



Three Year Old Curriculum Goals

LANGUAGE ARTS

VOCABULARY: Syllables, rhyming, beginning sounds, directional words, upper case, lower case, print, numbers, letters.

GOALS: *The child should be able to:*

- recognize first name.
 - know letters make words.
 - understand syllables (with clapping).
 - use pictures to learn meaning of words.
 - use words to group in common categories.
 - understand print has meaning.
 - hold book right side up.
 - know difference between picture and print.
 - able to answer questions about what has been read aloud.
 - scribble or write (begin to print letters).
 - become aware letters go together in groups.
 - speak understandably.
 - join in singing songs.
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MUSIC AND MOVEMENT GOALS

VOCABULARY: sing, beat, instrument, note, dance, rhyme, verse, volume, drum, bells, xylophone, cymbal, maraca, rhythm stick, piano, triangle, kazoo, recorder, smooth, gliding, bouncy, jerky, repeat, bongo, pitch, tone, wind, percussion, brass, motion, rattle, shaker, tambourine

GOALS: *The child should be able to:*

- listen to music and describe how it makes them feel.
 - move their bodies to the beat of music they are hearing.
 - create simple patterns with words that are sung or chanted, body movements, and musical instruments.
 - sing simple melodies in tune.
 - begin to discriminate sounds made by some instruments.
 - describe how music sounds (loud, soft, fast, slow, instrumental, vocal etc.).
 - sing simple tunes from memory.
 - represent movements of objects.
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SCIENCE GOALS

VOCABULARY: The child will become familiar with: day, night, moon, sun, stars, space, cold, hot, earth, planets, weather, living, non-living, food, water, air, plants, fruit, vegetable, animals, nature, up, down, fast, slow, backward, forward, tools, sort, classify, alike, different, observation, experiment, description, ingredient

GOALS: *The child should be able to:*

- be familiar with things in their environment such as sun, moon, day, night, etc.

- describe and compare seasonal changes.
 - understand that all living things need food, water and air (i.e. Pets).
 - understand that cartoons and movies may show plants and animals doing things that can not be done in the real world.
 - begin to recognize the differences in the same group of things such as people, plants, and animal.
 - sort objects by one or more properties such as color.
 - recognize that tools have a specific use and realize how to use them safely (scissors, hammer, etc.).
 - use common materials and objects for other uses such as toilet paper tube for telescope.
 - begin to compare things based on likes or differences.
 - explain their drawings and tell stories.
 - begin to understand actions that help or hurt living things.
 - participate in experiments and discuss observations.
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STUDIO ART GOALS

VOCABULARY: Colors, bright, brush, cardboard, chalk, shapes, clay, repeat, stripe, watercolor, color, paper, crayon, dark, dot, drawing, scribble, paint, easel, eraser, finger paint, glue, paste, ink, light, line, scissors, overlap, pastel, pattern, pen, oil pastel marker, pencil, pinch, stamp

GOALS: *The child will be introduced to:*

- line drawings using a variety of media.
 - basic line patterns such as; stripes, plaids, shapes, spiral, zigzag, controlled scribble, radiating lines.
 - line and shape in their environment.
 - basic shapes-drawing and/or design.
 - the names of the colors: red, orange, yellow, green, blue, violet (purple), brown, black, white.
 - matching colors to those in their environment.
 - the mixing of primary colors (red, yellow, blue) to create secondary colors (orange, green, violet).
 - how patterns work.
 - using scissors to cut and hands to tear paper.
 - gluing and pasting items.
 - layering and overlapping of items when creating collage.
 - visually discriminating large, medium and small objects in a composition.
 - manipulating clay to create simple shapes and forms.
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MATHEMATIC GOALS

VOCABULARY: Numbers 0-10, group, number, coins, quarter, nickel, dime, penny, time, day, night, yesterday, tomorrow, today, week, month, measure, calendar, clock, timer, bigger, smaller, heavier, lighter, taller, shorter, more, less, same, different, up, down, over, under, top, bottom, inside, outside, front, behind, between, pattern, graph.

GOALS: *The child should be able to:*

- count to 10 by touching each object during play or while reading number books.
- group 2 sets of like objects together.
- begin to name some coins and recognize that they are worth different amounts.
- combine 2 smaller sets of objects to form one larger set of objects.
- begin to identify and use units of time such as day, night, yesterday, and tomorrow.
- begin to identify and use tools that measure time such as oven timer and calendar.
- begin to compare objects using words such as bigger, smaller, shorter, taller, etc.

- use positional words such as up, down, over, under, top, etc.
 - begin to copy, add, on to and create simple patterns.
 - begin to use simple graphs.
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PHYSICAL EDUCATION

VOCABULARY: jump, hop, skip, gallop, balance beam, parachute, hula hoop, tricycle, slide, teeter-totter, jump rope, hopscotch, toss, throw, catch, tumble, stretch, kick

GOALS: *The child should be able to:*

- demonstrate basic loco motor skills (run, jump, hop, and gallop).
 - begin to show balance while moving.
 - begin to demonstrate throwing, kicking, and catching skills.
 - begin to show awareness of his/her position in space.
 - replicate a movement pattern.
 - stop, start, turn while running.
 - bounce a ball.
 - begin to pedal and steer tricycle with increasing control.
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SOCIAL STUDIES GOALS

VOCABULARY: day, night, yesterday, today, tomorrow, up, down, over, under, front, back, here, there, behind, beside, beneath

GOALS: *The child should be able to:*

- understand people are different such as family, friends, boys, girls, classmates.
 - begin to understand people are different in many ways such as culturally, religiously, and physically.
 - begin to use words to describe location such as up, down, over, under etc.
 - learn to handle self in appropriate manner when sharing things and taking turns.
 - begin to identify adults who help care for you and take care of you such as parents, teachers, police officers and firemen.
 - begin to realize the need for rules and why we have them.
 - be able to work out differences using words.
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