

**VIRGINIA'S FOUNDATION BLOCKS FOR EARLY LEARNING:
STANDARDS FOR FOUR-YEAR-OLDS**

RELIGION			
1. RELIGION – KNOWS GOD			
SKILLS	Introduced	Reinforced	Accomplished
a) Develops natural sense of awe in the created world and appreciates God as our loving creator			
b) Discovers God as revealed through the Bible			
c) Understands God as the Trinity: Father, Son and Holy Spirit			
d) Understands the Catholic Church is God's family on earth			
2. RELIGION – LOVES GOD			
SKILLS	Introduced	Reinforced	Accomplished
a) Develops a relationship with Jesus through prayer			
b) Makes Sign of the Cross			
c) Prays Hail Mary			
d) Prays Our Father (Lord's Prayer)			
e) Prays Grace Before Meals			
f) Genuflects using proper method			
3. RELIGION – SERVES GOD			
SKILLS	Introduced	Reinforced	Accomplished
a) Respects and cares for God's children			
b) Respects and cares for God's creatures			
c) Respects and cares for God's environment			
d) Participates in building God's community of love			
4. RELIGION – TERMS/VOCABULARY			
SKILLS	Introduced	Reinforced	Accomplished
a) Alleluia			
b) Baptism			
c) Bible			

d) Church			
e) Creation			
f) Eucharist			
g) God			
h) Grace (God's love living in us)			
i) Guardian Angels			
j) Heaven			
k) Holy Family			
l) Jesus			
m) Miracles			
n) Mystery			
o) Parable			
p) Prayer			
q) Respect			
r) Saint/Sainthood			
s) Trinity			
t) Yes to God			

LITERACY

1. ORAL LANGUAGE

Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as listen to, adults and peers. These opportunities must occur frequently throughout the day as children begin to read and write.

SKILLS	Introduced	Reinforced	Accomplished
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.			
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.			
c) Make predictions about what might happen in a story.			

d) Use complete sentences to ask and answer questions about experiences or about what has been read.			
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.			
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.			
g) Listen attentively to stories in a whole class setting.			
h) Follow simple one and two-step oral directions.			

2. VOCABULARY

The more children know about the world around them, the easier it is for them to express new information, ideas, and vocabulary to communicate this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills.

SKILLS	Introduced	Reinforced	Accomplished
a) Use size, shape, color, and spatial words to describe people, places, and things.			
b) Listen with increasing understanding to conversations and directions.			
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.			
d) Participate in a wide variety of active sensory experiences to build vocabulary.			

3. PHONOLOGICAL AWARENESS

Phonological awareness is a broad term that includes phonemic awareness. Phonological awareness is highly predictive of a young child's success in beginning to read. It is the term used to describe a child's understanding that spoken words consist of sounds. Children who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at the word, syllable, and phoneme (individual sound) levels. Phonological awareness typically progresses in this developmental continuum: rhyming, alliteration, sentence blending and segmenting, syllable splitting [onset and rime], and phoneme blending, and segmenting.

Research has proven that how quickly children learn to read often depends on how much phonological awareness they have prior to, and in conjunction with, formal reading instruction.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify words that rhyme and generate simple rhymes			

b) Identify words within spoken sentences.			
c) Begin to produce consonant letter sounds in isolation.			
d) Successfully detect beginning sounds in words.			
e) Begin to isolate or produce syllables within multi-syllable words.			

4. LETTER KNOWLEDGE & EARLY WORD RECOGNITION

Letter knowledge is an essential component to beginning reading and writing. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words. Classroom alphabets should be placed at the child's level of sight.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify and name uppercase and lowercase letters in random order.			
b) Identify the letter that represents a spoken sound.			
c) Provide the most common sound for the majority of letters.			
d) Begin to match uppercase and lowercase letters.			
e) Read simple/familiar high-frequency words, including child's name.			
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.			

