

PRESCHOOL EXPECTATIONS

The best interest of your child is of utmost importance to us. Therefore, our experienced preschool staff has compiled a list of student competencies needed in order for preschool to be a positive experience for your child. Keep in mind that the birth date of a child sometimes does not match their developmental age. Please review the lists below. If you have any questions please contact the Director or Assistant Director at 899-0956 or by email at phumcps@cybermesa.com.

Two year olds

1. Preschool **should not** be the child's first experience away from parents or guardians.
2. Preschool should not be the child's first experience with other children.
3. The child should be able to drink from a cup. Bottles are not allowed. Sippy cups are only allowed during lunch. Children drink from regular cups at snack time.
4. Child should be able to feed themselves independently and be able to use utensils. The child should be able to use forks, spoons, and not eat with their hands unless they are eating finger foods.
5. Child needs to be able to eat solid food that is not ground up.
6. Pacifiers are not allowed at preschool at any time during the school day.
7. Child and parents need to be comfortable with another adult changing their diapers or clothing.
8. Children that are potty trained should be comfortable with going to the bathroom at school using a regular toilet and be willing to accept assistance from the teacher as needed.
9. Child and parents are both comfortable with the child getting dirty and messy while at school. Children are to wear comfortable play clothes and shoes to school.
10. Child is comfortable with other adults and children interacting with them.
11. Child is able to comply with basic instructions and classroom rules such as sitting in circle.
12. Child needs to be willing to participate in class activities.
13. Child has the skills to communicate with teachers and other children in some way, speaking, motions, etc., in order to communicate needs.
14. Child has a basic understanding to use their voice and words instead of physical aggression.

Three year olds

All of the above expectations for the two year olds and the following:

1. **THREE YEAR OLDS MUST BE POTTY TRAINED NO PULL UPS!** If your child has reoccurring “potty accidents”, He/She will be considered **not** potty trained and will be withdrawn. *****Children should be able to take care of their own bathroom needs while in the bathroom stall. Teachers are not allowed to go in the stall with a child to “wipe”. This type of individualized care is only offered in our 2 year old class. Teachers will encourage children to do the best they can with this skill which can only be learned by allowing them to do it themselves.**
2. Children should wear clothes that they can easily pull on and off during bathroom time. At this age time is of the essence. For example; if they are having difficulty pulling their pants down because they are wearing a belt, they may have a potty accident.
3. Children should be able to walk in line.
4. Children should listen to authority and do what is being requested.
5. Children should be able to speak when spoken to.
6. Children should be able to clean up their lunch and snack area,
7. Children should be able to wash and dry their own hands.
8. Children should be able to sit in circle
9. Children should be able to express their needs. For example; “I need to go to the bathroom.”

Pre Kindergarten

All of the above expectations for the two year olds, three year olds, and the following:

1. Children are expected to be able to sit and work on a task.
2. Children should be able to listen to a story in a group (circle time)
3. Children should be able to follow one and two step directions.
4. **This should not be their first experience with other children in a group.**
5. Children should be able to take turn and share.
6. Children should care for their belongings and the school’s belongings.
7. Children should have mastered many large muscle skills such as walking, running, and climbing.
8. Children at this age should begin to sharpen fine motor skills requiring eye-hand coordination, such as use of a pencil, crayons, and scissors.
9. Children should be able to button, zip, and snap their own clothing.

There are several factors that may affect a child's success at preschool. Children should be encouraged to do things on their own at home. For example: Children should be allowed to **practice** feeding themselves, wiping themselves after they use the bathroom, pull up their own sleeves and wash and dry their own hands, drink out of a regular cup, etc. The children are practicing these skills here. Repetition is the key to success! If a child is accustomed to roughhouse play at home they will inevitably play rough at school which will get them into trouble. **Confidentially is of utmost importance.** If there is a situation at home that affects the stability of the home such as birth of a child, marriage, divorce, a death in the family, adoption, financial hardship, death of a pet, etc it will impact a child. Teachers will have a better understanding of a child's behavior with insight to a situation, whether it's good or bad. Teachers will be more sensitive to a child's needs by being aware of circumstances at home.

Please keep in mind that every child is different. We are hoping that this will better equip you in making a more discretionary decision regarding your child's readiness for preschool.

On the next page is a developmental milestone guideline that you may find helpful in making your preschool decision.

Thank you for taking the time to review our expectations. If you have any questions or concerns please contact Michelle Anderson, Preschool Director or Theresa Sanchez, Assistant Director.

Developmental Milestones for Your 2-Year Old

Remember that every child develops at a different pace. So, not every child will be able to perform all of the following skills, however if your child or a child that you know is lacking in a great number of these developmental milestones, please [contact](#) your Regional Service Coordinator to arrange a free evaluation.

