

# TODDLER EARLY LEARNING CURRICULUM BOARD



# MONTHLY TODDLER SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skill	Indicators of the skill
<b>Cognitive</b>	4.1 Self-regulation 4.2 Problem Solving 4.3 Representation	<ul style="list-style-type: none"> <li>• using language to regulate own behaviour and attention</li> <li>• identifying problems</li> <li>• beginning to plan ahead</li> <li>• pretending to be someone else</li> <li>• dramatic playing with a plot and imaginative features</li> </ul>
<b>Communication Language Literacy</b>	3.1 Using Verbal and Non-Verbal Communication 3.2 Using English and the Child's Home Language 3.3 Vocabulary 3.4 Conversing with Peers and Adults	<ul style="list-style-type: none"> <li>• using facial expression and tone matched</li> <li>• entering into play using both their home language and French or English</li> <li>• greeting others in their home language and French or English</li> <li>• teaching each other names of objects, actions and events in their home language</li> <li>• talking about important people in their lives using new words in play</li> <li>• asking questions to extend their understanding of words</li> </ul>
<b>Physical</b>	5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills 5.2 Gross Motor Skills 5.3 Fine Motor Skills	<ul style="list-style-type: none"> <li>• freely exploring large outdoor equipment</li> <li>• running, climbing, jumping, hopping, balancing, etc.</li> <li>• using open-ended materials to move about, build and construct</li> <li>• practicing bouncing, catching, kicking balls</li> <li>• gaining the ability to control their movements</li> <li>• increasing the distance they are able to walk</li> <li>• increasing skill in group games</li> </ul>

# MONTHLY TODDLER SKILL DEVELOPMENT PLAN (CONT')

Developmental Domain	Root skill	Indicators of skill
<b>Social</b>	2.1 Self-concept 2.2 Identity Formation 2.3 Self-esteem	<ul style="list-style-type: none"><li>• talking about their personal characteristics</li><li>• increasing identity formation</li><li>• noticing their own abilities</li><li>• judging themselves as worthy individuals</li><li>• seeing themselves as a valued member of the group</li></ul>
<b>Emotional</b>	1.1 Making Friends 1.2 Conflict Resolution and Social Problem-Solving Skills 1.3 Peer Group Entry Skills	<ul style="list-style-type: none"><li>• seeking out others to play with</li><li>• offering play materials and roles to others</li><li>• playing with others co-operatively</li><li>• inviting others to play</li><li>• exchanging ideas, materials and points of view with others</li><li>• sustaining play with others</li></ul>

# TODDLER EARLY LEARNING CURRICULUM PLAN

**DATE:**

**EDUCATORS:**

## **Creative Art**

**Monday:** Finger painting or Stick painting

**Tuesday:** Bird and crayon bingo dabbers or mural with pastels

**Wednesday:** Glue, feathers and glitter

**Thursday:** Playdough or String painting

**Friday:** Water mats and brushes or Playdough

1.2, 5.3

**Lego table:** Lego cars, building blocks, people, animals, ect...

4.3, 4.4

**Table Top Cognitive:** Piggy bank, shape sorter, jack in the box, pop ball giraffe, animal puzzle, farm puzzle, & door puzzle

4.2, 4.3, 5.2

**Sand Box:** scoops, funnels, shovels, sand toys

4.3, 4.4

**Language & Literacy (Cozy Corner):** Bead mazes, assorted books, Cozy pillows, felt story “mino fish”

3.1, 3.2

**Carpet play area:** Construction worker play: construction working tools, worker hats, work bench, & large building blocks

4.7

## **REVISIONS/ADDITIONS & INTERESTS:**



# TODDLER EARLY LEARNING CURRICULUM PLAN

DATE:

EDUCATORS:

## Science & Discovery: Heuristic play (discovery based play)

Assorted treasure baskets grouped by: noisy, tactile, Odds/Ends, multicultural, Wood/natural, Buttons in slotted containers, Mr. Potato heads on trays

2.2, 4.3, 5.3

## Felt & Magnets:

Under the sea, Inzy weensy spider, counting 123, Dinosaur magnets

1.1, 5.2

## Music, Language & Literacy Corner:

Large keyboard, Basket of assorted shakers,  
Books on: basic rhymes, spring/ summer, bugs & feelings

1.1, 3.2, 3.1

## Blocks & Construction:

Wicker basket with small wooden blocks, small wooden cars with wood planks/ arches, school buses & dumptrucks with play people, airport with assorted planes/ helicopters, peek-a-boo blocks,

4.4, 1.1, 1.9

## Gross Motor:

**Nature tactile path:** tree stumps, large bubble wrap, bamboo & wooden rocking moose's, Large wooden Blocks with mat for jumping.

4.5, 5.1, 5.1

## REVISIONS/ADDITIONS & INTERESTS

# PRESCHOOL EARLY LEARNING CURRICULUM BOARD

Preschool Early Learning Curriculum Board for Linda, Emilie, and Doris.

**Linda**

**Emilie**

**Doris**

**What's happening at Circle Time!**

Monday: Good Morning Circle! After a few minutes, sing "The Little Bumble Bee" while you do your dance for me!

