

Purpose and Goals

The goal of The Early Years, Inc. Child Care Center is to meet the physical, social, emotional and intellectual needs of children. The center will provide a safe, healthy, nurturing and stimulating environment.

Program Objectives

- Assist children in learning to live comfortably in a social environment and in the family.
- Develop a respect for individual and cultural differences through discussion, literature, and role modeling.
- Provide opportunities for the children to interact, guided by models of socially acceptable behavior.
- Enhance the child's self-esteem, self-awareness, and self-confidence by offering many opportunities for a child to succeed, express ideas, and understand his/her emotions and to attain skills to control them.
- Provide opportunities for math, science, reading, memory skills, language development, and social science.
- Increase attention span and follow simple directions.
- Foster creativity and self-expression through art, music, and dramatic play.
- Develop small muscles by using scissors, paste, clay, blocks, puzzles, beads, pegs, etc.
- Develop large muscles through outdoor activities such as climbing, riding a tricycle, running, etc.
- Stimulate and encourage curiosity and provide opportunities for problem solving.
- Encourage children to take care of their own needs with support from the adults in their environment.

About Creative Curriculum

Following the day to day activities of Infants, Toddlers, and Twos will enable the teacher to follow the social/emotional, physical, cognitive, and language development of children. It will also discuss the characteristics and experiences that make each child unique, including temperament, life circumstances, dual language learning, and disabilities. It presents our goals and objectives for children and the *Developmental Continuum*, a tool for observing children's development and following their progress in relation to the 21 objectives.

Creating a responsive environment offers a model for setting up the physical environment for routines and experiences in ways that address the developing abilities and interests of infants, toddlers, and twos. It shows how to create a daily schedule and make weekly plans in ways that give you direction but allow flexibility.

What children are learning shows you how the responsive relationship you form with each child, the interactions you have every day, and the materials and experiences you offer become the building blocks for successful learning. Language and literacy,

discovering mathematical relationships, and scientific explorations are part of this discussion. Art and music are addressed in later chapters.

Building partnerships with families explores the benefits of working with families as partners in the care of their children. It explains how partnerships are built by exchanging information on a daily basis, involving families in all aspects of the program, communicating in respectful ways, and working through differences in ways that sustain the partnership and benefit

Child development theory and scientific research are the foundation of *The Creative Curriculum for Preschool*. They inform decision making, influence our view of children, and are the basis for all the recommendations we've included.

- Abraham Maslow--Basic needs and learning
- Erik Erikson--The emotions and learning
- Jean Piaget--Logical thinking and reasoning
- Lev Vygotsky--Social interaction and learning
- Howard Gardner--Multiple intelligences
- