



# Curriculum Guide

## **UWM Children's Learning Center Curriculum Philosophy**

At the UWM Children's Learning Center, we believe that, from birth, all people are capable and competent. Each person is an individual who will learn and develop in a unique way. With support from caring teachers and a rich learning environment, children will learn, play, explore, create and develop relationships.

**The Children's Learning Center curriculum is built upon the following philosophical beliefs:**

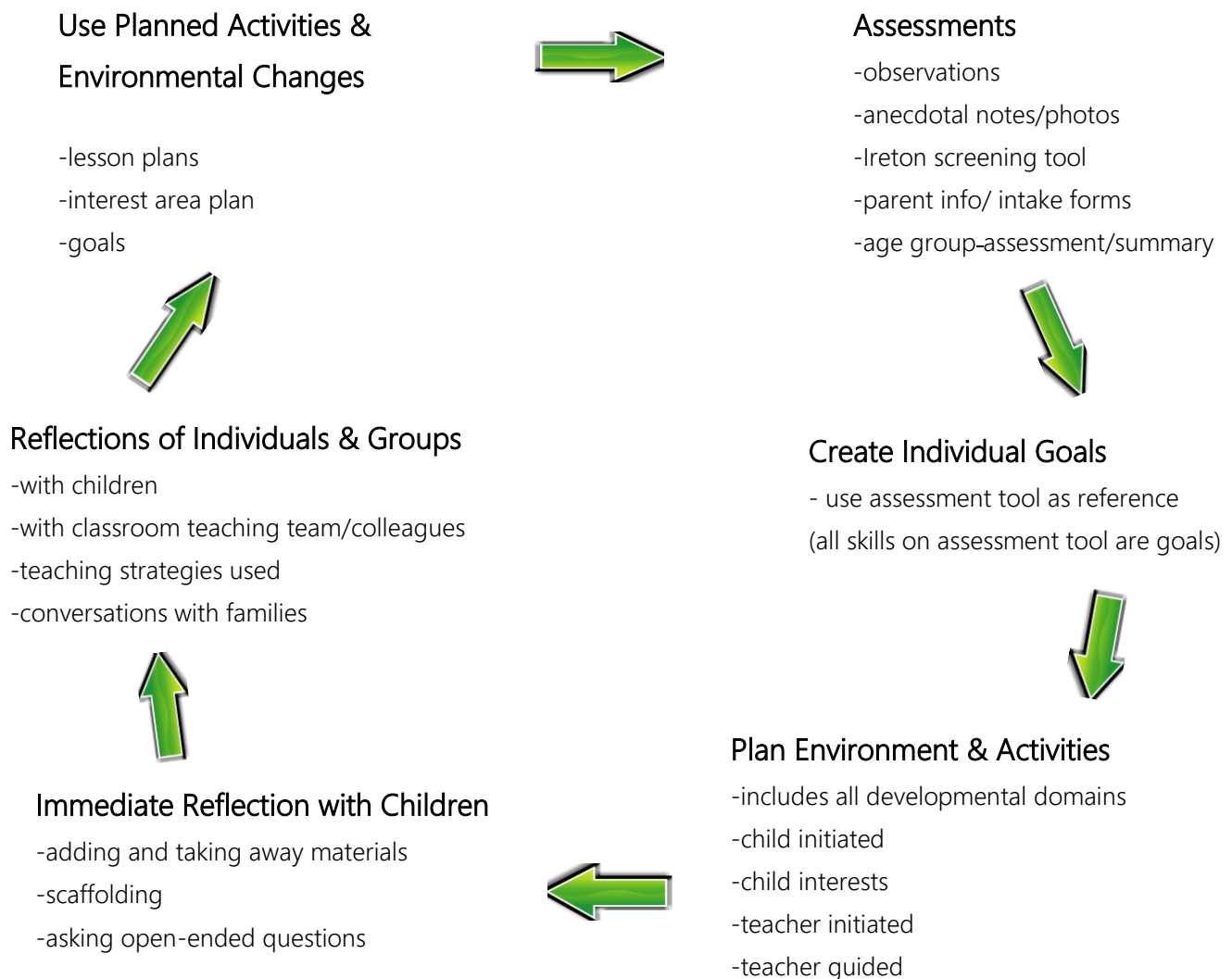
- Trusting, respectful, nurturing relationships between children and adults are essential. These caring bonds build the foundation for a classroom environment where children can take risks, learn from their mistakes and be joyful in their learning.
- The teacher's role is as a facilitator and guide. As teachers support children in their problem-solving, we use a variety of teaching strategies, including modeling, providing appropriate learning materials, encouraging children's independence and planning teacher-led activities.
- A play-based, hands-on, active learning environment is most appropriate for young learners. We believe that this approach, which includes the whole child, prepares children well for future success, both in school and in their lives.
- In their exploratory play, children manipulate materials, hypothesize, test theories, repeat activities and draw conclusions.
- In their social play, children learn how to be a member of a larger community.
- Children will make significant choices about use of materials and activities throughout the day. They are offered opportunities to participate in individual, small-group and large-group experiences.
- Teachers intentionally plan the classroom environment and experiences and provide materials to inspire learning, discovery, creativity and problem-solving.
- Research, theory and experience in the field of education informs our practice.
- Connections to the natural world are intrinsic to healthy growth and development. In addition to spending time outdoors, nature-based materials and experiences are provided both indoors and outside.
- Our curriculum emerges from children's interests, teachers' observations and events in the lives of the children and their families.
- The typical development of an age group, as well as the individual development of the children in a particular classroom, is used as a guide for curriculum planning. Observation, documentation and ongoing assessment of individual children and the classroom as a whole are used as the basis for curriculum planning.
- Our curriculum reflects, values and extends the richness of the diversity of the children, staff and families in a classroom. A respect for individual differences underlies all that we do.

