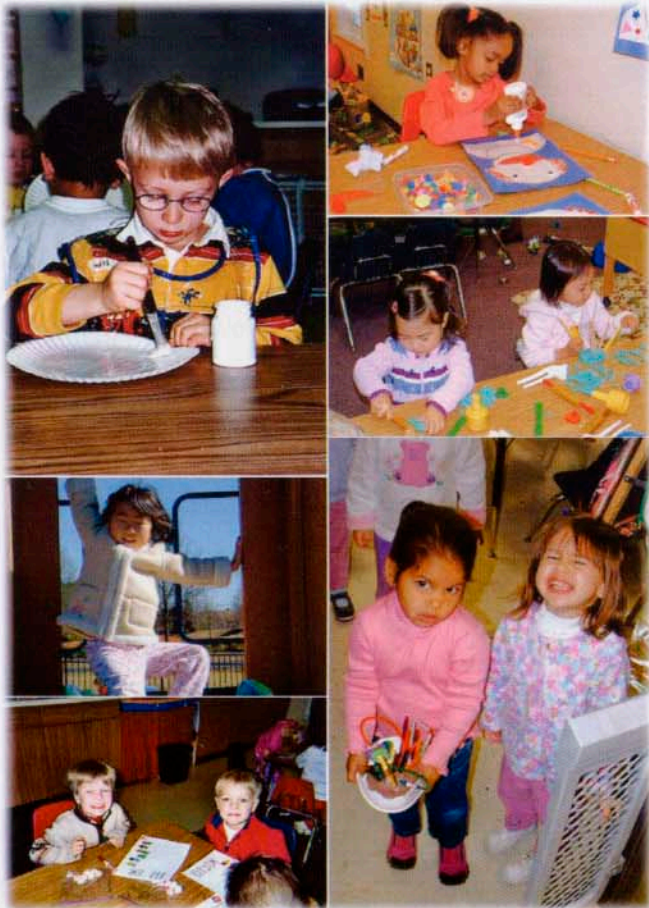


# South Mecklenburg Presbyterian Church Weekday School

## Developmental Milestones & Achievements



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### Our Mission:

To seek God's will for  
our children's lives and  
to cultivate a joyful  
response to the Good  
News of Jesus Christ  
with Love and Grace.

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### Our Philosophy:

South Mecklenburg Presbyterian Church Weekday School offers a developmentally appropriate program designed to encourage a child's growth in a Christian atmosphere. Since play is the work of young children, we provide an environment that encourages active exploration of their world. Each child grows in independence, social skills, and the development of unique talents and abilities. Our goal is to be the bridge for your child's successful transition from your home to their elementary school.

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These are milestones and achievements that MAY occur at your child's age level. These characteristics will give you a broad overview of how we are helping to nurture your child socially, emotionally, cognitively, and physically, as well as what you can do to help at home.

# TWO YEAR-OLDS

## Social:

- A. Shows pride in work and respect for the work of others
- B. Shows empathy
- C. Verbalizes feelings without relying on hands to do so
  - Practices greater impulse control
- D. Participation through song, story, verse repetition
- E. Begins to enjoy peers
- F. Begins to enjoy small group activities
- G. Recognizes the many benefits of cooperation
  - Begins to take turns/shares
  - Aware of others' feelings
- H. Uses manners
  - Says please, thank you
  - Says "I'm sorry" – is remorseful without being forced to be so – gentle encouragement
- I. Learns to accept adult guidance
- J. Pretends

## Emotional:

- A. Separates easily from parent/guardian in the morning
- B. Shows sympathy
- C. Has increased control over emotions
- D. Confident
- E. Independent

## Cognitive:

- A. Expresses curiosity
- B. Demonstrates creativity

### *Language Development*

- Expresses him/herself well with words
- Uses clear speech
- Speech reflects a well-developed vocabulary

### *Literacy*

- Enjoys stories for 10–15 minutes and sees the humor in them
- Uses own name as well as the names of others
- Uses compound sentences, adjectives, and adverbs
- Is able to recount the events of the day

### *Math*

- Enjoys stacking and sorting

## Physical:

### A. Fine Motor Skills

- Uses markers, crayons, scissors, hole punchers, paintbrushes, etc. to encourage fine motor development
- Scribbles, draws a horizontal crayon stroke and begins development of the circle
- Works with materials on table and easels
- Uses "sensory table" fillers
- Threads beads
- Squeezes glue

### B. Gross Motor Skills

- Participates in outdoor time to enhance gross motor skills
  - Walks up and down steps (upstairs alternating feet)
  - Kicks balls
  - Runs, jumps

## Self-Help Skills:

### A. Bathroom Skills

- Uses faucet and soap dispenser
- Retrieves towel
- Can accommodate self on toilet (if applicable)

