

## CURRICULUM PROGRESSION

|   | INFANT<br>(6 – 12 MONTHS)   | CURRICULUM FOR<br>TODDLERS<br>(12 – 24 MONTHS)   | CURRICULUM FOR<br>TWOS  | CURRICULUM FOR<br>THREES   | CURRICULUM FOR<br>PRE-K  |
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| <b>LANGUAGE<br/>DEVELOPMENT/EMERGENT<br/>LITERACY</b> | <ul style="list-style-type: none"> <li>• Experiments with sounds and babbling, building language skills</li> <li>• Uses voice to express feelings</li> <li>• Distinguishes emotion by tone of voice</li> <li>• Responds to sounds with sounds</li> <li>• Uses speech-like sounds; may begin to say words</li> </ul> | <ul style="list-style-type: none"> <li>• Points to objects when named</li> <li>• Experiments with sounds</li> <li>• Names familiar objects in books</li> <li>• Begins to string words together to make simple sentences.</li> <li>• Follows simple instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Repeats words</li> <li>• Takes turns in conversation</li> <li>• Attempts to sing songs</li> <li>• Points to common objects on demand</li> <li>• Demonstrate beginning book handling skills</li> <li>• Enjoys looking at books</li> <li>• Draws a face, no arms no legs.</li> <li>• Makes vertical, horizontal, circular strokes with pencil/crayon</li> <li>• Understands physical relationships (up, on, in)</li> <li>• Uses pronouns</li> <li>• Follows simple instructions</li> <li>• Answer simple questions about a story</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Speaks in longer sentences</li> <li>• Asks questions</li> <li>• Answers simple questions about a story, rhyme or song</li> <li>• Communicates through scribbling</li> <li>• Tells stories</li> <li>• Uses pronouns (I, you, me, we, they)</li> <li>• Speaks clearly enough for strangers to understand</li> <li>• Uses present and past tense</li> <li>• Follow two to three step directions</li> <li>• Enjoys conversing with others</li> <li>• Independently seeks books to read during free play</li> <li>• Identify letters in own name</li> <li>• Relate a story to personal experiences when asked</li> </ul> | <ul style="list-style-type: none"> <li>• Associates sounds with written words</li> <li>• Identifies at least 10 letters of the alphabet</li> <li>• Writes name and familiar words</li> <li>• Speaks in complete sentences</li> <li>• Speaks clearly</li> <li>• Has conversations with other children</li> <li>• Dictates descriptions of drawings</li> <li>• Expresses needs and wants clearly</li> <li>• Has mastered basic rules of grammar</li> <li>• Asks questions</li> <li>• Tells stories</li> <li>• Uses pronouns (I, you, me, we, they)</li> <li>• Uses both past and present tense</li> <li>• Uses plural form to refer to more than one.</li> <li>• Understands and uses who, what, where, why</li> </ul> |

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|                    |  |   |  | <ul style="list-style-type: none"> <li>Recall parts of a story</li> <li>Understand concepts of same and different</li> <li>Sequences 3 picture events from a familiar story</li> <li>Draw a person with 2-4 body parts</li> <li>Begin to copy some capital letters</li> <li>Copies horizontal, vertical lines; circles</li> </ul>   | <ul style="list-style-type: none"> <li>Follows complex directions.</li> <li>Identify letters and sounds of the alphabet</li> <li>Begin to associate sounds with words</li> <li>Recognizes own name and can state both first and last name.</li> <li>Identifies both upper and lower case letters.</li> <li>Expresses ideas with art materials.</li> <li>Prints letters and numbers.</li> </ul> |
| <b>MATHEMATICS</b> | <ul style="list-style-type: none"> <li>Exhibits some sense of size, color and shape recognition of objects in immediate environment</li> <li>Understands objects continue to exist even when they cannot be seen</li> <li>Stacks toys/objects</li> </ul> | <ul style="list-style-type: none"> <li>Shows interest in colors and patterns</li> <li>Matches like shapes in simple puzzles</li> <li>Fills and dumps objects</li> </ul> | <ul style="list-style-type: none"> <li>Begins to understand quantity(more)</li> <li>Sorts by color, size or shape</li> <li>Begins to understand sequence of daily routines</li> <li>Completes simple patterns</li> <li>Understands the concept of two</li> <li>Can count to ten</li> <li>Identify basic differences and similarities of objects</li> </ul> | <ul style="list-style-type: none"> <li>Can count to 10 and beyond</li> <li>Learns patterns</li> <li>Begins to have a clearer sense of time</li> <li>Understands prepositions: In, Over, On, Top</li> <li>Matches and labels shapes</li> <li>Sorts objects into given categories</li> <li>Show that numbers represent quantity</li> <li>Identify groups of more or less</li> <li>Indicate number of</li> </ul> | <ul style="list-style-type: none"> <li>Can match, sort and regroup items</li> <li>Makes comparisons between objects</li> <li>Understands over, under, behind, etc. Copies triangle and other geometric patterns.</li> <li>Counts 10 or more objects</li> <li>Can identify numbers</li> <li>Identifies geometric shapes</li> <li>Arrange objects in series according to patterns</li> </ul>     |