By 2 Years Old I Can:

- Walk, run, and climb without help
- Go up and down stairs without holding on
- Love to use the word "no"
- Have frequent temper outbursts when I'm mad, tired, or upset
- Put two and three words together in simple sentences
- Use about 50 or more words frequently
- Sing songs or say rhymes
- Feed myself and drink from a cup without a lid
- Resist sharing my toys with other children
- Show one body part (eyes, nose) when asked

To Help Me Develop and Keep Me Healthy, My Family Can:

- Talk to me about everyday things and help me learn new words
- When we read, let me hold the book and turn pages
- Be calm and comforting after my temper outbursts; I need to know you still love me
- Be consistent with what I can and cannot do
- Show me what to do, using very simple instructions
- Catch me being good; encourage me many times during the day
- Supervise me always in the tub or around water
- Keep me in a car seat that fits toddlers in the back seat of a car
- Provide me with three small, balanced meals and healthy snacks each day
- Remember I may be a picky eater
- Remember I might have a regular time for a bowel movement each day and fewer wet diapers
- Take me to the Dentist and check to make sure my teeth get enough fluoride
- Keep candles, matches, and lighters far away from where I can reach them
- Play with me outside each day in good weather

Developmental Milestones for Your 3-Year Old

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By 3 Years Old I Can:

- Jump up and down
- Begin to pedal a riding toy
- Throw a big ball and catch it
- Sort two objects that match
- Play with others and share toys sometimes
- Talk in short sentences and try to tell you what I'm feeling
- Ask what and why questions
- Play with an adult
- Undress myself
- Speak so that non-family members understand most of my words
- Try to use the potty, but may still have accidents
- Wash and dry my hands myself before a meal and after going potty
- I come when called from another room

To Help Me Develop and Keep Me Healthy, My Family Can:

- Help me put my toys away
- Play imitation action games like "Simon Says"
- Let me help with simple chores so I feel like a "big girl or boy"
- Model when to use please, thank you, and sorry
- Show me how to take off shoes, socks, and pants
- Talk to me about the things we are going to do or we have done during the day
- Offer me three meals with small portions; sometimes I don't eat much
- Offer me fruit and vegetables for snacks
- Assist me with daily tooth brushing and use a small amount of fluoride toothpaste
- Start me with regular Dentist check-ups

At Four Years, Your Child will likely...

Physical Development:

Stand on one leg.

Jump up and down.

Draw a circle and a cross.

Be self-sufficient in many routines of home life.

Skip on one foot.

Cut with scissors (not well.)

Be able to wash and dry his face.

Dress himself (except ties.)

Be able to do a standing broad jump.

Throw balls overhand.

Have a high motor drive.

Draw simple circles and stick figure people.

Climb up and down a slide by himself.

Use the toilet with just a little help.

Social & Emotional Development:

Have good memory and capacity recall.

Ask endless questions.

Be learning to generalize.

Be highly imaginative.

Be dramatic.

Draw recognizable simple objects.

Match and name three or four colors.

Put together simple puzzles with 5 or 6 pieces.

Follow simple two step directions.

Use complete sentences.

Have a vocabulary of about 1540 words.

Know the names of familiar animals.

Be able to use at least four prepositions (or demonstrate that he understands their meanings when given commands, like "Look under the table!")

Be able to name common objects in picture books or magazines.

Know one or more colors.

Be able to repeat 4 digits when they are given slowly.

Be able to repeat words of four syllables (most of the time.)

Have most vowel sounds (including sounds like "ow" and "oy") and have the consonants p, b, m, w, n well established.

Indulge in make-believe often.

Be talkative when carrying out activities.

Understand concepts like longer and larger when a contrast is presented.

Follow simple commands even when the commands involve objects that are not in sight.

Repeat words, phrases, syllables, and even sounds often.

Talk with words in sentences that can mostly be understood (about 75% of what he says.)

Intellectual Development:

Share possessions.

Try to react socially.

Make uninvited comments to others sometimes.

Enjoy sharing.

Cooperate in play with other children, and at nursery school.

Imitate parents.

Begin to identify with same-sex parent and practice sex-role activities.

Have an intense curiosity and interest in other children's bodies.

Have an imaginary friend.

Be affectionate toward parents.

Have a romantic attachment to the parent of opposite sex (3 to 5 yrs.)

Be jealous of the same-sex parent.

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Have imaginary fears of the dark, injury, etc. (3 to 5 years.)

Like to conform.

Have an easy going attitude.

Be less resistant to change than in previous years.

Seem more secure.

Have a greater sense of personal identity.

Begin to be adventuresome.

Enjoy music.

Developmental milestones associated with feeding:

Rarely spills when using spoon.

Serves self finger foods.

Eats with fork held with fingers.