



Curriculum Guide One Year Olds

The CDC establishes an early learning environment which stimulates a child's love of learning and curiosity in a warm, nurturing, supportive environment. Our teachers provide hands-on learning experiences which encourage children to feel safe and secure as they explore and experiment in their learning environment.

We are committed to providing a learning environment which encourages children to be curious, confident and competent. Children will learn to be self-reliant, observant and inquisitive, but most importantly, he/she will learn how to learn. Activities are balanced between structured and spontaneous and are designed to stimulate children's emotional, intellectual, physical, and social development. Self-esteem and self-control are developed through the use of positive guidance, respect for individuality, and appreciation of cultural diversity.

Our activities, equipment and materials are open ended with each child encouraged to work at his/her own ability level. Each child is accepted at his/her own level and encouraged to raise that level. Children are led to discover through open ended questioning to stimulate critical thinking and to illuminate ideas. Teachers have individualized expectations for each child in each curriculum area as we find that maturity levels vary from one developmental area to another. Teachers design a stimulating environment in which children can learn through exploration and discovery with teachers acting as facilitators.

Language Arts

Teachers will create an environment that:

- Is rich in materials and activities which encourage conversation, acknowledgement of feelings, questioning, discussion, and vocabulary development
 - *"Babies delight in hearing language. They smile and gurgle when talked to and develop different types of cries to express different needs. Long before they speak in words, infants coo, babble, and then make sounds that imitate the tones of rhythms of adult talk, particularly those of their families and home culture. Before they understand even simple word combinations, they read gestures, facial expressions, and tone of voice and participate in turn-taking conversation. An infant just a few months old will engage as a conversational partner: she coos, her infant care teacher coos back, and the infant coos in reply."* From: *Caring for Infants and Toddlers in Group, Developmentally Appropriate Practice by Zero to Three; 2008.*
- Provides opportunities for child initiated conversation
- Provides opportunities for children to listen and be listened to
- Provides opportunities for children to look at books and to be read to (in small groups and individually)
- Provides exposure to functional writing by leaving a note by the doorway to inform others that the class is going for a walk, and putting reminders or special events on bulletin boards; labeling objects and equipment in classroom; charting and dictating experiences

- Provides opportunities for children to sort and classify objects
- Provides opportunities for children to sequence and develop patterns
- Provides opportunities for children to interpret photographs

Mathematics

Teachers will create an environment that:

- Provides opportunities for exploration with shape, size, and spatial relations through block building
- Provides opportunities for rote counting
- Provides experience with one-to-one correspondence of objects (e.g., child sets table with one placemat for each chair, one cup for each placemat)
- Provides materials for ordering and seriation
- Provides opportunities for identification of numerals
- Provides opportunities for identification of basic geometric shapes

Science

Teachers will utilize the natural environment to:

- Take walks to observe the abundance of plant and animal life in the environment

Teachers will create an environment that:

- Provides opportunities for observing plant life
- Provides opportunities for exploration with sand, water, soil, rocks, seashells, etc.
- Provides cooking experiences in which children can observe liquids changes to solids, solids change to liquids, liquids change to vapor; children can measure ingredients and observe the changes when wet and dry ingredients are mixed together
- Provides opportunities for exploration with color

Social Studies

Teachers will create an environment which:

- Is open, caring, respectful and accepting of each child at his individual level of development
- Provides opportunities for decision making
- Provides support in helping children resolve their own conflicts
- Leads the children to an awareness of self, family, and classmates
- Develops an awareness of varying cultures represented in the class
- Encourages the acceptance of social responsibility: respecting the rights of others; listening to others; helping others; caring for equipment, plants, etc.

Physical Education

Teachers will create an environment that:

- Provides opportunities for large muscle development, upper and lower body strength and flexibility
- Provides opportunities for the development of fine motor skills with manipulative equipment and art tools

- Enhances eye-hand coordination
- Enhances balance
- Encourages rhythm
- Encourages healthy eating habits

Music and Movement

Teachers will create an environment that:

- Provides an opportunity to listen to a wide variety of music from their own and other cultures
- Provides opportunity to learn and to sing songs
- Encourages the development of rhythm and timing
- Provides opportunities to play rhythm instruments
- Provides opportunities to move in many different ways to music
- Provides times for music to be used to calm and soothe

Art

Teachers will create an environment which:

- Emphasis is on the process, not the end product
- Any instruction is on proper use of the materials, not on what to create with the materials
- Children are free to explore many art media; e.g., easel painting, finger painting, chalk, collages, montages, construction, crayons, markers, printing
- Children are given the opportunity to paint with various instruments; e.g., brushes of different sizes, cotton swabs, body parts (hands, fingers, feet, elbows), sponges, etc.
- Children are given the opportunity to print with various instruments; e.g. sponges, gadgets, wood blocks, stamps, etc.
- Children are given opportunities to mix colors of paint to create other colors
- Children are given opportunities to draw with age appropriate writing tools, paste and glue
- Children's art work is valued for the time and effort spent on it and treated with respect, i.e., handled with care, displayed attractively