# Curriculum and Assessment

This teaching cycle is from the Wisconsin Model Early Learning Standards and is a continuous cycle of ongoing assessment, planning and curriculum goals, and implementation. Teachers observe children daily in order to plan for their engagement and learning. Teachers use anecdotal notes, interactions with children, and reviews of children's work to gain an accurate assessment of a child's knowledge and skill level. This ongoing assessment and gathering of information helps teachers determine what the child can do and what the child is ready to learn next.

Once individual learning goals are identified, teachers decide what should be implemented to promote development and what they want the children to learn. Individual goals are identified, prioritized, and planned for in our curricular plans. Teachers then provide meaningful activities that support the individual and group goals guided by supportive interactions and relationships. During this time, teachers collect information for the next planning phase in order to write new individual and group goals.

## Curriculum and Assessment Planning Cycle



# UWM Children's Learning Center

## Infant Curriculum Guide

The infant program at the UWM Children's Learning Center uses an emergent curriculum which incorporates the interests of the children, considers each child's developmental abilities and needs, and fosters growth across developmental domains. As a result, there may be several strands of interest or focus that are interwoven throughout the classroom activities. Curriculum is delivered through play-based activities. This approach takes advantage of the children's intrinsic motivation to engage in, and stay engaged in, educational activities and sets the foundation for positive early education experiences.

We draw from the philosophy of Educaring (Education and Caring by Magda Gerber) with our interactions with Infants and Young Toddlers. The key word in this philosophy is RESPECT -- respect for the child and for ourselves. We believe in a child's natural development, involving them in their daily routines, asking for permission to help them, and giving them appropriate choices. We also believe that infants learn best when they can move freely and explore in an environment which is predictable, physically safe, cognitively challenging and emotionally nurturing.

Educators are observers and active participants in the children's play, guiding their learning and taking careful observation of the changing needs, abilities and interests so that lesson plans are relevant and meaningful for the children.

This curriculum guide provides a detailed overview of the expectations about the skills and strategies that children will typically learn, as well as give examples of the opportunities and materials children will experience, practice and master in infant rooms. We take into account that children grow and develop at different rates and respect that they will achieve mastery without direct instruction, but rather with guidance and support from teachers. We also understand that children need different types of teacher support and scaffold their learning to meet these goals.

While identified separately in this guide, all these areas overlap, and learning takes place in multiple domains simultaneously. Skills and strategies are not learned in isolation. The curriculum provides children with a rich variety of materials and hands-on experiences, as well as multiple opportunities over time to engage with those materials and experiences.

Social-emotional development is at the core of our curriculum. It is necessary to play cooperatively to engage in complex play activities. We allow for uninterrupted longer periods of play so that children can explore their environment and the other children. As Educators, we foster those interactions starting at a young age through observation and guidance. Social-emotional learning experiences are embedded in nearly all activities we do in the infant and young toddler program for children to have ample opportunity to learn and practice these skills.