5. PRINT & BOOK AWARENESS

The ability to match spoken words to print involves developing a child's concept of words. Instruction may include modeling how print is organized, pointing to words on a page as they are read, and having children "finger-point read" memorized text. Through daily experiences with reading and writing, young children develop their emerging concept of words. They learn that print conveys meaning and accompanying images or illustrations help them comprehend print. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children consistently explore books and engage with print.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify the front and back covers of a book.			
b) Identify the location of the title and title page of a book.			

c) Identify where reading begins on a page (first word).			
d) Follow text with finger, pointing to each word as it is read from left to right and top to bottom with assistance.			
e) Distinguish print from pictures.			
f) Turn pages one at a time from the front to the back of a book.			

6. WRITING

Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that words can be written. They begin to generate ideas about how written language works and explore its uses. Young children's attempts to write through scribbling, drawing, letter approximations and phonetic spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.

SKILLS	Introduced	Reinforced	Accomplished
a) Distinguish print from images or illustrations.			
b) Demonstrate use of print to convey meaning.			
c) Copy or write letters and numbers using various materials			
d) Print first name independently.			
e) Begin to use correct manuscript letter and number formation.			
f) Copy various words associated with people or objects within the child's environment.			
g) Use phonetically spelled words to convey messages or tell a story.			
h) Understands that writing proceeds left to right and top to bottom.			

MATHEMATICS

1. NUMBER & NUMBER SENSE

Young children enter preschool with a foundation of experiences with numbers. To develop an understanding of numbers and number sense, children must have daily experiences where they compare numbers and count in ways that are personally meaningful and challenging.

SKILLS	Introduced	Reinforced	Accomplished
a) Count forward to 20 or more. Count backward from 5.			

b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).			
c) Count the items in a collection of one to ten items and know the last counting word tells "how many."			
d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.			
e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.			

2. COMPUTATION

Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation, children need many opportunities to match and count objects. This will allow children to find out more dependably which quantity is more and to use counting to describe changes in a set

SKILLS	Introduced	Reinforced	Accomplished
a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).			
b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).			

3. MEASUREMENT

Children naturally make comparisons. From a very young age, children compare who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make direct comparisons. They should also experience, informally, tools that are used for measurement.

SKILLS	Introduced	Reinforced	Accomplished
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.			
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).			
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.			
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.			

4. GEOMETRY

Geometry for young children involves observing and describing the shapes found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space.

SKILLS	Introduced	Reinforced	Accomplished
a) Match and sort shapes (circle, triangle, rectangle, and square).			
b) Describe how shapes are similar and different.			
c) Recognize and name shapes (circle, triangle, rectangle, and square).			
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside.			

5. DATA COLLECTION & STATISTICS

Children are naturally inquisitive; they start exploring their world, asking questions, and developing opinions from a young age. To build upon this strength, children need to be encouraged to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us.

SKILLS	Introduced	Reinforced	Accomplished
a) Collect information to answer questions of interest to children.			
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.			

6. PATTERNS & RELATIONSHIPS

Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child's intellectual development. Children should have many opportunities to engage in pattern related activities and recognize patterns in their everyday environment.

SKILLS	Introduced	Reinforced	Accomplished
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).			
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.			
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.			

SCIENCE

1. SCIENTIFIC INVESTIGATION, REASONING & LOGIC

Young children have been observing the world around them since birth. This block will help children develop language to describe their observations. It will teach them to make careful observations, sometimes with the aid of tools, and to notice patterns within their observations. It should be noted that while some activities may be done to develop scientific processes and practices alone, they are best used in conjunction with other big ideas. For example, observations of leaves provide ample opportunities to tie in discussions about color, shape, and living things.

SKILLS	Introduced	Reinforced	Accomplished
a) Use the five senses to explore and investigate the natural world and explore different objects and environments.			
b) Use simple tools and technology safely to observe			
c) Ask questions about the natural world related to observations.			
d) Make predictions about what will happen next based on previous experiences.			
e) Conduct simple scientific investigations.			

