

12 Months- Young 2s

Curriculum Objectives

Children will experience growth and learning in their social-emotional, physical, language and cognitive skills. The primary objective of our toddler program is to play and explore in a safe, Christian, nurturing environment and gain independence from their parents. Toddlers are very curious about their world. They stretch boundaries and test everything in their surroundings.

Teachers provide age-appropriate play-based activities which allow the children opportunities to practice physical and cognitive skills, language and social/emotional development. The majority of the children's time should be free choice activities. Curriculum goals and objectives should be aligned with lessons and activities being planned and also aligned with the developmental skills that are being assessed. While preparing lessons, teachers should be mindful of helping second-language learners feel confident as well as supporting families with child rearing issues.

While learning centers are set up in the classrooms, it is age appropriate for the children to move objects all around the room as they play and then return the toys to their proper center at clean up time with the teachers' assistance.

SOCIAL STUDIES

Learning takes place in our classrooms when children form friendships and bonds with other children. The children learn how the decision process works by setting classroom rules, and developing personal responsibilities. Children also learn to deal with their emotions and accept differences between people. In addition to integrating these key areas of development into lesson plans, teachers will also include social studies topics and special events, such as: October Pumpkin Patch, Thanksgiving Feast/parties with families, Rodeo Day, Water Day, Community helpers, Social roles, Geography (I live in Texas), Community-Houston Rodeo, and Government (American flag & Texas flag, flower, bird, tree, etc.)

TECHNOLOGY

Teachers also integrate technology into the curriculum. Examples include knowledge and use of the tools and machines. Included are computer type toys (such as keyboards, cash registers, calculators, cameras, as well as gears, wheels and levers).

SOCIAL/EMOTIONAL

Initial separation from parents becomes less uncomfortable.

Children imitate real life activities.

Taking turns and sharing is introduced.

Children learn to learn creative play and to interact with peers during center time and on playground.

SELF HELP

Children start to use spoon to eat with.

Begin to indicate toileting needs.

Begin to dress and undress self.

PHYSICAL – FINE MOTOR

Use crayons and markers with whole hand grasp.

Manipulate play dough and cookie cutters/rollers.

Paint with brush using whole arm motion. Finger paint and shaving cream is introduced.

Pick up small objects with pincer grasp (thumb and fore finger).

Put large puzzle pieces into proper hole.

PHYSICAL – GROSS MOTOR

Grasp, drop, pull and push objects.

Throws and kicks a ball.

Fill and empty containers.

Use of sensory boxes (sifting, digging, scooping of sand, dirt, water, rice, etc.).

Stoop and squat to retrieve an object.

Run, climb, slide down.

LANGUAGE

Children are redirected verbally and nonverbally to help them control their own behavior and impulses.

Children enjoy singing songs and finger plays with some actions.

Understand and respond to request for play action (ex: give the bear a hug).

Begin to produce 1-2 word utterances to relate an idea.

COGNITIVE

Begin to identify major body parts.

Match sound to animal (cat, dog, cow, horse, etc.).

Enjoy looking at picture books.

Point to objects in pictures.

SOCIAL STUDIES

Social studies learning takes place in our classrooms as the basic processes of learning emerges, including developing security, exploration, and an emerging sense of identity.

Children play outdoors for 30 minutes one time each day or go the MAC when weather is bad. Children go to the church library once each month.

Children attend a 30 minute Enrichment class to promote gross motor skills.

Once each week the children attend a 20 minute Chapel Session for songs/stories/prayers.

Teaching staff counter potential bias and discrimination by avoiding stereotypes in language references. Teachers provide equal opportunities for all children to discuss and participate in leadership roles and activities such as dramatic play where children may choose to participate in non-stereotypical roles. References to age, sex, religion, race, ability, etc. should be used only if they are relevant and not in a way that negatively labels individuals or groups of people. Teachers will keep this in mind when choosing materials for the classroom and preparing lesson plans.