

# Developmental Progression *at* Good Shepherd Preschool

Social-emotional competency, building friendships, taking turns, sharing space, following directions are taught through the SEFEL Pyramid Model and are the primary focus of each age group. Each classroom builds upon the skills taught in the previous classroom.

## **Infant Toddler** {Infant through Two year-old children}

We are meeting the needs of the children in the stage they are in. Infants require exceptional love, physical touch, and verbal interaction as they begin to experience their world. Toddlers are slowly introduced to new activities, including sensory activities and opportunities to explore their environment. Language focuses on conversations, storytime, flannel board stories, music, and primary sign language. Spiritual development is inspired through daily conversations, Bible teachings, music, and prayer.

## **Purple and Green Rooms** {Two & Three year-old children}

This is often the first time children are away from home without their primary caregivers in a large group setting. This is their opportunity to be a part of a community of their own. Children learn to interact with their peers and develop trusting relationships with teachers. Children are taught how to work cooperatively by taking turns and sharing space. Specifically, independence and language skills are developed in Purple and Green Rooms. Children are encouraged to participate in toilet learning and develop self-help/intrapersonal skills. Children learn the expectations of being in a classroom setting. Spiritual development is inspired through daily conversations, Chapel, Bible teachings, worship, music, and prayer.

## **Blue and Yellow Rooms** {Three & Four year-old children}

Children begin to have more interest in the beginning stages of preschool's "academic" portion. Color and shape recognition, counting, and patterning are incorporated throughout their curriculum. Letter and name recognition begin to develop. Children have longer attending skills and are beginning to sit through storytimes and learning times of interest. Teachers promote children's growth in self-regulation, following directions, and building confidence by encouraging self-independence. Spiritual development is inspired through daily conversations, Chapel, Bible teachings, worship, music, and prayer.

## **Orange and Red Rooms** {Four & Five year-old children}

These classrooms focus on building a solid foundation for future school success. The "Get Set for School" curriculum is implemented, encouraging the development of language, literacy, numbers, and math. Children will be exposed to letters and sounds of the alphabet and encouraged to write their names. While beginning "academics," we also continue to weave in "hands-on" experiences through play, music, and art. Art Masters, an introduction to different influential artists, is implemented monthly. Art Masters includes exposing children to other art mediums and education on the artist's life and history. Children will continue to grow in their attending skills, self-regulation, following directions, self-independence, taking turns, sharing space, learning classroom expectations, etc. Spiritual development is inspired through daily conversations, Chapel, Bible teachings, worship, music, and prayer.

When leaving Good Shepherd Preschool, our goal is that children have experienced a "hands-on" childhood and developed a *foundation of faith.*

# Infant, Toddlers *and* Two's: Developmental Foundations

These descriptions are derived from the California Infant Toddler Learning and Development Foundations.

## Social-Emotional

**Social-Emotional Development** includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. This domain of development covers the following foundations:

- × **Interactions with Adults:** The child's developing ability to respond to social cues from adults and engage in back-and-forth social exchanges with adults
- × **Relationships with Adults:** The child's development of close relations with adults who provide consistent nurturance
- × **Interactions with Peers:** The child's developing ability to respond to social overtures from peers, engage in back-and-forth interactions with other children, and, ultimately, engage in cooperative play with other children
- × **Relationships with Peers:** The child develops relationships with certain peers through interactions over time.
- × **Identity of Self in Relations to Others:** The child's developing concept of self as an individual who operates within social relationships
- × **Recognition of Ability:** The child's developing understanding of the ability to take action to influence the immediate social and physical environments
- × **Expression of Emotion:** The child's developing ability to communicate various emotions through facial expressions, movements, gestures, sounds, or words
- × **Empathy:** The child's developing ability to share in the emotional experiences of others
- × **Emotion Regulation:** The child's developing ability to manage or regulate emotional responses with and without assistance from adults
- × **Impulse Control:** The child's developing capacity to wait for needs to be met, to inhibit behavior, and to act according to social expectations, including safety rules
- × **Social Understanding:** The child's developing understanding of the responses, communication, emotional expressions, and actions of other people

## Spiritual

**Spiritual Development** is woven throughout the day with conversations and "God Statements." The children experience daily worship through music to grow in their love for God. Bible stories are introduced at age-appropriate levels. The children experience speaking to the Lord through prayer. Purple & Green Rooms attend weekly Chapel.