2. FORCE, MOTION & ENERGY

Children can deepen their understanding of basic physics by describing the motion of various objects and how those objects are used in our daily lives. They can use purposeful play with objects such as a ball, a toy car, or a block of wood to observe and compare how each moves and changes position (speed and direction), and how that motion might change if the surface on which it moves is changed. They can compare the effects of common forces on the objects such as pushes and pulls. Exploration with magnets expands the study of the movement of objects by adding a unique cause of motion. Children can also explore how simple tools use motion to help us work, such as a hammer, a wheel, or a screwdriver.

SKILLS	Introduced	Reinforced	Accomplished
a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.			
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.			
c) Describe the effects magnets have on other objects.			
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.			

3. MATTER/PHYSICAL PROPERTIES

Children can use their five senses to identify and describe objects by their physical properties. A variety of objects should be provided for them to sort, group, and classify in meaningful ways based on one or more of the identified properties. Children should specifically have the opportunity to experiment with water in different forms and to experiment with objects sinking or floating when put into water. This block also offers the opportunity for children to develop vocabulary that describes the physical properties of objects. For example, a child might describe a rough piece of sandpaper as “sticky” (meaning that it catches his/her hand as it passes over the sandpaper) because he/she lacks the vocabulary to properly describe it.

SKILLS	Introduced	Reinforced	Accomplished
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).			
b) Recognize water in its solid and liquid forms.			
c) Describe the differences between solid and liquid objects.			
d) Sort objects based on whether they sink or float in water.			

4. MATTER/ SIMPLE PHYSICAL & CHEMICAL REACTIONS

Through simple experiments with familiar objects, children are able to see how combining substances sometimes changes the substances and sometimes does not. Children should make predictions about what might happen before the experiment is conducted and should analyze the actual outcome from the experiment at the conclusion. Children should be encouraged to ask questions about what they see or think might happen. This block allows children the opportunity to be “laboratory scientists” and to see how a science experiment is conducted. Expand vocabulary by promoting the use of scientific words such as “predict,” “observe,” “experiment,” “explore,” “compare,” and “record.”

SKILLS	Introduced	Reinforced	Accomplished
a) Predict changes to matter when various substances are to be combined.			
b) Observe and conduct simple experiments that explore what will happen when substances are combined.			
c) Observe and record the experiment results and describe what is seen.			

5. LIFE PROCESSES

Preschool children understand that they are growing and becoming bigger, and can begin to see that other animals and plants also grow and become bigger. Babies, puppies, chicks, calves, etc., fascinate young children. Use this curiosity to teach them how some young animals and adult animals are alike. Plants, too, start as seedlings and grow. Both plants and animals need food, water, and air to live. Plants and animals can make new plants and animals.

SKILLS	Introduced	Reinforced	Accomplished
a) Describe what living things need to live and grow (food, water, and air).			
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).			
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.			

6. INTERRELATIONSHIPS IN EARTH/SPACE SYSTEMS

Young learners have a natural interest in and curiosity about the world around them and the sky above them. Children should be offered numerous opportunities to explore the natural world outside the classroom. Children can make collections of items found outside such as rocks, leaves, moss, etc., and use those items to sort and classify. They should also explore what they see in the sky (clouds and sun) during the day, and should have “homework” to explore what they see in the night sky (moon and stars).

SKILLS	Introduced	Reinforced	Accomplished
a) Use vocabulary to describe major features of Earth and the sky.			
b) Identify objects in the sky – moon, stars, sun, and clouds.			
c) Classify things seen in the night sky and those seen in the day sky.			
d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).			

7. EARTH PATTERNS, CYCLES & CHANGES

Children and their parents naturally make daily weather observations when deciding what to wear and whether to carry an umbrella or bring a hat. They recognize routines of daily activities and know if they have brushed their teeth or had snack time. They are beginning to recognize patterns in the natural world as well.

SKILLS	Introduced	Reinforced	Accomplished
a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.			
b) Identify how weather affects daily life.			
c) Describe basic weather safety rules.			
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.			

e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.			
f) Compare a variety of living things to determine how they change over time (life cycles).			
g) Describe home and school routines.			