## **Social, Emotional, and Regulatory Development**

### **A. Social Development**

#### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Smiles
- Coos
- Likes to be held/rocked
- Quiets when held/picked up
- Begins to notice other children
- Cries to get attention
- Tries to look at caregiver - studies face

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- One-on-one interactions
- Opportunities to interact with others
- Respond to infant's cries
- Serve and return - vocalize back and forth with child
- Facial expressions
- Opportunities to be held
- Read books
- Sing songs

#### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Differentiates cries
- Expresses emotions through vocalizations
- Interest in mirrors/their reflection
- Plays peek-a-boo
- Reaches for caregiver
- Laughs aloud when stimulated
- Reacts differently to different people
- Notices other children
- Plays with own body - hands/feet
- Upset when caregiver leaves
- Doesn't like to be left alone
- Begins interactive play

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Play peek-a-boo
- Make self available at child level
- Offer opportunities to be near/interact with other children
- One-on-one interactions
- Offer mirrors
- Talk about vocalizations/cries
- Respond to vocalization/cries

#### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Reaches for other children
- Child/child interactions

- Knows parents/familiar adults
- Babbles
- Demonstrates excitement
- Imitates some gestures
- Separation anxiety
- Shows emotions such as jealousy, affection and anger
- Chooses own toys
- One-on-one interactions
- Likes to look at self in mirror
- Waves
- Claps
- Responds to name
- Has favorite toys
- May join group activities on own

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Offer small- and large-group activities
- Offer one-on-one interactions
- Offer toys at child level
- Offer mirrors
- Label and talk about emotions expressed or heard/seen
- Assure safety
- Imitate child gestures

## **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Waves 'hi' or 'bye'
- Recognizes caregivers
- Responds differently to adults and children
- Resists removal of toys
- Shows jealousy of the attention of adults given to other children
- Begins to distinguish between you and me
- Points to members of family
- Plays near other children
- Beginning of friendships
- Likes an audience
- May or may not join group activities on own
- Imitates and mimics others during play
- Dependent on familiar caregiver but also may have fear of strangers' return
- Parallel play
- Beginning on turn-taking games
- Possessive over objects
- Dependent vs. Independent
- Demands attention of caregiver
- Hands book to teacher when wants to hear a story
- Sits in teacher's lap without assistance
- Moves to caregiver for comfort as needed
- Has favorite toys

- Has preferences for caregivers
- Responds to name
- Beginning to test limits
- Wants to be a part of certain group activities
- Offers toys to others

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Offer individual and group experiences
- Provide comfort when needed
- Initiate turning-taking games/activities
- Observe interactions and intervene as needed
- Encourage positive interactions between children
- Encourage positive interactions between children and caregivers
- Engage in child-initiated play

## B. Emotional Development

### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Cries to get needs met
- Quiets when held or picked up
- Begins to have different cries for different needs (hungry, in pain, tired, etc.)
- Startles at loud noises or overstimulation
- Sleeps most of time
- Social smile
- Begins to show a range of feelings and responses
- Some awareness of emotions of others
- Bonding (parent/caregiver to infant)
- Understands relationships between voices and faces

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Provide children with consistent caregivers and routines. Meet needs (napping, feeding, etc.) in timely and consistent way
- Begin to teach self-soothing (nukes, cuddles, etc.)

### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Knows parents from other adults
- More aware of/responds to others' emotions
- Often seems happy
- Gets upset when left alone
- Able to show a wide range of feelings and responses: pleasure, fear, excitement, unhappiness, and contentment (examples: displeasure over the loss of a toy, likes interactions with others and may cry if interaction stops)
- Smiles when smiled at
- Will begin to self-soothe on own - find own nuk or fingers
- May show some fear of unfamiliar adults
- Cries differentiated
- Shows pleasure in making sounds
- Responds to being talked to
- Likes to look at self in mirror

- Starting to become aware of themselves in relation to other people and things

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Provide children with consistent caregivers and routines. Meet needs (napping, feeding, etc.) in timely and consistent way
- Provide opportunities for adult-child and child-child interactions
- Continue to encourage self-soothing
- Talk with child/describe the emotions they are feeling or hearing/seeing others express
- Offer peek-a-boo
- Offer time for children to look in the mirror
- Offer books with different facial expressions
- Offer opportunities to look at family photos

