

Great New Beginnings

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Developmental Characteristics For THREE-YEAR-OLDS



Member of:

 The National Association of
Child Care Professionals

 The National Child Care Association

 The National Association for the
Education of Young Children



PHILOSOPHY OF EDUCATION

Early childhood education provides a solid foundation on which future learning may build upon. It should be developmentally appropriate and meet the different needs of the individual children. It is extremely important to establish a rapport with each child and be able to develop the child to his or her fullest potential. To meet these responsibilities, Great New Beginnings will need to be flexible and willing to adapt when necessary.

Great New Beginnings main philosophy is to provide a warm, happy, stimulating environment for young children. The goal of the Center is to develop a child's total potential by encouraging growth in social, emotional, physical, and intellectual development. Children will be given opportunities to be creative with art, experience music, movement, science, language, and math activities. Various sensory activities will also be used to foster the child's hands on learning.

Each classroom will introduce the children to a variety of age appropriate themes of study weekly or BI-weekly. The activities and materials planned will be specifically designed to reinforce the unit. Related field trips and classroom visitors may be planned periodically.

Throughout the year, each individual child's development strengths and weaknesses are assessed and many "individualized instruction" opportunities are offered. As a child matures and the capacity to absorb more task oriented activities develops, a series of progressively challenging activities will be presented, making sure not to present activities that are out of the child's limit. Great New Beginnings is a licensed childcare center and provides careful supervision of all activities for the entire program.



Developmental Characteristics For THREE-YEAR-OLDS

A child who is 36 to 48 months of age continues to expand his or her cognitive, affective, and physical growth. The following abilities will emerge as the child approaches age four.

COGNITIVE

Personal Curiosity/Autonomy

1. Shows curiosity and the need to investigate/explore anything new
2. Asks questions (Who?, What?, Where?, or Why?)

Senses

1. Demonstrates accurate sense of touch, smell, and taste
2. Identifies common sounds
3. Places objects on their outlines
4. Observes objects closely

Memory

1. Recalls three objects that are visually presented
2. Identifies what's missing from a picture
3. Acts out simple everyday activities
4. Recalls events from the day prior

Logical Thinking

1. Places three pictured events from a familiar story in sequence and expresses each picture sequence in three thoughts
2. Understands some dangers such as moving cars, hot objects, etc.

Relationships

1. Pairs related objects and pictures, such as shoe and sock



2. Recognizes which doesn't belong in a group of three items (for example, banana, chair, and apple)

Creativity

1. Draws a face with facial parts and stick arms and legs
2. Dramatizes a simple story
3. Uses animistic thinking (stuffed animals have human characteristics)
4. Play using symbols (objects stand for real objects)

LANGUAGE

Sentence Structure

1. Speaks in four-to six-word sentences
2. 300 word vocabulary
3. Uses I, you, me, he, and she correctly
4. Engages in simple conversation
5. Memorizes and repeats simple rhymes, songs, or finger plays of four lines
6. Understands sentences and questions as indicated by a relevant response
7. Names plural form to refer to more than one
8. Describes action in pictures

Listening

1. Listens to short stories and simple poems
2. Follows two directions
3. Understands opposites (up/down; open/closed; stop/go; happy/sad; fast/slow; hot/cold)
4. Understands prepositions (in, out, over, under, on, off, top, bottom, in front of, in back of)

Labeling

1. Names concrete objects in environment
2. Recognizes and names articles of clothing worn
3. Recognizes and names pieces of furniture

Self

1. Points to and names body parts (head, hands, arms, knees, legs, chin, feet, and face parts)
2. Tells own full name, sex, and age
3. Feels good about self and abilities

Social Studies

Interpersonal

1. Enjoys being with other children
2. Begins learning the give and take of play
3. Begins participation in a group

Concepts

1. Begins to understand that self and others change
2. Understands that parental figures care for home and family
3. Understands that people are alike and different in how they look and feel (3½ to 4)

MATH

Counting

1. Counts to ten
2. Understands number concepts (when presented with a given number of objects, child can tell how many there are up to six)

Classifying

1. Sorts objects into two given categories (by size, shape, or color)

Size Differences

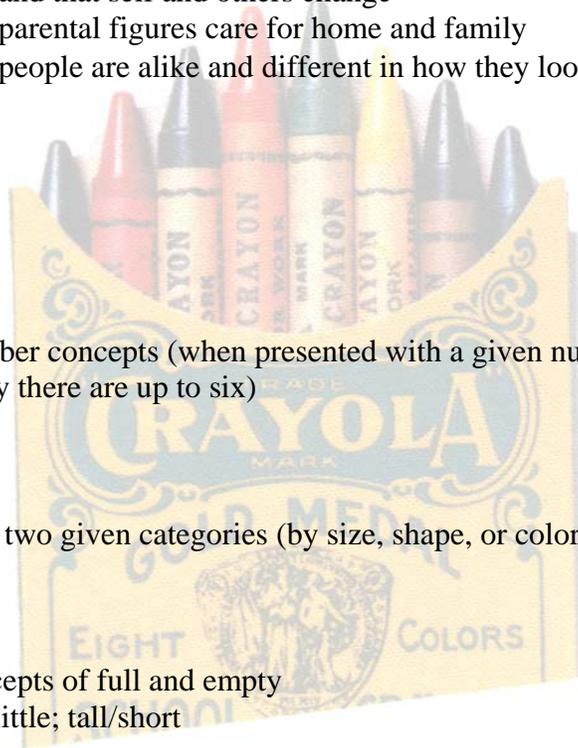
1. Understands concepts of full and empty
2. Understands big/little; tall/short