8. RESOURCES

The best way to learn resource conservation is to practice conservation in the classroom, such as teaching children to turn off the water in the sink when it is not being used and to turn off the classroom lights when the class leaves the room. Reusing and recycling for young children involves teaching children what they can do to help. Children can learn that some things can be reused, such as the back of paper that has something on the front, but nothing on the back. The best way to learn about recycling is to have children do it. Some children may already practice recycling at home.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify ways that some things can be conserved.			
b) Recognize that some things can be reused.			
c) Recognize that some things can be recycled.			
d) Understand and use vocabulary such as conserve, recycle, and reuse.			

HISTORY AND SOCIAL SCIENCE

1. HISTORY/SIMILARITIES & DIFFERENCES

History makes links between the child and home, between school and the wider community, between past and present. It links reasoning and imagination and begins with the child's self-awareness and awareness of others.

SKILLS	Introduced	Reinforced	Accomplished
a) Recognize ways in which people are alike and different.			
b) Describe his/her own unique characteristics and those of others.			
c) Make the connection that he/she is both a member of a family and a member of a classroom community.			
d) Engage in pretend play to understand self and others.			
e) Participate in activities and traditions associated with different cultural heritages.			

2. HISTORY/CHANGE OVER TIME

Young children become aware of time through events specific to themselves and to people in their immediate surroundings. Begin the focus with the child's own history, then when grandparents were children, and then to periods beyond living memory.

SKILLS	Introduced	Reinforced	Accomplished
a) Describe ways children have changed since they were babies.			
b) Express the difference between past and present using words such as before, after, now, and then.			
c) Order/sequence events and objects.			
d) Ask questions about artifacts from everyday life in the past.			
e) Recount episodes from stories about the past.			
f). Take on a role from a specific time, use symbols and props, and act out story/narrative.			
g) Describe past times based on stories, pictures, visits, songs, and music.			

3. GEOGRAPHY/LOCATION

The energy, curiosity, and imagination of young children lead them to action and interaction with their environment. Being egocentric, they view their world from a narrow, limited perspective. Children grow in their understanding as they become more aware of themselves in the social settings of their daily experiences – home, school, neighborhood, and community.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.			
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).			
c) Make and walk on paths between objects, e.g., from the door to the window.			
d) Represent objects in the order in which they occur in the environment.			
e) Experience seeing things from different elevations.			

4. GEOGRAPHY/DESCRIPTIVE WORDS

As children learn more about their world, they use more words to express the new ideas and information needed to share what they know. Verbalizing helps children to solidify spatial concepts. Exposing children to a wide variety of experiences, helps build vocabulary. Children need to experience direction through movement and senses in order to describe their movements with words.

SKILLS	Introduced	Reinforced	Accomplished
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.			
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.			
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).			
d) Use attribute words (hard, soft, rough, and smooth).			
e) Use labels and symbols for what the child has seen.			

5. ECONOMICS/WORLD OF WORK

The principles of economics influence everyday routines of life. Concepts and understandings develop when young children explore individual interests and build on their own experiences and what they already know. Their interest in the work people do and the tools they use provides a strong foundation for economic basics.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify pictures of work and name the jobs people do.			
b).Describe what people do in their community job.			
c) Match tools to jobs.			
d) Match job sites to work done.			
e) Role play the jobs of workers.			

6. ECONOMICS/MAKING CHOICES & EARNING MONEY

If young children are allowed to make choices, then making decisions for themselves as they grow becomes less difficult. Guiding young children to make simple choices will give them the experience and confidence to make good decisions on their own as they grow. It is important to help young children understand that people work to earn money and use money to buy the things they want and need.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify choices.			
b) Recognize that everyone has wants and needs.			
c) Recognize that our basic needs include food, clothing, and shelter.			
d) Choose daily tasks.			

e) Role play purchasing situations where choices are made.			
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7. CIVICS/CITIZENSHIP

The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) in their families, classrooms, and communities. Applying these concepts to the nation and world will be easier if the child has experienced and appreciated them on a smaller scale. Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other's lives better. To maintain our democratic society, we must teach our children to be good citizens.

SKILLS	Introduced	Reinforced	Accomplished
a) Cooperate with others in a joint activity.			
b) Recognize the need for rules to help get along with others.			
c) Participate in creating rules for the classroom.			
d) State personal plans for learning center activities.			
e) Participate in discussing and generating solutions to a class problem.			
f) Share thoughts and opinions in group settings.			
g) Demonstrate responsible behaviors in caring for classroom materials.			
h) Identify the needs of other people by helping them.			

HEALTH AND PHYSICAL DEVELOPMENT

1. SKILLED MOVEMENT/LOCOMOTOR SKILLS

Locomotor movement progressions (walking, running, jumping, leaping, hopping, skipping, sliding, and galloping) are built on patterns. The body prepares the brain for learning by mastering movements that lay the framework for sequencing thoughts and recognizing patterns. Information arranged in patterns is more easily processed, stored, and retrieved. Mathematical and science concepts are built on patterns.

SKILLS	Introduced	Reinforced	Accomplished
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.			
b) Perform these locomotor skills in response to teacher-led creative dance.			

2. SKILLED MOVEMENT/NON-LOCOMOTOR SKILLS

Non-locomotor skills permit the child to move his/her body without changing location. The child can learn to twist, turn, curl, stretch, reach, tuck, and use the spatial components of balance, coordination, spatial awareness, directionality, and vision. These skills are developed as the child rolls, curls, spins, twirls, bounces, stretches, balances, and supports his/her own weight in space. They may be practiced in conjunction with the basic locomotor movements.

SKILLS	Introduced	Reinforced	Accomplished
a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.			
b) Maintain balance while performing a controlled spin.			
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.			
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.			
e) Perform crisscross pattern activities.			

3. MANIPULATIVE SKILLS

The manipulative skills of tossing, catching, throwing, aiming, striking, jumping, juggling, kicking, bouncing, and dribbling develop visual tracking of moving objects, eye-hand and eye-foot coordination, visual fields, cross lateralization, sequencing of patterns, and dynamic balance. These skills aid the brain in organizing thoughts in sequence. Tracking exercises strengthen the eye muscles and visual fields used in reading. Eye-hand coordination, manipulation skills, strength, dexterity, and motor control are also essential for physical development of fine motor skills.

SKILLS	Introduced	Reinforced	Accomplished
a) Manipulate a variety of objects during structured and unstructured physical activity settings.			
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.			
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.			
d) Coordinate eye-hand and eye-foot movements to perform a task.			

4. MOVEMENT PRINCIPLES & CONCEPTS

Movement in both personal (self-space) and general space is navigation in one's environment that allows the child to develop motor skills, self-awareness, self-esteem, and social skills critical to his/her ability to learn. Children gain the knowledge of movement by practicing the concepts regularly during structured or unstructured movement opportunities offered both indoors and outdoors.

SKILLS	Introduced	Reinforced	Accomplished
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).			
b) Identify fundamental movement patterns such as running and jumping.			
c) Begin and expand movement vocabulary.			
d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.			

5. PERSONAL FITNESS

Physical fitness helps children get through the day without fatigue and makes them more alert. When children engage in exercise that elevates the heart rate, the brain and body go into a homeostatic state, balancing brain chemicals, hormones, and body systems. Blood traveling to the brain at a greater rate feeds the brain the needed nutrients of oxygen and glucose, increasing the brain's ability to retain or retrieve memory. Engaging in vigorous activity gives the brain the nutrients it needs to function at an optimal state and benefit the learner.

SKILLS	Introduced	Reinforced	Accomplished
a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.			
b) Participate in activities designed to strengthen major muscle groups.			
c) Participate in activities that enhance flexibility.			

6. RESPONSIBLE BEHAVIORS

All children must be provided with opportunities to follow directions in group settings, use safe behaviors, follow rules, take turns, and demonstrate an understanding of what cooperation means. These behaviors need to be practiced on a regular/daily basis so that acceptable behaviors are learned and reinforced.

SKILLS	Introduced	Reinforced	Accomplished
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.			
b) Share equipment and space, and take turns with help from the teacher.			

c) Work well with others.			
d) Listen to and follow simple directions.			