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Becomes more aware of themselves in relation to other people and things
- Displays anger when needs are not met in their time frame
- May have stranger anxiety
- Shy around unfamiliar faces
- Mild to severe separation anxiety from parents or familiar caregivers
- May not like to be left alone
- Shows jealousy, affection, anger
- Feeds off emotions of others - cries when another child cries
- Distinguishes emotions from tone of voice
- Shows displeasure or anger when redirected (tantrums)
- Lifts arms up when asked if they want to come up
- Centered only with self
- Choose to respond or not respond to a teacher's actions
- Cries or uses vocalizations or gestures to draw attention to themselves

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Provide children with consistent caregivers and routines
- Meet needs (napping, feeding, etc.) in timely and consistent way
- Provide opportunities for adult-child and child-child interactions
- Continue to encourage self-soothing
- Talk with child/describe the emotions they are feeling or hearing/seeing others express
- Offer peek-a-boo
- Offer time for children to look in the mirror
- Offer books with different facial expressions
- Offer opportunities to look at family photos
- Allow children to work through tantrums in a safe manner

### **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Shows jealousy
- Can distinguish between different members of the family and act socially with them
- Shows physical expression of anger, sadness and joy



- Conscious of own actions - whether parents approve or disapprove
- Wants to be near caregivers
- Has a sense of 'me' and 'mine' and begins to express themselves
- Throws toys when angry
- Tantrums
- Shy or nervous with unfamiliar adults
- Cries when parents leave
- Has favorite things and people
- Shows fear in some situations
- Emotionally unchangeable or stable
- Can't tolerate frustration
- Intense mood swings - dependence to independence, eagerness to irritation, cooperation to resistance
- Enjoys having an audience and when others clap for them
- Asks for help
- Can be defiant and resistant
- Laughs at things that they find silly
- Hugs toys and people
- Shows intense curiosity

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Provide children with consistent caregivers and routines. Meet needs (napping, feeding, etc.) in timely and consistent way
- Provide opportunities for adult-child and child-child interactions
- Continue to encourage self-soothing
- Talk with child/describe the emotions they are feeling or hearing/seeing others express
- Offer peek-a-boo
- Offer time for children to look in the mirror
- Offer books with different facial expressions
- Offer opportunities to look at family photos
- Allow children to work through tantrums in a safe manner
- Allow children to try to work through situations/emotions on own before stepping in help children to learn they are capable but just not capable of everything yet

#### C. Regulatory

##### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Briefly calms self - may bring hand to mouth to suck or use pacifier
- May put self to sleep

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Offer comfort item - pacifier, blanket, lovey, sleep sack
- Place in crib to put self to sleep if they are able to fall asleep on their own

##### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Searches for caregiver and/or makes eye contact
- Sucks finger(s) or thumb

- Uses different cries: hungry, in pain, tired
- May put self to sleep
- Finds comfortable sleeping position

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Make yourself available to children
- Read and respond to child's cues - pick child up, feed them, nap them, comfort them
- Offer comfort item - pacifier, blanket, lovey, sleep sack
- Allow children to try to self soothe and/or put self to sleep

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- May move to get comfort object
- Uses gestures or language (verbal, vocalizations, or sign language) to communicate needs/wants

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Respond to children's expressions of wants/needs
- Encourage the use of signs and language

### **12 months to 20 months**

Description of what we expect to see developmentally in this age range

- May put self to sleep
- Self-soothes/self-regulation - points to cot when tired, gets blanket when tired or needs comfort, ask for pacifier when needed, lays on the floor or other surface when tired
- Points to objects or uses words or signs to get what they want/need

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Respond to children's wants/needs
- Allow children to have a tantrum or work through emotions before intervening
- Give child the opportunity to put themselves to sleep

## **Physical Development**

### **A. Fine Motor Development**

#### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Bats at toys/objects
- Tracking (visual motor development/beginning hand-eye coordination)
- Brings hands to mouth
- Holds rattle for extended period of time
- Grasps object when placed in hand

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Offer fingers/small objects for children to grasp (place in hand)
- Infant gyms for batting
- Tracking: face to face, bold single-colored objects to follow

#### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Bats at toys/objects
- Tracking (visual motor development/beginning hand-eye coordination)

- Watches hands and fingers as they move (very interested)
- Clasps hands together
- Transfers objects from hand to hand
- Obtains/retains object
- Bangs on objects/surfaces with open hand
- Picks up larger objects with two hands

