

Soapstone Preschool -- Curriculum Map Toddlers/2's/Early 3's- 2020-2021

Resources:

[North Carolina Foundations of Early Learning and Development](#) (page numbers noted below)

[Guidelines for Weekday Preschool Ministry Programs in United Methodist Churches:](#)

Conscious Discipline: <https://consciousdiscipline.com/>

Learning without Tears: Handwriting Without Tears (HWWT): <https://www.lwtears.com/hwt>

	September	October	November	December	January	February	March	April	May
Colors & Themes (will vary by classroom)	Red Welcome to School Names Apples	Orange Pumpkins Halloween	Brown Fall Thanksgiving	Silver & Gold Holidays	Black & White Winter/Snow Winter Animals	Pink & Purple Pets Valentine's Day	Green Dr. Seuss St. Patrick's Rain Rainbows	Yellow Gardens Easter Bugs Butterflies	Blue At the Beach Ocean Life Saying Goodbye
Approaches to Play & Learning (APL) NCFELD pp. 26-42	<p>Indicators: Curiosity, Play and Imagination, Risk-Taking/Problem-Solving/Flexibility, Attentiveness/Effort/Persistence</p> <ul style="list-style-type: none"> ★ Field Trips to get wide-range of experiences (3s) ★ Multi-purpose toys (blocks, scarves, play dough/clay) ★ Whole body learning (get muddy, paint on selves, fit in a box) ★ Art (unusual materials, process art) ★ Music & Movement with different materials ★ Books (and silly made up stories) ★ Dramatic Play/imaginary play ★ 5 Senses to explore, ask questions, make choices ★ Make predictions/Think out loud ★ Encourage trial and error and problem solving ★ Encourage cooperative play ★ Model flexibility and acceptance of mistakes/failure ★ Encourage independence, purpose, concentration on a task 								

<p>Emotional and Social Development (ESD) NCFELD pp.48-64</p> <p><i>(Conscious Discipline)</i></p>	<p>Indicators: Self-Identity, Self-awareness, Self with Others, Feelings</p> <ul style="list-style-type: none"> ★ Use own first and last name ★ I Love You Rituals ★ Baby Doll Circle Time ★ Connections - Songs ★ Greetings ★ Breathing ★ Brain Breaks (3s) ★ Signing/Picture Stories (visuals) ★ Avoid “no” by giving ok choices (snacks, toys, books, etc.) ★ Offer cozy safe places for children to be alone if they wish ★ Intro Jobs (3s)/being responsible (clean up toys, trash, sweep up messes) ★ Separation Anxiety/ help establish trust and security ★ *What we can do to make people feel special/loved <p><u>Feelings/Emotions p61</u></p> <ul style="list-style-type: none"> ★ Feelings T: happy, sad, fear, mad ★ Feelings 2: happy, sad, fear, mad, surprised, scared, love ★ Feelings 3: happy, sad, fear, mad, surprised, scared, love, disgust, tenderness, shame, guilt, satisfaction ★ Positive relationships with others (caregivers and friends) ★ Being part of a group (family pictures, preschool family, girl/boy, cultural groups) ★ Social rules, transitions, routines, wait time with reminders and practice ★ Appropriate words to influence friends’ behavior (stop hitting me, play with me, negotiate a toy) ★ Thankfulness/gratitude--Please/Thank you ★ Kindness/Sharing/turn taking ★ Conflict resolution
<p>Health & Physical Development (HPD):</p> <p>Fine Motor Skills/Sensory NCFELD pp. 66-84</p>	<p>Indicators: Physical Health and Growth, Motor Development, Self-Care, Safety Awareness</p> <ul style="list-style-type: none"> ★ Playdough w/ letters, cookie cutters, rolling pins, plastic scissors ★ Puzzles,Magnetic letters ★ Sorting activities, Busy Bags ★ Practice pincer grasp ★ Strainers with feathers or pipe cleaners ★ Beading and snap cubes ★ Assess fine motor stacking and finger strength ★ Pom pom drop (tweezers or fingers) ★ Fasten clothing (zip, button, tie, velcro, latches) ★ Hand Muscle tools (utensils, crayons, markers, paintbrush, stamps, safety scissors (3s), spray bottle, hole punch)

<p>Health & Physical Development (HPD):</p> <p>Gross Motor Skills</p> <p>NCFELD</p> <p>p. 75</p>	<ul style="list-style-type: none"> ★ Try new foods and eat independently ★ Understand a variety of healthy and not healthy food choices ★ Food textures, temperatures, tastes (crunchy apples, warm soup, sweet apples) ★ Simple Games to build strength, speed, flexibility, coordination (ex: duck duck goose, red rover, ring around the rosie, red light/green light, throwing/catching, sensory paths, songs with movement) ★ Provide various objects to encourage large motor movement (riding toys, balls, crawl tubes, slides, skipping, balance beams) ★ Transitions from active to quiet time ★ Healthy sleep habits (observation if issues in classroom) ★ Class rules/expectations ★ Discuss seasons, proper dress (2s/3s) ★ Independent hygiene practices (brush teeth (3s), wash hands, use toilet (2s/3s), cough into elbow) ★ Safety awareness and avoidance of potentially dangerous behaviors ★ Identify community helpers (firefighters, police, doctors, dentists, nurses, teachers)
<p>Language Development & Communication (LCD):</p> <p>NCFELD</p> <p>pp. 88-115</p>	<p>Indicators: Learn to communicate, foundations for reading and writing</p> <ul style="list-style-type: none"> ★ Student greetings ★ Signing/Picture Stories (visual cues), rhymes, finger plays ★ Respond to facial expressions, tone of voice, words of emotion ★ Communicate with expression, tone, inflection and understood (clearly) by most adults and children (3s) ★ Follow simple multi step directions ★ Ask and answer simple questions to more complex explanations (3s) ★ Describe what they are doing, routines, events of the day, retell short stories <p>Reading Foundations (Pp. 104-110):</p> <ul style="list-style-type: none"> ★ Choose books, turn pages ★ Show an interest in books ★ Listen to simple and repetitive books, poems, songs with increased focus for longer time ★ Print awareness--lists, notes, labels, basic understanding of letters, concept of words, directionality of print, identify name ★ Phonological awareness--sounds, rhythmic patterns in poems and songs <p>Writing Foundations (Pp. 111-115)</p> <ul style="list-style-type: none"> ★ Make marks, scribbles, drawings, paintings ★ Communicate for an adult to write (3s, some older 2s) ★ Imitate writing in real-life situations (3s) (restaurant, lists, letters) ★ Begin tracing and letters or letter-like forms (3s) ★ Transition from holding a crayon in fist (T) to between thumb and forefinger (3s)

**Cognitive
Development
(CD)
NCFELD
pp. 117-144**

Indicators: Thinking, Reasoning, Creative Expression, Social connections, Mathematical Thinking & Expression, Scientific Exploration and Knowledge

- ★ Express knowledge gathered through senses through play, art, language
- ★ Group objects that go together (shoe and sock, brush and paint, hammer and nail)
- ★ Explore objects, tools, materials systematically to learn its properties
- ★ Distinguish appearance from reality (3s) (masks, fantasy stories)
- ★ Organize information through matching, grouping, sequencing, making predictions, and logical conclusions (upper 3s)
- ★ Play games that involve thinking and reasoning (I spy, I'm thinking of an animal)

Art: Pp 127-130

- ★ Participate and explore different media (crayons, markers, finger paint, glue, dance to music) on horizontal and vertical surfaces
- ★ Show creativity and imagination in paintings, drawings, sculptures and other creations
- ★ Display children's art
- ★ Express pleasure in art (something is pretty, ask to listen to song again)
- ★ Participate and describe art, music, dance, drama, or other experiences

Math: Pp 137-142

- ★ Understand more, less, all, none (T), to counting one-one correspondence up to 10 (3s)
- ★ Recognize numbers and possibly write numerals (3s)
- ★ Use descriptive words for size, length, weight (short, tall, long, heavy, big)
- ★ Use simple measurement tools (rulers, measuring cup, scale) (3s/ older 2s)
- ★ Compare objects and same/different properties (bigger, smaller)
- ★ Duplicate basic patterns with concrete items (3s)
- ★ Identify shapes and positions (in, on, over, under) (2/3s)
- ★ Sand and water play for opportunities to pour, fill, scoop, dump to develop an understanding of volume

Science pp 144-147

- ★ Explore nature with all senses
- ★ Help care for living things (water plants, feed pets) and describe things they need to live (sunlight, water, food) (3s)
- ★ Notice and describe details of plants and animals, similarities and differences, behavior, habitat
- ★ Notice and describe weather conditions
- ★ Notice and describe material changing properties (water freezes, clay hardens)
- ★ Help care for the environment (pick up trash, recycle, help plant/garden)
- ★ Observe and ask questions about the natural world (3s)
- ★ Be able to name body parts, animals and the noise they make
- ★ Use simple tools (magnifying glass, binoculars, eyedropper, sieve, simple microscope) in exploration of objects like shells, leaves, rocks, nests, skeletons, pinecones