.
- ★ Fine Motor Skills
 - Shows control of tasks that require small-muscle strength and control.
 - Uses child-safe scissors for cutting proficiently.
 - Uses writing utensils proficiently (pencil, pen, markers, crayons).
 - Uses eating utensils proficiently (fork, spoon, child-safe knife).
 - Able to manipulate small objects (pegs, child tools, etc.).
- ★ Gross Motor Skills
 - Demonstrates coordination and balance in isolation and with a partner.
 - Able to coordinate a sequence of large muscle movements to perform tasks.
 - Shows increasing control of tasks that require eye-hand coordination.
 - Participates in independent physical activities.
 - Participates in small group physical activities.
 - Participates in large group or team physical activities.