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Dangling toy for grasping/letting go
- Objects available to pick up and explore
- infant gyms for batting
- Tracking: holding objects in front of them/more focus on people
- Tummy time: reaching for objects in front of them

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Feet to mouth/hands to feet
- Picks up small objects with several fingers and thumb
- Pulls string to pull toy
- Pokes objects with single finger
- Bangs objects/surfaces with purpose
- Pulls off own socks
- Pincer grasp
- Beginning to explore utensils
- Picks up larger objects with two hands; move to using one
- Picks up small objects with one hand
- Beginning to stack blocks
- Dumps and fills buckets of toys
- Begins to bring cup to mouth
- Claps
- Able to do twisting motion with hands
- Waves

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Puppets/other objects on your hands for a child to take off of your hand
- Shape sorters
- Blocks
- Stacking cups
- Crayons and other art tools (makes marks by banging)
- Offer utensils at meals
- Finger foods (promote development of pincer grasp)
- Offer a variety of objects/toys to grasp and explore
- Offer books to turn pages of
- Paper for ripping
- Model waving

### **12 months to 20 months**

Description of what we expect to see developmentally in this age range

- Picks up multiple objects with one hand
- Takes things apart

- Stacks blocks
- Self-feeds (fingers and utensils)
- Brings cup to mouth
- Intentionally makes marks on paper with crayons/other art tools (horizontal and circular vs. dots)
- Turns through several pages of a book before losing interest
- Fits objects into holes (ex. pegs into holes in peg board; people into bus; shape sorters; puzzles)
- Dumps and fills buckets of toys
- Begins to attempt child scissors
- Scoops and dumps
- Pours from cup to cup

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Introduce open cup
- Promote self-feeding with hands and utensils by giving them time and space to do it on their own
- Assist children in using scissors
- Offer art experiences (crayons, tissue paper to contact paper, play dough, finger painting, paints with brushes and other tools, etc.)
- Offer sensory experiences (sand to scoop and dump, water to pour, etc.)
- Provide puzzles, shape sorters, peg boards, pop up toys, and other objects for children to manipulate
- Interest in blocks/Duplo's
- Paper for ripping
- Offer books

## B. Large Motor Development

### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Holds head up without support
- Moves arms and legs in an energetic manner
- Turns head side to side
- Able to raise head from surface when lying on tummy
- Rolls partway to side when on back
- Bats at toys

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Tummy time
- Infant gyms for batting at toys
- Moving objects in front of child to encourage moving head side to side
- Teachers intentionally alternate which side of the child they place objects or themselves (to encourage movement to both sides)
- Teachers will put children in different positions - tummy time, back

### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Rolling (front to back and back to front)
- Pivots around when lying on stomach

- Reaches for toys
- Pushes up when on tummy
- Holds head up and moves it back and forth when on tummy
- Intentional movement of arms and legs

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Encourage rolling by placing objects slightly out of reach
- Tummy time: extended periods
- Infant gyms (promote intentional arm and leg movement)
- Moving objects around them to encourage pivoting on stomach
- Allow them to move freely without confinement
- Allow them to roll, sit up and turn at own readiness

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Able to rotate upper body independently of lower body
- Gets into and out of sitting position
- Sits on own without support
- Army crawl
- Feet to mouth
- Gets up on hands and knees, rocks in this position
- Scoots backwards
- Moves forward in some way (army crawl, cross crawling, etc.)
- Pulls self to knees
- Pulls self to standing position
- Cruising
- Stands without assistance
- Begins to take steps
- Walks with support (child initiated)
- Gets back down onto the floor from a standing position
- Crawls up/walks up steps/ramp/large blocks
- Gets into and out of small chairs
- Turns body to sit in teacher's lap
- Throws a ball
- Pushes themselves backwards on riding toy
- Begins to push self forward on riding toy
- Crawls into and out of objects (nesting pool, etc.)

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Allow free space for children to move their bodies
- Objects for climbing
- Child-sized furniture (for climbing in and out of and pulling up on)
- Balls
- Push toys
- Encourage children to take steps when ready. Provide support when child seeks it.
- Allow independent movement with minimal assistance
- Teachers will initiate games: crawling/chasing, rolling balls back and forth
- Tunnel for crawling through

## **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Walks independently
- Walks steady
- Beginning to jump
- Running, spinning, rolling, marching, climbing, dancing, twisting
- Walks up stairs one at a time (moving towards alternating feet)
- Carrying/pulling/pushing items
- Purposefully pounding objects with tools (ex. hammer on pounding benches, drum stick on drum)
- Able to move forward freely on riding toys
- Sliding
- Kicks a ball
- Climbing into and out of things
- Able to walk on various surfaces (grass, sand, tile, carpet, etc.)