Tuesday: Sing "The Little Bumble Bee" while you do your dance for me!

Wednesday: Sing "The Little Bumble Bee" while you do your dance for me!

Thursday: Sing "The Little Bumble Bee" while you do your dance for me!

Friday: Sing "The Little Bumble Bee" while you do your dance for me!

**Circle Time!**

Monday: Sing "The Little Bumble Bee" while you do your dance for me!

Tuesday: Sing "The Little Bumble Bee" while you do your dance for me!

Wednesday: Sing "The Little Bumble Bee" while you do your dance for me!

Thursday: Sing "The Little Bumble Bee" while you do your dance for me!

Friday: Sing "The Little Bumble Bee" while you do your dance for me!

**What's happening at Circle Time!**

Monday: Good morning, good morning to you! It's busy bumble bee, will you say your name for me?

Tuesday: Good morning, good morning to you! It's busy bumble bee, will you say your name for me?

Wednesday: Good morning, good morning to you! It's busy bumble bee, will you say your name for me?

Thursday: Good morning, good morning to you! It's busy bumble bee, will you say your name for me?

Friday: Good morning, good morning to you! It's busy bumble bee, will you say your name for me?

**Early Learning Preschool Curriculum Plan**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Music	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Language	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Math	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Science	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Art	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Physical Education	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Character Education	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Health	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Environmental	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Technology	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Community	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Global	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
History	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Geography	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Government	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Law	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Business	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Health	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Physical Education	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Character Education	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Health	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Environmental	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Technology	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Community	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Global	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
History	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Geography	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Government	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Law	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Business	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time

# MONTHLY PRESCHOOL SKILL DEVELOPMENT PLAN

Developmental Domain	Root Skills	Indicators of the skill
<b>Social</b>	1.3 Peer Group Entry Skills 1.4 Helping Skills	<ul style="list-style-type: none"> <li>-Observing before entering play</li> <li>-Offering objects or materials that are relevant to play</li> <li>-Entering play by assuming available roles</li> <li>-Offering assistance</li> <li>-Identifying the emotions of others</li> <li>-Offering comfort</li> <li>-Being generous</li> </ul>
<b>Emotional</b>	2.1 Self Concept	<ul style="list-style-type: none"> <li>-Identifying what they can do and what they have yet to learn</li> <li>-Developing responsibility for themselves during dressing and eating routines and in daily living</li> <li>-Seeing themselves as competent and capable of self-direction</li> </ul>
<b>Communication, Language and Literacy</b>	3.1 Using Verbal and Non-Verbal Communication 3.3 Vocabulary 3.6 Listening to Others 3.7 Enjoying Literacy	<ul style="list-style-type: none"> <li>-using gestures and signs to communicate</li> <li>-expressing their ideas and describing their experiences with increasingly complete sentences</li> <li>-using new words in play. Asking questions to extend their understanding of words</li> <li>-listening to each other with attention without disrupting or distraction</li> <li>-Requesting specific stories, songs, poems</li> </ul>

# MONTHLY PRESCHOOL SKILL DEVELOPMENT PLAN (Cont')

Developmental domain	Root skills	Indicators of skills
Cognition	4.1 Self Regulation 4.2 Problem Solving 4.3 Representation	-using language to regulate own behavior and attention -using emerging ability to take another's point of view to regulate attention and behavior -Monitoring own behaviour -identifying problems -pretending to be someone else -dramatic play with a plot and imaginative features
Physical	5.1 Increasing levels of activity, endurance, and variation in types of activity and skills 5.2 Gross Motor Skills 5.3 Fine Motor Skills	-freely exploring large outdoor equipment; climbing, running, jumping, hopping, balancing -mastering simple items of clothing -using fork -stringing beads, cutting, drawing a straight line



# PRESCHOOL EARLY LEARNING CURRICULUM PLAN

Date:

Educators:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Wakers	Puzzles, markers, books (5.1)				
Creative	Gluing ( 5.3)	Painting with primary colours (5.3)	Painting with secondary colours ( 5.3)	Rainbow shapes	Beading (5.3)
Free Art	Markers, paper, pencils, chalk and chalk boards (5.3,1.4)				
Science	<u>Light table:</u> Transparent magnetic materials <u>Science table:</u> Magnetic fishing				
Sensory	<u>Red Bin:</u> Sand and scoops <u>Blue Bin:</u> Bubbles, boats, fish and pebbles				
Dramatic Play	Market Fruit and Vegetables, Pizza Trays with serving tools, Plates & Bowls (1.3) Safari Hats, Binoculars, Castles, Wild Animal Figurines				
Manipulative/ table top	Mr. Potato Head & Accessories, Lincoln Logs, Various Puzzles (5.3)				
Language & Literacy	Alphabet Letter Cards, Books on Wild Animals and Marine Life (3.7)				
Gross Motor Room	Mats, Balls, Riding Horses, Hula Hoops (5.2, 5.1)				
Constructive / floor toys	Cars with Building Tracks, Legos, Drums, Xylophones, Wooden Blocks (5.2)				
Revisions/ Additions/ Interests					