



# Curriculum & Educational/Developmental Objectives

Bells Ferry Learning Center is proud to offer a complete educational atmosphere which focuses on the needs of the whole child. Using the framework set forth under Creative Curriculum, our highly experienced and educated teachers write weekly lesson plans that are designed to inspire children's natural curiosity. Theme-based units focus on developmentally appropriate objectives and specific learning goals for each age group.

Weekly Activity Plans for Infants and Toddlers consist of individualized goals to help our youngest learners achieve developmental milestones. Weekly Lesson Plans for ages two and up include information for group time discussions, art projects, learning center enrichments, and additional activities designed to enhance learning.

Parent Communication is vital to your child's success. We provide Daily Reports for families of children age three and under. Pre-K parents receive Weekly Newsletters. We offer parents many opportunities to become involved with our center by volunteering, visiting, or attending special family events. Numerous studies have proven that parental involvement in school has a very direct effect on the academic success of the child. We want to help by providing ways that you can share your child's school life.

The following pages describe skills that are developed and milestones that are reached at various ages. Our teachers use these educational and developmental objectives as a guideline for planning individualized activities to help your child grow and learn.



## Infants

# Educational & Developmental Objectives

At the age of 0—6 months, we use the following developmentally appropriate guidelines for achieving educational and developmental milestones. We apply the framework set forth in *Creative Curriculum—Infants and Toddlers* to achieve the appropriate environment and the proper relationship between parents, infants and caregivers to help maximize the child's ability to achieve these milestones. For more information on Creative Curriculum, visit [www.teachingstrategies.com](http://www.teachingstrategies.com).

### ***Cognitive Skills***

- Listens attentively to sounds and voices (by one month)
- Cries deliberately for assistance (by one month)
- Coordinates eye movements (by two months)
- Discovers hands and feet as extension of self (by three months)
- Likes to repeat enjoyable acts (by four months)
- Recognizes and responds to name (by five months)
- Studies objects intently (by six months)

### ***Social/Emotional Skills***

- Reacts to discomfort and pain
- Recognizes parent's voice
- Makes eye contact
- Shows affection by looking, waving, kicking and smiling
- Shows feelings of security when held or talked to
- Expresses delight
- May form attachment to one special object
- Laughs when tickles
- Builds trust when cries are answered
- May begin to cling to primary caregiver

### ***Language Skills***

- Makes some sounds other than crying (by two months)
- Begins cooing one syllable (by three months)
- Makes first consonant sounds (by four months)
- Babbles spontaneously
- Acquires sounds of native language (by six months)

### ***Physical Development***

- Usually responds to objects or faces as they move
- Plays with fingers, hands and toes
- Holds and manipulates objects; sucks on everything!
- Reacts to sound of voices, rattle or bell
- Vocalizes to him/herself, people and toys
- Can raise up on forearms, while on tummy and hold head up
- Rolls from back to tummy (by four – six months)
- Can smile at self in mirror (by five months)
- Can grab at objects (by six months)



## Infants

# Educational & Developmental Objectives

At the age of 6-12 months, we use the following developmentally appropriate guidelines for achieving educational and developmental milestones. We apply the framework set forth in *Creative Curriculum—Infants and Toddlers* to achieve the appropriate environment and the proper relationship between parents, infants and caregivers to help maximize the child's ability to achieve these milestones. For more information on *Creative Curriculum*, visit [www.teachingstrategies.com](http://www.teachingstrategies.com).