## Language

**Language Development** occurs in the context of relationships. These specific competencies are covered:

- × **Receptive Language:** The child's developing ability to understand words and increasingly complex utterances
- × **Expressive Language:** The child's developing ability to produce the sounds of language and speak with an increasingly expansive vocabulary and use increasingly complex utterances
- × **Communication Skills and Knowledge:** The child's developing ability to communicate nonverbally and verbally

- × **Interest in Print:** The child's developing interest in engaging with print in books and the environment

## Cognitive

**Cognitive Development** refers to growth and change in intellectual/mental abilities such as thinking, reasoning, and understanding. It includes the acquisition and consolidation of knowledge. The following foundations make up this domain:

- × **Cause-and-Effect:** The child's developing understanding that one event or action brings about another
- × **Spatial Relationships:** The child's developing understanding of how things move and fit in space
- × **Problem Solving:** The child's developing ability to engage in a purposeful effort to reach a goal or to determine how something works
- × **Imitation:** The child's developing capacity to mirror, repeat, and practice the actions of others, either immediately or at a later time
- × **Memory:** The child's developing ability to store and later retrieve information
- × **Number Sense:** The child's developing understanding of number or quantity
- × **Classification:** The child's developing ability to group, sort, categorize, and form expectations based on the attributes of objects and people
- × **Symbolic Play:** The child's developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
- × **Attention Maintenance:** The child's growing ability to attend to people and things while interacting with others or exploring the environment and play materials
- × **Understanding of Personal Care:** The child's developing ability to understand personal care routines and participate in them

Creativity is promoted through self-expression in different types of environments.

- × **Instruments:** Children explore various uses and purposes to aid in the invention
- × **Dramatic Play:** Children develop their imagination and express their feelings

## Perceptual and Motor Development

Infants' and Toddlers' **Perceptual and Motor** competencies increase research and practice attention. The perceptual and motor development foundations are defined as follows:

- × **Perceptual Development:** The child's developing ability to become aware of the immediate social and physical environments through the senses
- × **Gross Motor:** The child's developing ability to move and coordinate large muscles
- × **Fine Motor:** The child's developing ability to move and coordinate small muscles

Creativity is promoted through self-expression in different types of environments.

- × **Process Focused Art:** Children participate in art activities that promote the ability to take multiple perspectives

# Preschool *and* Prekindergarten Developmental Foundations

These descriptions are derived from the California Preschool Learning Foundations.

## *Social-Emotional*

The competencies covered by the **Social-Emotional Development** domain underscore the multiple ways young children's development in this domain influences their ability to adapt successfully to preschool and, later, in school. The social-emotional development domain consists of the following:

- × **Self:** Which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
- × **Social Interaction:** This focuses on interactions with familiar adults, interactions with peers, group participation, cooperation, and responsibility.
- × **Relationships:** Which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

## *Spiritual*

**Spiritual Development** is woven throughout the day with conversations and "God Statements". The children experience worship weekly at Chapel to grow in their love for God. Bible stories and scripture are introduced at age-appropriate levels. The children experience speaking to the Lord through prayer.

## *Language and Literacy*

The **Language and Literacy Development** domain addresses a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

- × **Listening and Speaking:** This includes language use and conventions, vocabulary, and grammar
- × **Reading:** Which covers concepts about print, phonological awareness, alphabetic, word/print recognition, comprehension and analysis of the age-appropriate text, and literacy interest and response
- × **Writing:** Which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

## **English-Language Development**

The **English-Language Development** domain is specifically designed for preschool children with a home language other than English.