7. PHYSICALLY ACTIVE LIFESTYLE

Being physically active for an hour a day helps children stay healthy, do better in school, maintain a healthy weight, feel happy and energized, and get sick less often. Children who experience success in movement activities show higher levels of self-esteem and a greater sense of accomplishment. Engaging in regular physical activity should be encouraged at every opportunity as it prepares the developing brain for learning by providing a healthier body that works more efficiently.

SKILLS	Introduced	Reinforced	Accomplished
a) Identify the activities that they like and dislike, in the neighborhood, and in the community where children can play safely and be physically active.			
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.			
c) Participate in activities geared toward different levels of proficiency.			
d) Identify places at home			

8. HEALTH KNOWLEDGE & SKILLS/NUTRITION

Children start learning about nutrition at an early age, and encouraging them to make healthy food and beverage choices can be incorporated into many learning experiences. Model good eating habits and follow a meal and snack schedule. Teach them to take small amounts at first, and let them know that they can have more if they are still hungry. Nature tends to group similar nutrients in foods that have the same color. Preschoolers can have fun finding foods that they like in as many colors as they can, and learn about the five food groups that are the building blocks for a healthy diet.

SKILLS	Introduced	Reinforced	Accomplished
a) Indicate awareness of hunger and fullness.			
b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.			
c) Distinguish food and beverages on a continuum from more healthy to less healthy.			
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.			

9. HABITS THAT PROMOTE HEALTH & PREVENT ILLNESS

Children should develop general health habits early in life such as washing hands, getting rest, and dressing appropriately for the weather. They need to know that germs can be spread through the air when someone sneezes or coughs, or can enter their bodies if they share drinks or eating utensils. They should show growing independence by taking care of restroom needs, disposing of tissues, and putting on and taking off their coats.

SKILLS	Introduced	Reinforced	Accomplished
a) Demonstrate how to correctly wash hands.			
b) Demonstrate covering the mouth or nose when coughing or sneezing.			
c) Identify habits that keep us healthy.			
d) Explain the importance of rest.			
e) Be able to communicate when one is not feeling well.			

10. INFORMATION ACCESS & USE

During the preschool years, children begin to identify sources of health and safety information. They should know personal information such as their name, street name, and parents' names. They begin to understand that when they take medicine it is given to them from a trusted adult. Preschool children need to be able to recognize important health and safety helpers, such as police, firefighters, doctors and nurses, and begin to understand how they keep them safe. They should be able to identify trusted adults, and know not to talk to or accept rides or treats from strangers.

SKILLS	Introduced	Reinforced	Accomplished
a) Understand that health care providers can help them when they are not feeling well.			
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.			
c) Be able to differentiate between safe and unsafe situations.			
d) Begin to share feelings and express how they feel.			

11. COMMUNITY HEALTH & SAFETY

Children are learning how to cross a street, sit in a booster seat, wear a seatbelt, and play safely on the playground. They need to be able to follow safety rules with adult instruction and prompting, and demonstrate good listening skills and cooperative behaviors. While exploring the outdoor environment, they should be aware of sun safety, stay away from animals that they do not know, and keep the environment clean and safe.

SKILLS	Introduced	Reinforced	Accomplished
a) Follow safety rules on the playground with adult assistance and reminders.			

b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.			
c) Demonstrate pedestrian safety and vehicle awareness.			
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.			
e) Know how to make an emergency phone call.			
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.			

PERSONAL AND SOCIAL DEVELOPMENT

1. SELF-CONCEPT

The essence of early personal and social development is a child’s self-concept. A growing sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, preschool children need many opportunities to engage in activities with others. At times, young children need support to try new classroom activities.

SKILLS	Introduced	Reinforced	Accomplished
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents’ names, teacher’s name, school name, town or city where they live, and street name.			
b) Begin to recognize and express own emotions using words rather than actions.			
c) Recognize self as a unique individual and respect differences of others.			
d) Develop personal preferences regarding activities and materials.			
e) Demonstrate self-direction in use of materials.			
f) Develop increasing independence in school activities throughout the day.			