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Intentional activities to promote various movements
- Allow independent movement
- Provide indoor and outdoor space for free movement
- Model movements (running, spinning, rolling, marching, climbing, dancing, twisting)
- Create activities that encourage this
- Provide opportunities to walk on various surfaces (grass, sand, tile, carpet, etc.)

## **C. Self Help**

### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Uses different cries: Hungry, in pain, tired

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Respond to infant's cues/cries
- Offer assistance in soothing - pick child up, offer a bottle, respond in a calm voice, change diaper, change their position, hold/snuggle child, sing to child, affirm emotions, offer reassurance

### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Opens mouth for bottle
- Assists teacher in holding bottle
- Searches for caregiver and/or makes eye contact

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Allow child to help hold/hold bottle if wanted

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Holds cup
- Reaches toward adult to be picked up
- Picks food up off of tray and brings to mouth
- Holds, bites and chews food

- Assists with, holds, experiments with spoon or fork
- Turns head when they don't want bottle or food
- Takes off shoes and socks
- Cooperates when dressing
- Begins moving purposefully to get needs met
- Uses gestures or language (verbal, vocalizations or sign language) to communicate needs/wants
- Assists in hand washing

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Offer children a cup at meals
- Offer children utensils at meals
- Encourage the use of signs and language
- Talk through what you are doing while dressing and ask child for help
- Wash children's hands - talk through, ask for help

## **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Practices with a fork or spoon to feed themselves
- Holds sippy cup and drinks without help
- Practices with an open cup
- More independent in hand washing (ex: may get own paper towel, attempt to dry hands, put paper towel in garbage)
- Attempts to dress self
- Attempts to undress self
- Starting to help to wipe self up after meal
- Hands teacher plate, bowl, utensils or cup when done
- Puts bib/face cloth in hamper
- Unzips zippers
- Starts to use things correctly
- Buckles self in chair
- Sits in child-sized chair without assistance
- Sits in teacher's lap without assistance
- Points to objects or uses words or signs to get what they want/need
- Moves about without adult's help
- Tries to be more independent in tasks

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Offer utensils at meals
- Allow child to buckle self into chairs
- Allow child to wipe face after meals
- Offer open cup for practice
- Help in hand washing process
- Respond to children's wants/needs
- Allow child to be more independent - allow them to try something before offering assistance
- Assist/model use of utensils at meals

## **Communication, Language, and Literacy**

### **A. Receptive/Listening**

#### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Social smile
- Reacts to sounds
- Responds differently to adult voices

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talking, signing, face to face
- Respond to infant's cues/cries

#### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Responds differently to different noises
- Takes turns vocalizing

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talk, sing, face to face
- Respond to vocalizations and babbling
- Participate in turn taking with language (I talk, you babble, I talk, you babble, etc.)
- Read books
- Provide interactions with other children

#### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Imitates sounds heard
- Recognizes words like 'mama, dada, bye-bye'
- Conversational babbling
- Understands words have meaning (say mama, looks for mama)
- Responds to name
- Points to objects when asked
- Shows an interest in pictures

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talking, singing, face to face
- Encourage imitation, sign language, babbling
- Participate in back-and-forth conversations
- Read books

#### **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Follows simple directions
- Responds to questions
- Attentive to objects and people
- Repeats words they hear
- Can label/point to body parts when asked
- Understands pictures have meaning
- Understands words have meaning
- Points to objects when asked

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Continue to encourage conversation



## B. Expressive/Speaking

### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Cries: varies cry, repeats syllables while crying
- Social smile
- Reacts to sounds
- Responds differently to adult voices

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talking, signing, face to face
- Respond to infant's cues/cries
- Expose children to repetition of books, flannel songs and rhymes
- Teachers will narrate what they are doing throughout the day (diapering, making lunches, narrating their own 'play')

### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Uses different voice patterns
- Babbles
- Consonant productions without communicative intent
- Smiles
- Takes turns vocalizing
- Vocalizes to mirror
- Vocalizes to express displeasure
- Sounds such as: ba ba, ah ah, etc.