### ***Cognitive Skills***

- Anticipates events (by seven months)
- Finds hidden objects (by 10 months)
- Can point to body parts
- Puts nesting toys together correctly
- Develops expectations about familiar events
- Waves bye-bye

### ***Social/Emotional Skills***

- Enjoys being with other children
- Has an increased drive for independence
- Expresses anger more dramatically
- Has a fear of strangers
- Is aware of social approval or disapproval
- Performs for others
- Has pride in personal accomplishments

### ***Language Skills***

- Puts together long series of syllables
- Responds appropriately to a few specific words (by nine months)
- Speaks a few recognizable words
- Produces gestures to communicate (by seven months)
- Learns how to take turns making sounds in 'conversation'

### ***Physical Development***

- Learns to crawl, stand up and perhaps walk
- Sits without support (by 8 months)
- Transfers toys from hand to hand
- Sees almost everything with good vision
- Begins to cruise and eventually walk
- Develops eye-hand coordination



## Infants II

# Educational & Developmental Objectives

At the age of 12-18 months, we use the following developmentally appropriate guidelines for achieving educational and developmental milestones. We apply the framework set forth in *Creative Curriculum—Infants and Toddlers* to achieve the appropriate environment and the proper relationship between parents, infants and caregivers to help maximize the child's ability to achieve these milestones. For more information on *Creative Curriculum*, visit [www.teachingstrategies.com](http://www.teachingstrategies.com).

### ***Cognitive Skills***

- Identifies family members in photographs
- Enjoys cause and effect relationship
- Is able to make choices between clear alternatives
- Begins to solve problems
- Remembers more

### ***Language Skills***

- Has expressive vocabulary of 4—10 words (by 13-15 months)
- Has expressive vocabulary of 10-20 words (by 18 months)
- Can listen and respond to simple directions

### ***Social/Emotional Skills***

- Prefers to keep caregiver in sight while exploring environment
- Demands personal attention
- May reveal stubbornness
- Unable to share
- Responds to simple requests

### ***Physical Development***

- Picks up small objects with pointer finger and thumb
- Can build a tower of cubes
- Can throw a ball
- Walks well
- Turns pages in a book
- Can walk while holding an object



## Toddlers

# Educational & Developmental Objectives

At the age of 18-24 months, we use the following developmentally appropriate guidelines for achieving educational and developmental milestones. We apply the framework set forth in *Creative Curriculum—Infants and Toddlers* to achieve the appropriate environment and the proper relationship between parents, infants and caregivers to help maximize the child's ability to achieve these milestones. For more information on *Creative Curriculum*, visit [www.teachingstrategies.com](http://www.teachingstrategies.com).

### ***Cognitive Skills***

- Sorts shapes
- Sorts colors
- Mimics adult behavior
- Points to and names objects
- Refers to self by name
- Learns by helping
- Learns concepts such as size, shape and weight as child moves and plays with objects in the environment

### ***Social/Emotional Skills***

- Is possessive
- Begins to show empathy
- Reveals a sense of trust
- Begins to play next to children
- Shows emotions of pride and embarrassment
- Engages in imaginative play
- Tests limits of behavior
- Performs for an audience

### ***Language Skills***

- Has expressive vocabulary of 20-25 words
- Uses two-word phrases to communicate
- Uses gestures to communicate
- Begins using courtesy words (please, thank you) occasionally

### ***Physical Development***

- Can draw scribbles
- Kicks backward and forward
- Stands on a balance beam
- Walks up stairs with help
- Runs well
- Enjoys riding small-wheeled riding toys
- Drinks from a straw
- Practices drinking from small cup



Twos

# Educational & Developmental Objectives

At the age of 24-36 months, we use the following developmentally appropriate guidelines for achieving educational and developmental milestones. We apply the framework set forth in *Creative Curriculum* to achieve the appropriate environment which helps maximize the child's ability to achieve these milestones. Teachers write a lesson plan that is primarily built around child-initiated activities with some teacher-directed activities. For more information on *Creative Curriculum*, visit [www.teachingstrategies.com](http://www.teachingstrategies.com).