2. SELF-REGULATION

Self-regulation is the ability to control and direct one’s own feelings, thoughts, and actions. Research shows that children’s self-regulation behaviors in the early years predict their school achievement in reading and mathematics more accurately than their IQ scores (Blair, C., & R.P. Razza, 2007). Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Learning to manage change is an important skill for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate with confidence. Children increase self-regulation through movement, not by sitting still.

SKILLS	Introduced	Reinforced	Accomplished
a) Contribute ideas for classroom rules and routines.			
b) Follow rules and routines within the learning environment.			
c) Use classroom materials purposefully and respectfully.			
d) Develop positive responses to challenges.			

3. APPROACHES TO LEARNING

As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers should be able to attend to tasks for 10-20 minutes. They may need frequent assistance and support to work until tasks are finished or problems are solved. A sensitive and responsive adult can model approaches and provide support as children develop increasing competence.

SKILLS	Introduced	Reinforced	Accomplished
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.			
b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.			
c) Increase attention to a task or activity over time.			
d) Seek and accept help when needed.			
e) Attempt to complete a task in more than one way before asking for help.			

4. INTERACTION WITH OTHERS

Young children are learning to communicate with others. The ability to relate well with others requires physical, social, linguistic, cognitive, emotional, and interpersonal skills. To accomplish competence in social interaction, children need coaching and sensitive adult guidance. As children learn appropriate skills for communication with others, the adult can continue to offer support and encouragement when needed.

SKILLS	Introduced	Reinforced	Accomplished
a) Initiate and sustain interactions with other children.			
b) Demonstrate verbal strategies for making a new friend.			
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.			
d) Participate successfully in group settings.			
e) Demonstrate respectful and polite vocabulary.			

f) Begin to recognize and respond to the needs, rights, and emotions of others.			
5. SOCIAL PROBLEM SOLVING			
<p>Young children are developing increasing self-regulation and need positive guidance to teach and reinforce important social skills. They rely on sensitive adults to step in when frustrations develop, to teach them appropriate ways to express their needs, and to help them share with others. When children face conflicts with their peers, adults can coach and model appropriate ways to communicate needs and feelings, by getting help and using effective verbal skills.</p>			
SKILLS	Introduced	Reinforced	Accomplished
a) Express feelings through appropriate gestures, actions, and words.			
b) Recognize conflicts and seek possible solutions.			
c) Allow others to take turns.			
d) Increase the ability to share materials and toys with others over time.			
e) Include others in play activities.			
MUSIC			
1. MUSIC THEORY AND LITERACY			
<p>Young children should have exposure to music in various forms. They enjoy learning about music concepts and vocabulary and connecting music to their personal experiences. This block provides the tools for young children to gain knowledge and participate in meaningful experiences with music.</p>			
SKILLS	Introduced	Reinforced	Accomplished
a) Understand the vocabulary of music.			
b) Understand that written music represents sounds by using notes.			
c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.			
d) Identify common musical instruments.			
2. PERFORMANCE			
<p>Young children are natural performers. They enjoy sharing music with other children and adults. This block provides the opportunities for young children to understand the fundamentals of performance and to participate in music experiences.</p>			
SKILLS	Introduced	Reinforced	Accomplished
a) Demonstrate the difference between singing and speaking.			

b) Develop the understanding that the child's body and voice are musical instruments.			
c) Participate in opportunities to use singing voice and musical instruments.			
d) Practice good manners when participating in musical performance.			
e) Repeat simple musical patterns using voice, body and instruments.			

3. MUSIC HISTORY & CULTURAL CONTEXT

Young children need to develop an appreciation and understanding of the many different types of music created throughout the history of the world. This block focuses on helping young children understand many different types of music and how music reflects history. It tells the story of people and their experiences, feelings, and cultures.

SKILLS	Introduced	Reinforced	Accomplished
a) Understand that music comes from many different places in the world.			
b) Understand that music sounds differently depending on who created it and when it was written.			
c) Develop an appreciation for different types of music.			

