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80%(5)80% found this document useful (5 votes)14K viewsThe document discusses the importance of developing young children's physical, cognitive, communication, and creative skills through preschool education. It outlines strategies for promoting...AI-enhanced title and descriptionSaveSave competency statement ii For Later80%80% found this document useful, undefined Goal 2: To advance physical and intellectual competence I believe young children learn best through physical movement and interaction with their environment, therefore, they must be provided with endless hands-on and movement opportunities and experiences. To advance a child's physical and intellectual competence, they must be involved in developmentally appropriate gross motor and fine motor development activities. Through gross and fine motor developmental skill building, young children are primarily using their senses, of touch, sight, sound, smell, and taste, to start making sense of the world around them and giving meaning to the information being obtained. Because children first learn about their world through their senses, I make it a point to include sensory activities in the curriculum. The children use their eyes to learn to recognize familiar faces and places, form preferences of what they like and don't like (aesthetically), and learn to anticipate events from visual cues. Visual aids are a very important part of a early childhood classroom. I display pictures, artwork, and/or decorations in conjunction with the activities planned for that week.Their sense of hearing, which was developed even before birth, helps them to become skilled in understanding language and using that understanding to communicate with others. It also helps a child to identify and discriminate between various sounds or song, common and uncommon. Each week, I prepare a new, fun song for the children to learn that is tied into the lesson being taught. Eating is mostly identified with the sense of taste. Through tasting a food or object, a child can discriminate against or prefer certain tastes. Taste is also a key factor in exploration, especially during the first year of life when they seem to put just about everything they can get their hands on in their mouths. This is another reason why it is so important to maintain a safe learning environment, free of objects that could potentially be a choking hazard and toxic materials, for children of all ages. I have provided many nutritional snacking experiences for the children to [possibly] try foods they've never been exposed to before and to expand their palate. The sense of smell is in many ways tied into taste. Children usually judge the taste of food by how it smells, and not like it without even trying it. Learning to identify common and uncommon odors, as well as deciphering preferences, is the most important aspects of the sense of smell. Whereas all of the previously mentioned senses involved smaller areas of the body such as the eyes, ears, nose, or mouth, the sense of touch involves the largest organ, the skin. The sense of touch can send either positive or negative, and dispense messages of safety or danger, signals to the brain. Sensitivity to palpable stimulus is continually gained throughout infancy, and by early childhood, children gain incredible amounts of knowledge through this sense. A variety of tangible experiences should be regularly provided for infants and young children. I have found that sensory bag and nutritional snacking activities that correlate with the different seasons are most effective in children's intellectual capabilities. In conclusion, I believe children boost physical and intellectual competence through hands-on and sensory activities provided by the trained educator. To advance physical and intellectual competence.Functional Area 1: PhysicalOne of my goals of the functional area of physical is to have activities planned that will challenge the physical level of the students to advance their physical ability. Playing organized games outside with the whole class is something that could be done. There are many planned activities that can help promote advances children physical skills, but it can also be done through free play. Providing the proper equipment can make free play a very good way to achieve this advancement.Functional Area 2: CognitiveOne of my goals of the functional area of cognitive is provide activities that challenge a child's thinking. This is best done through planned lessons and to come up with activities that require much thinking. An example of an activity that will advance cognitive development is a type of maze. It may be one you can walk through or one you do on paper, but a maze will help get the brain flowing.Functional Area 3: CommunicationOne of my goals of the functional area of communication is to set an example for the children. A child learns very well when they see an example set for them. If I show how to talk to one another through communicating with the children, then they will begin to communicate the same way as they have seen. Communication is a very large part of the children's future and putting much focus on it is very important.Functional Area 4: CreativityOne of my goals of the functional area of creativity is to put focus on materials and lesson plans that make the child's imagination go wild. Dramatic play materials are something that will help advance a child's creativity. Most of the time art is the first thing that comes to mind when hearing the word creativity, but free play is the best way for the children to advance their creativity on their own.Competency Statement 2 by Aimee Smith