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|  |  |  | <ul style="list-style-type: none"> <li>• Begin to predict daily routine</li> </ul>  | <ul style="list-style-type: none"> <li>• objects</li> <li>• Begins to demonstrate one-to-one correspondence when counting objects</li> <li>• Identify daily routine and changes in routine</li> </ul>  | <ul style="list-style-type: none"> <li>• Understands quantitative concepts</li> <li>• Pair related objects and pictures.</li> <li>• Begin to tell basic time (hours and half hours)</li> <li>• Begin to understand and count basic coins and recognize them.</li> </ul>  |
| <p><b>LEARNING ABOUT THE WORLD/SCIENCE</b></p> | <ul style="list-style-type: none"> <li>• Explores the world around them through their senses</li> <li>• Begins to explore food with hands</li> <li>• Becomes more aware of cause-and-effect relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Uses senses to explore</li> <li>• Manipulates new toys/objects to see what they will do</li> <li>• Shows interest in environment (rocks,clouds, etc)</li> </ul> | <ul style="list-style-type: none"> <li>• Describes what is seen</li> <li>• Begins to understand cause and effect</li> <li>• Classifies things that belong together</li> <li>• Associates use with common objects</li> <li>• Makes mechanical toys work</li> <li>• Asks questions about the world around</li> <li>• Understands temperature and weather</li> </ul> | <ul style="list-style-type: none"> <li>• Uses objects in a variety of ways</li> <li>• Can notice differences in results</li> <li>• Uses tools and measuring devices to explore</li> <li>• Correctly names colors</li> <li>• Identifies properties of some living and nonliving things</li> <li>• Notice plants and animals growing and changing</li> <li>• Use five senses to observe, classify and describe</li> <li>• Discuss changes humans make to accommodate weather changes</li> <li>• Categorize and imitate familiar</li> </ul> | <ul style="list-style-type: none"> <li>• Collects, describes and records information</li> <li>• Participates in simple investigations</li> <li>• Begins to predict results based on past experiences</li> <li>• Collects, describes and records information.</li> <li>• Correctly name all colors</li> <li>• Identify visible body parts</li> <li>• Recognize their surroundings and draw conclusions of what they see.</li> </ul> |

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|   |   |   |  | sounds <ul style="list-style-type: none"> <li>Identify characteristics of weather change and seasons</li> </ul>   |  |
| <b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>Begins learning self-regulation and soothing skills</li> <li>Differentiates between known people and strangers</li> <li>Shows preference for certain people and objects</li> <li>Is shy with strangers</li> <li>Plays more interactively with others (peek-a-boo)</li> <li>Shows interest in reflection</li> </ul> | <ul style="list-style-type: none"> <li>Begins to play independently</li> <li>Discovers how to respond to social situations</li> <li>Awareness of own feelings</li> <li>Displays separation anxiety</li> <li>Shows defiance</li> <li>Begins make-believe/imaginative play</li> </ul> | <ul style="list-style-type: none"> <li>Calms down after being upset</li> <li>Becomes aware of other's feelings</li> <li>Engages in parallel play</li> <li>Shows interest in peers</li> <li>Begins to participate in imaginative play with peers</li> <li>Refers to self by name</li> <li>Shows simple symbolic play</li> <li>Acts out a simple story</li> <li>Expresses a wide range of emotions</li> <li>Objects to major changes in routine</li> </ul> | <ul style="list-style-type: none"> <li>Eager to help with chores</li> <li>Begins to cooperate with others</li> <li>Increased ability to follow rules</li> <li>Act appropriately when others are happy, sad, angry, afraid</li> <li>Expresses own ideas, interests and feelings through words and actions</li> <li>Enjoys opportunities to try new activities or materials</li> <li>Demonstrate preferences for people, toys and activities</li> <li>Engages in fantasy play</li> <li>Knows full name, age, gender</li> <li>Plays "mom" or "dad"</li> <li>Dresses and undresses with some assistance</li> <li>Can express anger</li> </ul> | <ul style="list-style-type: none"> <li>Expresses growing confidence in abilities</li> <li>Increasing ability to compromise with others</li> <li>Greater knowledge of community</li> <li>Shares materials and takes turns. Shows respect and rights of others property</li> <li>Keeps hands to self</li> <li>Can express anger in words and not actions</li> <li>Helps cleanup when playtime is over.</li> <li>Separates from parents with ease.</li> <li>Can attend to bathroom needs by themselves.</li> <li>Can zip, snap, button clothing.</li> </ul> |

