



TWO

❖ DESIRED LEARNING EXPERIENCE

❖ CREATIVE CURRICULUM



SOUTH MIAMI LUTHERAN CHURCH †

PRE-SCHOOL



Lic. #C11MD0580

Two's Flexible Daily Schedule



- 7:00 – 8:45 **Arrival and Centers Open**
(cozy book area, discovery areas)
- 8:45 – 9:00 **Clean up/Transition Time**
Bathroom, Wash hands
- 9:00 – 9:15 **Group Meeting**
Sing songs, finger plays, reading
- 9:15 – 10:00 **Outdoor Choice Time***
Climbers, parachute, slides, play ball games, blow bubbles, easel painting, sand box, swings, reading cozy area, dramatic
- 10:00 – 10:30 **Clean up/Transition Time/Snack Time**
Bathrooms, Wash hands, Snack
- 10:30 – 11:00 **Choice Time and Small Groups**
Fine motor, art, blocks, dramatic play, nature/science, math, sensory table, cozy book area. Snack.
- 11:00 – 11:35 **Group Meeting**
Record ideas, write experience story, read aloud
- 11:35 – 12:10 **Clean up/Transition Time/Prepare for and Eat lunch**
- 12:00 **Half-Day Dismissal**
- 12:10 – 2:45 **Rest on Cots**
Teachers rub back – soft music, Children relax so they can fall asleep, quiet activities for children who don't sleep
- 2:45 – 3:15 **Wake-up from Nap/Transition Time/Clean up/Snack Time**
Bathroom, Wash hands, Snack
- 3:15 – 4:00 **Outdoor Choice Time***
Parachute, music, climbers, slide, play ball games, blow bubbles, tunnel dramatic, reading area, sand box, easel painting, nature discovery, swing
- 4:00 – 4:15 **Restrooms/Hydrate**
Wash hands, Hydrate
- 4:15 – 4:30 **Story Time**
Read a short story book
- 4:30 – 5:45 **Choice Time and Small Groups**
Fine motor, art, blocks, dramatic play, nature/science, math, sensory table, cozy book area. Snack.
- 5:45 – 6:00 **Closing and Departure**

**On rainy days and when temperature drops below 55°, children will be in Albrecht Hall with large motor skills equipment.*

TWO YEAR OLD'S PROGRAM

GROSS MOTOR:

- Working with small objects and materials to develop muscles in the hands and fingers
- Learning to use a variety of equipment to develop large muscles in the classroom and outdoors
- Trying new ways to use the body by hopping, jumping, running pushing, and pulling
- Learning how to move to music

SOCIAL INTERACTION:

- Playing with other peers throughout the day
- Learn how to share materials and toys with others
- Becoming aware of one's self, learning how to take care of one's self
- Being able to clean up after playing with something and putting it back where it belongs
- Developing a better understanding and appreciation of different cultures

COGNITIVE:

- Learning how to match objects, things that are alike, and things that are different
- Identifying everyday and household objects and animals
- Using the senses to identify and match
- Counting and matching everyday objects
- Imitating sounds and actions

LANGUAGE

- Talking about relationships using words like in, out, over, under, on top, down and with
- Learning how to describe events, places, family and one's self
- Developing new words for action, people, objects, animals and expressing feelings
- Learning how to follow simple directions
- Learning songs and finger play
- Listening to stories and creating a pictorial journal
- Sharing stories with peers and adults
- Developing a positive attitude toward reading
- Learning to love and respect books

EMOTIONAL:

- Developing a sense of independence
- Developing a sense of trust, love and security with peers and adults
- Learning how to express different emotions in an acceptable way
- Learning how to make choices about toys and activities
- Developing an understanding of others
- Learning about one's self through successful experiences

CREATIVITY

- Developing an expanding use of a variety of art materials in creative ways
- Encouraging and developing creative movement and singing in the daily routine
- Developing through the senses an understanding and appreciation of the creative process in the everyday environment

THE CREATIVE CURRICULUM

The Creative Curriculum is built on the philosophy that young children learn best by doing. It is built upon theories of development in young children, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of The Creative Curriculum is to help children become independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment. The curriculum also helps the teacher to take a closer look at each child's unique abilities, interests and needs.

The Creative Curriculum approach balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. It provides clear guidance on the teacher's role in addressing content in literacy, math science, social studies, the arts, and technology, yet never loses sight of the primary importance of social/emotional development in children's learning.

The Creative Curriculum identifies goals in all areas of development: Social/Emotional, Cognitive, Physical and Language. The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give each child a successful year in school.

The Creative Curriculum shows teachers how to integrate learning in literacy, math, science, social studies, the arts, and technology throughout the day. It also gives the teacher a wide range of teaching strategies - from child-initiated learning to teacher-directed approaches - to best respond to children's learning styles, strengths, and interests. The curriculum is built around the environment using eleven different interest areas or centers:

- Dramatic Play
- Blocks
- Toys & Games
- Art
- Sand/Water
- Library
- Music & Movement
- Cooking
- Computers
- Outdoors
- Discovery

The richer the environments, the more concrete opportunities there are for children to learn by interacting with materials and people. The teacher's role is to create an environment that invites children to observe, to be active, to make choices, and to experiment.

The Creative Curriculum encourages parental involvement and works best when teachers and parents work together. The curriculum offers tools for parents to understand, assess and support their child's development, as well as connect with teachers and other individuals important in their child's development.

Trister Dodge, Coker, Heroman; (2002)