### B. Lunchtime Skills

- Can operate the lunchbox
- Asks for help if needed
- Demonstrates self-control when it comes to other people's food
- Will sit until all are finished and all are dismissed
- Uses spoon/fork when needed



*When we do for children what they can do for themselves, we send a subtle, but very real message, and that is: "I don't think you are capable." Over time, that message erodes our children's self-esteem. Parents and teachers - allow your children to do as much as possible for themselves, and watch their self-esteem grow.*

# THREE YEAR-OLDS

## Social:

- A. Expresses him/herself to teachers and friends
  - Uses clear speech, not whining
  - Uses nice manners (says please, thank you, excuse me, good morning)
- B. Shares
- C. Uses words instead of hands (pushing or hitting) to communicate
  - Raises hand to get teacher's attention
- D. Begins to work out problems with other children by using words or getting teachers' help
- E. Participates in group play
- F. Starts to make friends
- G. Plays with different groups of friends
- H. Notices when a peer or teacher needs help, and steps in to help

## Emotional:

- A. Separates easily from parent/guardian
- B. Enjoys having relationships with peers and teachers
- C. Shows empathy and caring for others' feelings
- D. Shows self-control

## Cognitive:

- A. Curious about new activities
- B. Adequate attention span (20 to 30 minutes for older threes)
- C. Enjoys playing with many different toys ex: blocks, magnets, dolls, cars, puzzles
  - Uses imagination

## *Language Development*

- Speech is easy to understand
- Able to follow directions

## *Literacy*

- Recognizes name
  - Knows first and last name
- Enjoys stories
  - Follows rhyming stories and can make guesses about which word comes next
  - Understands how to use and treat books

## *Math*

- Matches and sorts colors, shapes, and things that go together
  - Recognizes patterns
- Recognizes shapes – can point to a requested shape
  - Recognizes basic size and shape comparisons
- Counts to 10
- Understands direction (up, down, over, under, behind)

## Physical:

- A. Fine Motor Skills
  - Pre-writing skills
    - Uses crayons, pencils, markers, paintbrushes, and scissors
    - Tears paper, uses stickers, threads beads, squeezes glue
    - Uses easel and dry erase board
- A. Gross Motor Skills
  - Runs
  - Jumps
  - Climbs
    - Walks up and down steps using alternating step pattern

## Self-Help:

- A. Bathroom skills
  - Can accommodate self on toilet (if applicable)
  - Uses faucet and soap dispenser
  - Retrieves and disposes of paper towel
- B. Blows nose independently
- C. Opens own lunchbox and/or drinks and containers with help if needed
- D. Puts on jacket, dress-up clothes, or painting shirt (we show them the "flip")
- E. Puts on shoes with help if needed



# FOUR & FIVE YEAR-OLDS

## Social:

- A. Plays with others cooperatively
- B. Shows reasonable control in group situations
- C. Asks for assistance when having difficulty
- D. Knows and uses names of other children
- E. Responsive to others' needs
- F. Initiates play with others, allows others to be the leader
- G. Cooperates with teachers
- H. Waits turn for teachers' attention
- I. Accepts and follows classroom rules
  - Keeps his/her hands to self
  - Listens to teachers' directions and responds quickly
  - Takes turns/shares
  - Able to solve conflict in an appropriate way – uses words
  - Able to follow directions

## Emotional:

- A. Separates easily from parent/guardian
- B. Seems happy at school
- C. Accepts change in routine

## Cognitive:

### *Language Development*

- Responds appropriately to questions
- Talks freely with other children and other adults
- Participates in group discussions

### *Literacy*

- Works towards knowing own name, address, and telephone number
- Listens to a story with a group
- Sits attentively in circle time
- Begins to recognize rhyming words
- Comprehends directions without word repetition
- Handles books correctly and with respect
- Pretends to read and write
- Uses play writing that follows conventions of print – left to right, top to bottom
- Writes own name correctly from memory

### *Math*

- Counts by rote 1-10
- Sorts groups of objects 1-10
  - Uses manipulatives to count and sort
  - Begins to understand how a calendar works (days, weeks, months, seasons, etc.)
- Understands more or less
- Recognizes opposites – ex. night and day
- Recognizes circle, square, triangle, rectangle
- Recognizes similarities and differences between objects

## Physical:

### A. Fine Motor Skills

- Uses an appropriate grip when drawing and writing (working towards a dynamic tripod grip)
- Uses scissors with correct grip to cut along a line
- Draws simple recognizable pictures
- Plays at writing
- Writes own name from memory
- Uses a variety of manipulatives to pull, push, pinch, thread, and lace
- Uses zippers

## Self-Help:

- A. Puts coat on independently
- B. Uses bathroom independently
- C. Works on coping with own packed lunch

