

# Early Childhood Curriculum Overview

	Infants	Ones	Twos	Threes	Fours
<b>Spiritual Development</b>	Caregivers build trusting relationships through nurture and loving care. Infants learn about God's love and basic Bible concepts through relationships, words, books, music, nature, toys, etc.	A safe, caring, biblical environment lays the foundation for learning basic Bible concepts using books, music, nature, toys, etc. A monthly Bible emphasis is taught through Bible stories.	Age-appropriate learning activities are designed to lay a foundation for understanding God, Jesus, the Bible, church, self, family, others, and the natural world. Bible stories and verses are taught each month.	A biblically integrated environment, weekly Bible stories, monthly Bible verses, and everyday stories foster learning and age-appropriate application of biblical characteristics. Teachers model and communicate principles in daily activities.	Young children grow in God's love, become aware of God's care for them, and see how God helps them everyday through biblically integrated learning activities, weekly Bible stories, monthly Bible verses, and everyday stories that encourage application.
<b>Approaches to Play and Learning</b>	Learning environment nurtures curiosity and fosters interest in the world using all five senses. Materials and resources encourage play, creativity, imagination, and inventiveness as babies focus and attend to people and things around them. Teachers develop activities appropriate to each child's abilities and developmental level.	Play provides a wide variety of experiences that encourage the use of multiple senses to explore materials and relationships. Toddlers learn about God's world as they exercise skills such as curiosity, imagination, risk-taking, problem-solving, flexibility, attentiveness, and persistence.	Using their whole body, Twos seek information about God's world through play. They grow more independent in decision making by using materials in their own ways. Skills like communication, attentiveness, effort, problem-solving, and persistence are further developed.	Children vary in learning styles and/or developmental levels and receive appropriate teacher support and guidance. Blocks of time allow for play, exploration, and problem solving at an individualized pace. Children gain confidence in their ability to learn and continue to develop skills for discovery through play.	Children engage in cooperative play and learning groups using a wide range of experiences, materials, and approaches. Communication is encouraged in sharing, listening, asking questions, and comparing ideas and mistakes. Children discover their interests and gain confidence in their abilities with appropriate support.
<b>Emotional and Social Development</b>	Through positive, caring relationships with caregivers, infants learn to form attachments to people who care about them. Caregivers hold, cuddle, and talk to babies individually throughout the day. Sensitive interactions foster trusting relationships that lay the foundation for development in all areas.	Toddlers begin to regulate their feelings and impulses with support from sensitive, responsive caregivers. They begin to develop a sense of self and express their feelings through appropriate words and actions. Independent choices encourage a sense of control and success.	Developing trusting relationships, Twos learn to follow social rules, transitions, and routines. Activities promote a sense of self and awareness of their unique characteristics and abilities. Expressing feelings and growing in independence, Twos explore their environment and learn to play with peers.	In a safe trusting environment, Threes begin to develop a stronger sense of belonging to a group through large and small group activities. Discussions about feelings are integrated into regular classroom activities encouraging Threes to identify, express, and gain confidence in themselves and their abilities.	Positive relationships with teachers encourage understanding and care for others and develop skills that help Fours adjust to the demands of future formal schooling. Classrooms are designed to stimulate, challenge, and give children choices that are appropriate for a range of ages, developmental stages, and abilities.
<b>Health and Physical Development</b>	Caregivers support parents and infants in developing healthy eating habits and individual schedules that provide sufficient rest. Physically active movements are encouraged through tummy time and play in a safe environment.	Supervision and guidance support Ones in developing awareness of self-care and safety routines. They have opportunities to learn and practice healthy eating habits, sufficient rest, and physical activities that develop strength and stamina. Activities support their movement through the world with more independence.	Various activities promote health, safety, and physical fitness. Fine motor skills are developed by using hands to play with materials such as blocks, puzzles, and crayons. Outdoor and gym time play encourages large motor skills such as running, jumping, and climbing. Environments support independent self-care routines.	Support, time, and manipulatives provide opportunities to practice self-care skills independently. Threes learn about healthy eating habits and basic safety rules. They participate in PE classes each week using a variety of structured motor activities and simple games that enhance physical fitness. Manipulating materials and tools, Threes strengthen muscles in their hands.	Fours talk and read about healthy foods. They participate in structured and unstructured motor activities building strength, speed, flexibility, and coordination. Outside play and PE classes promote physical fitness. Small muscle control and hand-eye coordination develop as Fours manipulate objects and use their hands to work with tools.