- × **Listening:** This includes understanding words, requests, directions, and primary and advanced concepts
- × **Speaking:** Which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories



- × **Reading:** Which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating an awareness that print conveys meaning, developing awareness and recognition of letters, displaying phonological awareness, and manipulating sounds, such as rhyming
- × **Writing:** This includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors

## Cognitive

**Cognitive Development** refers to growth and change in intellectual/mental abilities such as thinking, reasoning, and understanding. It includes the acquisition and consolidation of knowledge. The following domains are included in this foundation:

### Mathematics:

- × **Number Sense:** This includes an understanding of counting, number relationships, and operations
- × **Algebra and Functions/Classification and Patterning:** Which focuses on sorting and classifying objects and recognizing and understanding simple, repeating patterns
- × **Measurement:** This includes comparison and ordering
- × **Geometry:** This focuses on the properties of objects (shape, size, position) and the relation of objects in space
- × **Mathematical Reasoning:** Which addresses how young children use mathematical thinking to solve everyday problems

### Science:

- × **Scientific Inquiry:** This pertains to observation, investigation, documentation, and communication
- × **Physical Sciences:** This focuses on the properties and characteristics of nonliving objects and materials and the changes in nonliving things and materials
- × **Life Sciences:** Which addresses properties and characteristics of living things and changes in living things
- × **Earth Sciences:** Which covers properties and characteristics of earth materials and objects and changes in the earth

### Health:

- × **Healthy Habits:** This covers basic hygiene, oral health, knowledge of wellness, and sun safety
- × **Safety:** Which focuses on injury prevention
- × **Nutrition:** This addresses nutrition knowledge, nutrition choices, and the self-regulation of eating

## Arts

The **Visual and Performing Arts** domain address a wide range of competencies that preschool children will need support to learn. The foundations focus on the following:

- × **Visual Art:** Which includes noticing, responding to, and engaging in visual art; developing skills; and creating, inventing, and expressing through visual art
- × **Music:** Which covers noticing, responding to, and engaging in music; developing skills; and creating, inventing, and expressing through music

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- × **Drama:** Which focuses on noticing, responding to, and engaging in drama; and developing skills to create, invent and express through drama
- × **Dance:** Which centers on noticing, responding to, and engaging in dance; developing skills; and creating, inventing, and expressing through dance

## Physical Development

The competencies covered by the **Physical Development** domain center on what preschool children do much of the day. This development area describes many avenues for young children's play, engagement with others, exploration, and learning.

- × **Fundamental Movement Skills:** Which include balance, large and fine motor skills
- × **Perceptual–Motor Skills and Movement Concepts:** Which focus on body awareness, spatial awareness, and directional awareness
- × **Active Physical Play:** This addresses active participation, cardiovascular endurance, muscular strength, muscular endurance, and flexibility

## Social Studies

Young children explore concepts related to **History-Social Science** rooted in their family's and communities' cultural experiences. The history-social science domain, which centers on young children's capacity to operate as community members, complements the social-emotional development foundations, which describe how young children express and regulate their emotions and develop social understanding and skills. These foundations focus on the following:

- × **Self and Society:** Which centers on culture and diversity, relationships, and social roles and occupations
- × **Becoming a Preschool Community Member, "Civics":** Which pertains to skills for democratic participation, responsible conduct, fairness and respect for other people, and conflict resolution
- × **Sense of Time, "History":** Which includes understanding past events, anticipating and planning future events, personal history, and historical changes in people and the world
- × **Sense of Place, "Geography and Ecology":** Which covers navigating familiar locations, caring for the natural world, and understanding the physical world through drawings and maps
- × **Marketplace, "Economics":** Which focuses on the economic concept of exchange

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