4. ANALYSIS, EVALUATION & CRITIQUE

Young children benefit from the use of music in daily activities as it boosts memory and encourages engagement. Music participation supports active learning skills. When children listen to and respond to music, they can talk about and compare different instrumental and vocal music patterns. This block helps children discover similarities and differences between music, movement, and sounds.

SKILLS	Introduced	Reinforced	Accomplished
a) The child will talk about and compare musical patterns and sounds.			
b) The child will recognize differences and similarities among music styles.			
c) The child will explore the creation and purpose of music in personal and social life.			
d) The child will participate in music activities that involve sharing, taking turns, and cooperation.			
e) The child will identify types of music he/she prefers.			

5. AESTHETICS

Young children need to have the opportunity to respond to music in ways that allow them to openly express their feelings about a specific musical selection. Music activates sensory enjoyment, cognitive engagement, and emotional expression. This block provides guidance to support healthy responses in the classroom.

SKILLS	Introduced	Reinforced	Accomplished
a) Use the body and motion to express a response to a musical selection.			
b) Express a response to a musical selection by using available visual arts supplies.			
c) Use words to describe how a musical selection makes the child feel.			
VISUAL ARTS			
1. VISUAL COMMUNICATION & PRODUCTION			
<p>Young children are curious and eager to explore sensory experiences through the visual arts. They are ready to learn the vocabulary and fundamental understandings of the visual arts so that they can more effectively communicate about the visual arts world. This foundation block fosters the natural creative spirit of young children, as well as provides opportunities for young children to experiment with different forms of the visual arts.</p>			
SKILLS	Introduced	Reinforced	Accomplished
a) Understand that artists create visual arts using many different tools.			
b) Understand that the visual arts take many forms.			
c) Use a variety of materials, textures, and tools for producing visual art.			
d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.			
2. ART HISTORY & CULTURAL CONTEXT			
<p>Young children need to begin to draw connections between the present and the past, as well as between different cultures. Exploring the works of art of different cultures and time periods will help strengthen the young child's ability to see the similarities and differences of cultures and time periods. This foundation block provides guidance in creating experiences that foster the development of such connections.</p>			
SKILLS	Introduced	Reinforced	Accomplished
a) Understand that all cultures have art that reflects their experiences and identity.			
b) Understand that works of art can be a historical record of a certain time period in history.			
c) Develop an appreciation for the various forms of visual arts.			
3. ANALYSIS, EVALUATION & CRITIQUE			
<p>Young children form and express their opinions on concepts from birth. The visual arts help young children to use nonverbal cues and sensory materials to share their unique ideas and opinions. This foundation block provides experiences to foster creative and appropriate responses to works of art.</p>			

SKILLS	Introduced	Reinforced	Accomplished
a) Use the body to express a response to a work of art.			
b) Understand that each person responds to and creates works of art in unique ways.			
c) Use available art supplies to express an individual response to an art form.			
d) Use words to describe a response or reaction to a visual arts selection.			
e) The child will identify types of works of art that he/she prefers.			
4. AESTHETICS Young children are natural communicators and want to share their ideas and opinions. They have a growing appreciation for their own and others' creativity. Preschoolers are able to see themselves as young artists while coming to understand that others also use art to show and express experiences. This foundation block will help children enjoy personal experiences with the visual arts and discuss the ways they appreciate art created by others.			
SKILLS	Introduced	Reinforced	Accomplished
a) Understand that the visual arts express feelings, experiences, and cultures.			
b) Talk about different kinds of art and recognize the idea, theme, or purpose.			
c) Create specific works of art based on a common theme, concept, or emotion.			
d) Collect, compare, and use natural objects and objects made by people.			
e) Understand the purpose of an art museum.			

This document has been adapted from:

Virginia's Foundation Blocks for Early Learning (2013)

<http://www.bing.com/search?q=virginia+foundation+blocks+for+early+learning&src=IE-SearchBox&FORM=IESR02>

Sample activities and terms can be found in the publication.