<b>Language Development and Communication</b>	Caregivers pay close attention and respond consistently to infants as they try to communicate. They promote communication and early literacy skills through talking, singing, reading, and sign language.	Teachers model and support development of communication skills and the ability to follow simple directions. Conversations, songs, chants, books, and rhymes foster a growing vocabulary and model proper use of words. Writing materials support creativity and foundational writing skills, such as marks, scribbles, dots, and painting.	Conversations with teachers and peers encourage continued development of language and communication skills. Activities build the foundation for reading and writing as Twos explore books; listen to songs, books, and nursery rhymes; hear stories; and begin to scribble and draw. A variety of writing tools support Twos in scribbling and imitating adult writing marks.	A literature rich environment supports Threes as they follow along with read-aloud, remember familiar stories and talk about them, add new words to their vocabulary, begin to use letters, and become more intentional about drawing and scribbling. Learning experiences, such as songs, poems, rhymes, and wordplay develop an awareness of the sounds in spoken language.	A literature rich environment supports more complex communication skills, including group discussions where Fours make comments and ask questions related to a topic. Learning experiences instill a love of reading, develop listening skills, introduce letters, phonics, and blending sounds. Fours represent thoughts and ideas in drawings, inventive labeling, and print awareness beginning with name recognition.
<b>Mathematical Thinking and Expression</b>	Foundations for mathematical thinking are provided through daily opportunities to solve problems; notice and explore items of different size and shape; learn patterns and daily routines; and ask for more through sounds, gestures, or sign language.	Ones develop mathematical thinking through daily activities that compare the size, weight, and shape of objects. They pair items that go together, sort toys into their proper bins, and imitate patterns of sound and movement. Various activities allow Ones to explore space with their bodies, such as crawling into a box or through a tunnel.	Various play experiences increase understanding of numbers and quantity as Twos match objects, describe shapes, recognize patterns, compare quantities, and follow directions. Clean up routines prompt Twos to sort and classify materials. Teachers read and talk about numbers and shapes with children during play activities.	Threes develop a foundation of mathematical problem solving as they engage with numbers, shapes, and patterns in real life activities. Math talks, books, puzzles, and concrete materials encourage Threes to compare and sort objects, count, recognize and match numbers, measure, and find simple repeating patterns.	A variety of materials, such as blocks, math games, sensory tables, dramatic play props, sorting and counting manipulatives, etc. encourage Fours to develop and refine number sense. Calendar and weather activities emphasize patterning, graphing, and sequencing. Books, songs, pictures, puzzles, and Math talks engage mathematical thinking.
<b>Cognitive Development</b>	Cognitive development is supported and encouraged through daily activities, routines, and interactions with teachers and peers. Engaging experiences and materials encourage Infants to use their senses as they notice, wonder, and explore the world God has made around them. Teachers encourage exploration and safe opportunities to experiment with cause and effect.	Ones construct knowledge through a variety of sensory experiences supported by daily routines, interesting materials, and interactions with teachers and peers. Teachers welcome questions and provide demonstrations while giving explanations. Choices allow Toddlers to communicate their likes and dislikes. A large range of media encourages creativity, self-expression, and artistic expression.	Cognitive development is promoted through interesting materials and experiences as teachers encourage children to explore and use materials in different ways. Twos create with art and writing materials, explore nature, and build with blocks. They learn to engage in pretend play about a variety of themes. Using play, Twos explore social connections in the family, classroom, and community.	Threes build knowledge as they participate in art, music, plays, dance activities, and a wide range of sensory experiences. Teachers read stories and support role-play opportunities where children observe, question, solve problems and make decisions. Threes learn about families, communities, and cultures through dramatic play, literature, music, and discussion. They participate in community service learning projects.	More complex thinkers, Fours ask questions as they engage in activities that encourage exploration, problem-solving, and allow them to express creativity using a wide variety of media. Open-ended questions and problems encourage Fours to think of solutions and next steps. Class discussions encourage children to share their thoughts and ideas. Literature, projects, and field trips provide understanding and concrete experiences for learning about God's world.