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talking, signing, face to face
- Respond to infant's cues/cries
- Asking open-ended questions
- Respond to sounds and gestures
- Expose children to repetition of books, flannel songs and rhymes
- Teachers will narrate what they are doing throughout the day (diapering, making lunches, narrating their own 'play')

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Babbles
- Beginning of single words
- Signs and uses gestures to express needs and wants
- Imitates sounds heard
- Intentional babbling
- Conversational babbling
- Shouts to gain attention
- Waves bye-bye
- Complex babbling of many sounds strung together
- Points to objects on own

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talking, signing, face to face
- Respond to infant's cues/cries
- Asking open-ended questions
- Expose children to repetition of books, flannel songs and rhymes
- Teachers will narrate what they are doing throughout the day (diapering, making lunches, narrating their own 'play')

## **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Single words, beginning to put 2 and 3 words together
- Responds to questions
- Uses signs, gestures, and words to express needs
- Repeats words they hear
- Can label/point to body parts on own
- Names objects
- More inflections in speech
- Asks "What's that?"
- Points to objects on own

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Talking, signing, face to face
- Respond to infant's cues/cries
- Asking open-ended questions
- Expose children to repetition of books, flannel songs and rhymes
- Teachers will narrate what they are doing throughout the day (diapering, making lunches narrating their own "play")

## **C. Literacy**

Description of what we expect to see developmentally in this age range

- Shows interest in singing flannels
- Sits and looks at books independently
- Sits and looks at books with teachers
- Brings teachers books to read
- Understands pictures having meaning
- Uses writing and drawing tools to make a variety of marks on paper
- Shows an interest in pictures

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Provide utensils for writing, crayons, pencils, paper and clipboards
- Teachers keep a constant, rotating supply of variety of books for children to experience (paperback and board books)
- Books are available at child level
- Puzzles are available
- Shelves and some room fixtures are labeled with print

## **Cognitive Development**

### **A. Approaches to Learning**

### **6 weeks to 3 months**

Description of what we expect to see developmentally in this age range

- Studies someone's face in direct line of vision
- Explores cause and effect
- Unintentionally bats at objects
- Focuses on and follows an object with their eyes
- Forgets about an object that is not in sight
- Use different cries to indicate hunger or pain
- May get upset if activity doesn't change
- May get upset if hears an unusual or loud sound

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Classroom schedules/routines are set up so that children have long stretches of time in which to play
- Teachers observe children for mastery of skills and introduce more challenging toys/ experience as needed

### **3 months to 6 months**

Description of what we expect to see developmentally in this age range

- Explores objects with mouth
- Shows if happy
- Uses different cries for hunger, pain, anger
- Reaches for object with one hand
- Explores cause and effect
- Studies hands and feet
- Uses hands and eyes together
- Recognizes bottle
- Follows moving objects with eyes
- Explores cause and effect
- Recognizes familiar caregivers or objects from a distance
- Responses differently to different family member or caregivers
- Observes other children playing near them
- Looks for someone they hear talking
- Looks to see where a sound may be coming from
- Studies face of someone that is talking to them

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Classroom schedules/routines are set up so that children have long stretches of time in which to play
- Teachers observe children for mastery of skills and introduce more challenging toys/ experience as needed

### **6 months to 12 months**

Description of what we expect to see developmentally in this age range

- Explores objects with mouth
- Searches for objects
- Studies hands and feet
- Shows or hands toys to another child
- Studies face of someone that is talking

- Put related objects together
- Uses finger to point at objects
- Shows curiosity about things
- Cause and effect (peek-a-boo, pop-up toys, etc.)
- Copies actions of others
- Object permanence
- Clears shelves
- Begins to transfer objects from one hand to another
- Tries to get objects that are out of reach
- Looks at pictures
- Bangs toys on multiple surfaces
- Stops what they are doing when they hear their name
- Looks at reflection in mirror - touches or mouths mirror
- Responds to verbal requests
- Does action multiple times to get same result
- Drops toys
- Learns how objects are used in play as they are used in real life

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Classroom schedules/routines are set up so that children have long stretches of time in which to play
- Teachers observe children for mastery of skills and introduce more challenging toys/ experience as needed

## **12 to 20 months**

Description of what we expect to see developmentally in this age range

- Explores objects with mouth
- Copies actions of others
- Rolls ball back and forth with child or adult
- Responds to verbal requests
- Interested in body parts - points to them
- Begins problem solving
- Pretends to use an object how it will be used in real life
- Desires objects that look like 'theirs'
- Starting to sort
- Animal sounds
- Explores objects in multiple ways - shakes, bangs
- Uses objects correctly
- Put things into and out of containers
- Turn pages of a book
- Makes request (eat, flannels, etc.)