## ***Cognitive Skills***

- Comprehends size
- Beginning to understand time sequences (e.g. before lunch)
- Matches shapes
- Matches colors
- Is beginning to think about consequences
- Is able to concentrate for longer periods of time

## ***Social/Emotional Skills***

- Has a strong sense of ownership
- May begin cooperative play
- May show need for security object
- Is becoming more independent

## ***Math & Science Readiness***

- Counts and manipulates objects
- Counts by rote 1-10
- Recognizes at least 5 geometric shapes
- Recognizes at least 5 colors
- Sorts by size
- Sorts by shape
- Sorts by color

## ***Language/Pre-Literacy Skills***

- Combines words to form short sentences
- Uses plurals
- Answers routine questions
- Provides appropriate answers
- Comprehends some pronouns
- Follows two step directions
- Identifies some letters of the alphabet
- Recites the alphabet

## ***Large Motor Skills***

- Walks backwards
- Can balance on one foot
- Walks up and down stairs independently

## ***Fine Motor Skills***

- Strings large beads
- Holds scissors correctly
- Zips and snaps



Threes

# Educational & Developmental Objectives

At the age of 36-48 months, we use the following developmentally appropriate guidelines for achieving educational and developmental milestones. We apply the framework set forth in *Creative Curriculum* to achieve the appropriate environment which helps maximize the child's ability to achieve these milestones. Teachers write a lesson plan that is primarily built around child-initiated activities with some teacher-directed activities. For more information on *Creative Curriculum*, visit [www.teachingstrategies.com](http://www.teachingstrategies.com).

## ***Cognitive Skills***

- Shows curiosity and desire to learn
- Uses planning in approaching a task or activity
- Observes and makes discoveries
- Finds more than one solution to a problem
- Classifies objects by physical features
- Recognizes things that belong together conceptually
- Makes comparisons
- Uses words to describe the characteristics of objects
- Makes believe with objects
- Takes on a pretend role

## ***Social/Emotional Skills***

- Has a strong sense of ownership
- May begin cooperative play
- May show need for security object
- Is becoming more independent

## ***Math & Science Readiness***

- Counts and manipulates objects
- Counts by rote 1-15
- Recognizes at least 7 geometric shapes
- Recognizes at least 7 colors
- Understands time (today, yesterday, tomorrow), temperature (hot, warm, cold), weather (sunny, cloudy, rainy) and weight (heavy, light) concepts
- Recites days of the week
- Matches alike objects

## ***Language/Pre-Literacy Skills***

- Recalls words in a song or finger play
- Follows directions
- Uses words to communicate ideas and feelings
- Talks with other children during daily activities
- Participates in group discussions
- Shows enjoyment of books and stories
- Demonstrates skills in discriminating sounds
- Tells a story in sequence, following the pictures in a book
- Demonstrates knowledge of how to use a book
- Makes increasingly representational drawings
- Understands quantitative concepts (big/little, empty/full, short/tall, etc.)

## ***Gross Motor Skills***

- Climbs up and down equipment without falling
- Throws an object in the intended direction
- Catches a ball or beanbag
- Runs with control over direction and speed
- Jumps off low surfaces and over objects without falling
- Rides and steers a tricycle

## ***Fine Motor Skills***

- Coordinates eye and hand movements
- Uses small muscles to complete tasks
- Uses scissors properly
- Holds pencil/crayon properly
- Has control over use of pencil/crayon and scissors



# When I Play, I Learn...

Current research proves that children learn best in an environment where they are allowed to play, explore, make choices and discover the world around them. Our teachers are trained to create the appropriate environment for the age level they teach and to help children learn through play. We ask open-ended questions that encourage your child to think and learn. We provide many opportunities daily for child-directed activity. Our classrooms are arranged in learning centers as follows:

## *Science & Discovery*

### *When I play, I learn...*

- About my environment** (It looks like it's going to rain)
- Cause and effect** (Look at the muffins rise in the oven)
- Classification skills** (That's not a fish. It has hair.)
- Consequences** (If the fish isn't in the water, it will die)
- Ecology** (When the weather gets warm, the flowers bloom)
- Estimating** (I think it's going to overflow)
- Experimentation** (Magnets can stick together)
- To care for plants and animals** ("Tip" is our hamster, he needs food)
- Measuring/Weighing** (This feather is bigger but the rock is heavier)
- Scientific concepts** (This ice will melt in the sun)
- Vocabulary words** (A spider is an *insect*)