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|  |  |  |  | <p>in words, not actions</p> <ul style="list-style-type: none"><li>• Takes turns</li><li>• Helps cleanup when playtime is over</li><li>• Separates from parents with ease</li><li>• Works and plays cooperatively with other</li><li>• Listens when others speak</li><li>• Uses social conventions such as “please” and “thank you”</li><li>• Follow simple safety and classroom rules with teacher direction</li><li>• Acquire self-toileting and feeding skills</li><li>• Asks for comfort from familiar adults when upset</li><li>• Show interest in unfamiliar adults</li><li>• Show affection to familiar adults</li><li>• Imitate familiar people’s words or actions</li><li>• Show awareness of own abilities and</li></ul> |  |
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|                               |   |   |   | interests <ul style="list-style-type: none"> <li>• Adjust to changes in routine</li> <li>• Begin to resolve conflicts with peers with adult guidance</li> </ul>  |   |
| <b>APPROACHES TO LEARNING</b> | <ul style="list-style-type: none"> <li>• Focuses and reaches for objects</li> <li>• Begins developing problem-solving skills</li> <li>• Enjoys repetition of activities, practicing and figuring out how things work</li> <li>• Looks for dropped objects</li> <li>• Looks for hidden/partially hidden objects</li> </ul> | <ul style="list-style-type: none"> <li>• Shows curiosity about new things</li> <li>• Uses repetition to discover new skills</li> <li>• Tries one or two solutions to play problems</li> </ul> | <ul style="list-style-type: none"> <li>• Asks “why” questions</li> <li>• Uses objects as tools</li> <li>• Attempts a task for a minute or two before asking for help</li> <li>• Points to objects of interest and discusses them</li> </ul> | <ul style="list-style-type: none"> <li>• Makes independent choices</li> <li>• Becomes more imaginative and inventive</li> <li>• Participate in short group activities</li> <li>• Show interest in what others are doing</li> <li>• Explore environment independently with seek occasional approval from adults</li> <li>• Use materials to represent everyday objects during play</li> <li>• Focus on activity or toy while other things are occurring in the environment focus on a complex activity with adult encouragement</li> <li>• Use trial and error to complete a task</li> <li>• Seek help to accomplish something that is</li> </ul> | <ul style="list-style-type: none"> <li>• Eager to learn about new ideas</li> <li>• Maintains concentration despite distractions</li> <li>• Increased ability to find more than one solution to a question or problem</li> <li>• Eager to add own ideas to discussions.</li> <li>• Attempt to accomplish a difficult task on own</li> <li>• Try different ways to complete a task</li> </ul> |

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| <b>PHYSICAL HEALTH &amp; DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>Rolls over, grasps with both hands and begins to sit with assistance</li> <li>Builds large muscles by crawling and standing</li> <li>Walks with adult support; may begin to walk alone</li> <li>Uses raking grasp for small objects and to feed self; begins to use pincer grasp</li> <li>Transfers objects from hand to hand</li> </ul> | <ul style="list-style-type: none"> <li>Stacks toys or blocks</li> <li>Walks without help; begins climbing</li> <li>Begins jumping with two feet</li> <li>Begins to run</li> <li>Makes marks with writing materials</li> <li>Uses pincer grasp</li> <li>Pulls objects while walking</li> <li>Carries large objects while walking</li> </ul> | <ul style="list-style-type: none"> <li>Runs; can kick a ball</li> <li>Washes hands with assistance</li> <li>Demonstrates increasing balance</li> <li>Can pedal a tricycle</li> <li>Climbs well</li> <li>Runs easily</li> <li>Can put on coat unassisted</li> <li>Holds pencil in writing position</li> <li>Spoon feeds without spills</li> <li>Lifts and drinks from cup and replaces on table</li> <li>Applies glue and pastes collage pieces</li> <li>Paints with large brushes</li> <li>Turns single page</li> </ul> | <ul style="list-style-type: none"> <li>Increased coordination in using scissors</li> <li>Increasing strength and stamina</li> <li>Points to body parts on self when named</li> <li>Hops and stands on one foot up to 5 seconds</li> <li>Goes upstairs and downstairs without support</li> <li>Begins to alternate feet when climbing stairs</li> <li>Kicks ball forward</li> <li>Throws ball overhead</li> <li>Catches bounced ball</li> <li>Can feed self with spoon, fork</li> <li>Walks on tip-toes for 5 seconds</li> <li>Strings beads</li> <li>Puts together a 10-12 piece puzzle</li> <li>Holds crayon with fingers rather than fist</li> <li>Hold book with one hand while turning pages with the other</li> <li>Build simple</li> </ul> | <ul style="list-style-type: none"> <li>Throws, catches and bounces balls</li> <li>Growing independence in personal hygiene</li> <li>Uses pencils, markers and paintbrushes with increased control</li> <li>Throws, catches, and bounces balls.</li> <li>Stands on one foot for 10 seconds.</li> <li>Hops, somersaults, skips, gallops, swings and climbs.</li> <li>Attempts to color in the lines.</li> <li>Can trace and cut patterns</li> <li>Handles scissors properly</li> <li>Willing to exercise</li> <li>Climbs up and down climbing equipment with ease.</li> </ul> |