Shapes

1. Points to and label shapes
2. Matches shapes (circle, square, triangle, and rectangle)
3. Able to draw a simple shape

Sets

1. Matches sets containing up to five objects
2. Constructs sets of blocks when given a mode



SCIENCE

Concepts

1. Understands that there are many kinds of animals
2. Understands that animals move in different ways
3. Understands that most plants make seeds for new plants
4. Understands that seeds grow into plants with roots, stems, leaves, and flowers
5. Understands that air is everywhere
6. Understands that water has weight

Colors

1. Matches colors
2. Points to appropriate color upon command
3. Names three primary colors (red, yellow, and blue)

GROSS MOTOR

Arm-Eye Coordination

1. Catches a large ball from 5 to 8 foot distance
2. Throws a ball overhand with accuracy from 4 to 6 foot distance
3. Rolls a large ball to a target
4. Throws a beanbag at a target five feet away

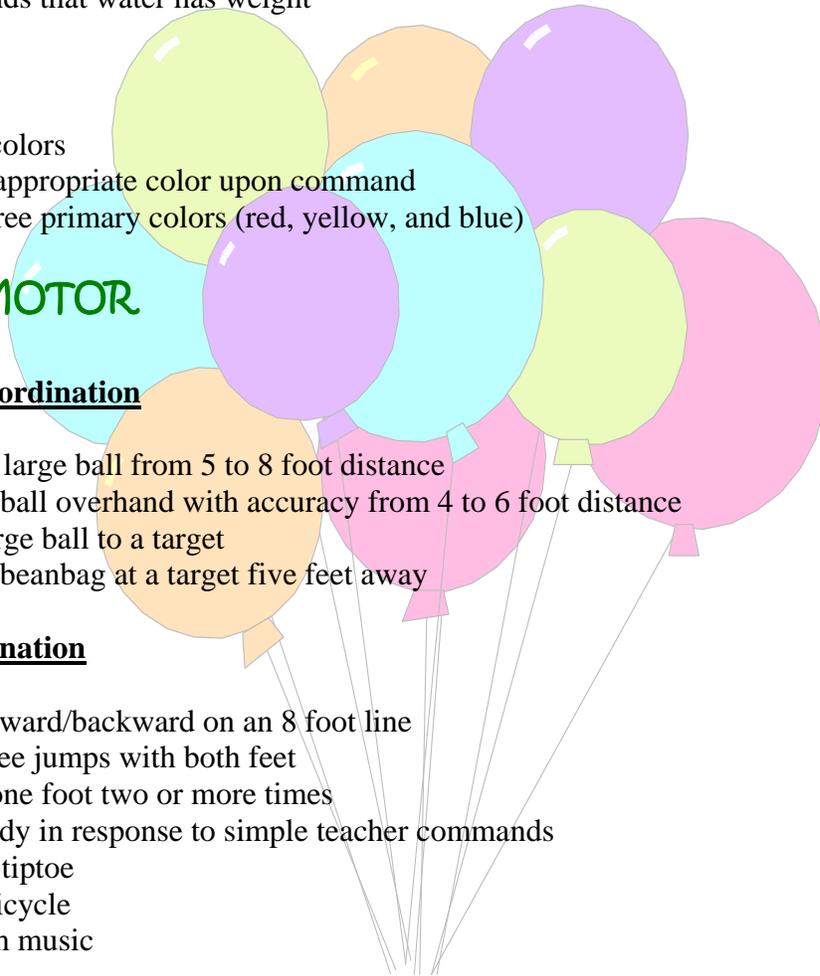
Body Coordination

1. Walks forward/backward on an 8 foot line
2. Jumps three jumps with both feet
3. Hops on one foot two or more times
4. Moves body in response to simple teacher commands
5. Walks on tiptoe
6. Rides a tricycle
7. Claps with music

FINE MOTOR

Finger Strength and Dexterity

1. Makes balls and snakes with clay
2. Pastes with index finger
3. Puts on shoes (no laces)



Eye-Hand Coordination

1. Strings at least four half-inch beads
2. Puts pegs into pegboard
3. Screws and unscrews nuts, bolts, and lids of various sizes
4. Holds crayon with fingers rather than fist
5. Paints with a large brush on large piece of paper
6. Copies horizontal lines, vertical lines, circles, crosses, diagonal lines
7. Uses scissors but does not necessarily follow lines
8. Puts together a six or seven piece puzzle
9. Laces following a sequence of holes
10. Feeds self completely using fork and spoon