

Dimensions in Development Two-year-old Program

Physical Well-Being and Motor Development

Rationale

Research links child health to performance in school. Optimal motor development in children, from large motor movements that occur on the playground to small motor work required for holding a pencil or putting together puzzles.

Physical Development

- Growth
- Physical Fitness – stamina, energy, strength, flexibility
- Body Physiology – optimal functioning of the body

Physical Abilities

- Gross Motor Skills
 - Walks, climbs, runs, jumps
- Fine Motor Skills
 - Begins to demonstrate strength using tools – i.e, scissors, hammer

Social and Emotional Development

Rationale

This dimension serves as the foundation for relationships that give meaning to school experience. It involves a sense of personal well-being that comes from stable interactions in children's early lives and interactions that enable children to participate in classroom activities that are positive for them, their classmates and teachers.

Emotional Development

- Shows confidence – “I can do it.”
- Shows preferences
- Comforts self
- Expresses needs and wants

Social Development

- Establishes relationships with other children
- Establishes relationships with adults
- Seeks help if needed
- Begins to transition easily from one experience to another

Approaches Toward Learning

Rationale

This is the inclinations, dispositions or styles rather than skills that reflect the many ways that children become involved in learning and develop their inclinations to pursue it. Curiosity, creativity, independence, cooperativeness and persistence are some of the approaches that enhance early learning and development

Predispositions

- Gender – influences attitude toward subjects, about one’s abilities, how one approaches a task and attributions for success and failure
- Temperament – variations can influence the way children think, perceive, understand, judge and solve problems
- Cultural patterns and values – may affect children’s work styles, including their comfort working independently or socially

Learning Styles

- Uses materials in unexpected ways

Communication, Language and Literacy Development

Rationale

Language empowers children to participate in both the cognitive and affective components of the educational program. Experience with language, in both written and oral form, provides children with the tools to interact with others and to represent their thoughts, feelings and experiences. Communicating effectively with other children and adults and having emergent literacy experiences with diverse forms of language are fundamental elements of this dimension.

- ***Verbal Language***
 - Engages in reciprocal conversation (from sound play to verbal exchange)
 - Has an emerging vocabulary
 - Uses language for a variety of purposes (imitate, label, categorize, describe, invent, investigate, narrate, pretend, feelings, needs, questions, ideas, opinions)
 - Uses word combinations/sentences that increase in length and complexity

- ***Listening and Understanding***
 - Responds to environment – i.e. turns to familiar voice, points to person or object when named
 - Demonstrates auditory discrimination
 - Uses simple to increasingly longer and more complex requests
- ***Language Arts***
 - Points or vocalizes when looking at picture books
 - Pretends to read
 - Selects books and brings to others
 - Understands that pictures go with words, recites some words of story
 - Begins to know phrases of songs, books and rhymes
 - Has an interest in stories

Cognition and General Knowledge

Rationale

A foundation for later learning is provided when children have opportunities to interact with individuals and materials and learn from their surroundings. Children's transitions to formal schooling are eased when children have been provided with a variety of play-oriented, exploratory activities. Cognition and general knowledge represent the accumulation and reorganization of experiences that result from participating in a rich learning setting with skilled educators. From these experiences, children construct knowledge of patterns and relations, cause and effect, and methods of solving problems in everyday life.

- ***Physical Knowledge***
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- ***Logic - Mathematical Knowledge***
 - Begins to demonstrate one:one correspondence - matching objects
 - Begins to experiment with patterns using materials
- ***Cognitive Competencies that Young Children Develop Through Interaction with Different Types of Knowledge***
 - Begins to notice details
 - Uses simple tools
- ***Science***
 - Interest in nature
 - Begins to have knowledge of the natural world