## *Art*

### *When I play, I learn...*

- Colors** (Red paint mixed with white makes pink)
- Communication** (My cat is green with blue stripes)
- Comparison** (My pink is really dark)
- Cooperation** (I need the blue glitter when you get through)
- Creativity** (I love to mix all of the colors together)
- Cutting skills** (Circles are easy to cut)
- Eye-hand coordination** (We can cut little strips of paper)
- Respect for materials** (Please close the glue or it will dry out)
- Patterns** (I made six rainbows all the same)
- Self-confidence** (I like my shiny blue picture)
- Shapes** (The house has a triangle on top)
- Spacial relationships** (I covered the whole paper with paint)
- Textures** (We can mix oatmeal with shaving cream)

## *Table Activities*

### *When I play, I learn...*

- Addition** (One yellow bear, one green bear, I have two bears)
- Classification** (These are marbles, those are beads)
- Comparisons** (You have the big puzzle piece)
- Creativity** (I can make a pretty necklace with these beads)
- Eye-hand coordination** (I can put the big beads on this string)
- Number relationships** (It says '2', I put two pieces here)
- Fine motor skills** (I can put this peg in this little hole)
- Patience** (I made a big tower with these Legos, it took a long time)
- Sequencing** (First I stack the big cup, then the next one)
- Social skills** (May I help you with your puzzle?)
- Sorting** (Put the blue beads in that bowl)

## *Blocks*

### *When I play, I learn...*

- Architecture** (I'll make a BIG building)
- Balance** (The little blocks won't stay up)
- Comparison** (Your building is bigger than mine)
- Cooperation** (Let's build a tower together)
- Creativity** (We can make a bridge with this block)
- Eye-hand coordination** (This car won't fit)
- Organization** (Put all the circle blocks on this shelf)
- Patience** (I have lots of dirt to move)
- Sharing** (You can play with the big truck next)
- Shapes** (The house has a triangle on top)
- Spacial relationships** (A big truck won't fit on this road)
- Similarities/Differences** (Both squares are green)



# When I Play, I Learn...

## *The Great Outdoors*

*When I play, I learn...*

- About nature** (Baby birds are in the tree on our playground)
- Compassion** (I put the cricket in the grass so he can get food)
- Ecology** (The rain helps the grass grow)
- Games** (I like to play hide and seek)
- Integrity** (We helped the teacher cover the sandbox)
- Eye-hand coordination** (This car won't fit)
- Large motor skills** (I can climb up this hill)
- Negotiation** (I'll be the firefighter, you be the police officer)
- Risk taking** (Look! I can run and jump over the log)
- Rules** (We have to put the toys away before we go inside)
- Teamwork** (Push hard! We can move it!)

## *Dramatic Play*

*When I play, I learn...*

- About my world** (I'll put these flowers on the table)
- Acceptance** (Jay's wheelchair is his 'car')
- Clean-up skills** (The purse goes on that shelf)
- Consequences** (If you stack the cups too high, they fall)
- Drama** (I'm the doctor, you are sick)
- Manners** (Please give me the plate)
- New words** (I'm making eggs in the *skillet*)
- Self awareness** (This baby has brown eyes, mine are blue)
- Individual style** (I like the pretty hat with the flowers on it)
- Teamwork** (You clean up the dishes, I'll clean up the food)
- Textures** (This blanket is soft, that dress is rough)

## *Sand & Water*

*When I play, I learn...*

- Cause and effect** (We can't play because the water is gone)
- Cooperation** (I promise not to sink your boat anymore)
- Experimentation** (We need more water to make mud)
- Classification** (The floating stuff goes over there)
- More and less** (My sand has more glitter in it than yours)
- Observation skills** (My bucket is almost full)
- Prediction** (The corks might sink to the bottom)
- Scientific concepts** (It looks like the sand at the beach)
- To seek information** (How many cups will fit in it/)
- Teamwork** (Let's use the brooms to clean up)
- Vocabulary words** (Why can't I watch the water *evaporate*?)

**...to make good choices every day**