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Classroom schedules/routines are set up so that children have long stretches of time in which to play
- Teachers observe children for mastery of skills and introduce more challenging toys/ experience as needed

***While the following items are not included in our assessments of children, we believe they are an integral part to the development and experiences of children in our care. As such, they are included here as an addendum to our curriculum framework.***

**B. Visual Art**

Description of what we expect to see developmentally in this age range

- May show an interest in art and art experiences
- May actively participate in art experiences provided

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Children are given an opportunity to explore various art materials and tool such as paint, pencils and crayons
- Teachers will allow children to use these materials in their own way, as long as it is safe
- Children's art is hung at their level, often with pictures of the activity as it happens, giving the children the opportunity to reflect on their own work
- Classroom will rotate in books that depict famous works of art/artists, allowing for classroom conversations

**C. Representational and symbolic thinking**

Description of what we expect to see developmentally in this age range

- Being exposed to objects as they are used in pretend play
- Uses objects in pretend play as they are used in real life
- Uses real and imaginary objects in pretend play
- Engages in pretend play (talking on the phone, napping baby dolls, cooking toy food, etc.)

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Dramatic play centers include a variety of materials that are rotated based on children's interests
- Teachers encourage expansions of children's play while taking on new roles, offering language to describe their play
- Classroom areas are set up with variety of real and play objects, allowing children to use their imagination in determining how items are played with

**D. Mathematical Thinking**

Description of what we expect to see developmentally

- Participates in counting songs and counting finger plays
- Observes the shapes and numbers around the classrooms
- Explores different simple puzzles

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Read books that include shapes and numbers
- Exposure to shapes and numbers around the classrooms

**E. Scientific Thinking**

Description of what we expect to see developmentally

- Has exposure to and takes interest in the outdoor environment

- Explores cause and effect
- Responds to loud noise
- Responds to stimulation
- Child shows preference for being 'dry' rather than 'wet.' Indicates by a cry or sounds when 'wet.'

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Explores sensory table (temperature, goop, seasonal materials)
- Children are encouraged to explore the plants and natural objects on our playground. Teachers can talk about the different kinds of plants/animals seen outside, and explore the rocks/pinecones/water/sand that are all present on playground
- Children can go on buggy walks

#### F. Music

Description of what we expect to see developmentally in this age range

- Shows an interest in songs and finger plays
- Uses a variety of musical instruments
- Shows an awareness of music in the classroom environments

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Time is set aside throughout the day for children to participate in songs and flannel stories. Classrooms have a variety to choose from and allow repetition of these so that children become familiar with and participate in singing them. Teacher can introduce clapping along with song/flannel to highlight the rhythm of music.
- Musical instruments are available in classrooms, in gyms, and on play yards
- A variety of music is played in the classrooms as well as gyms
- Teachers respond to children's request for specific songs to be repeated

#### G. Dance

Description of what we expect to see developmentally in this age range

- Moves body to music in variety of ways
- Uses props (such as scarves) to move to music
- Participates as an audience member in dance performances (as provided)

Ways we support this in the classroom (specific activities, experiences, curriculum, etc.)

- Children are exposed to a range of musical styles through CDs and songs
- Time is available for movement
- Provide props such as scarves and ribbons in classrooms and gyms

#### Social Studies

Social Studies (Community & Family): Children in our care learn to be a part of a number of different communities: their family, our classroom, the Children's Learning Center, Milwaukee, any surrounding city or town they may live in, the state of Wisconsin, the United States, and the world. They also start to distinguish their family as separate from the classroom and the Center. Children start by learning about themselves in relation to everything in their environment. They then start to notice others and learn about themselves in relation to others.

As children begin to interact with one another they learn about 'you' and 'me' and start to pick up on social cues through these interactions. Teachers model behaviors and help guide children through interactions and help them learn about different roles in the classroom and in the Center. They are exposed to materials that show diversity and different roles in our larger community outside of the Center.

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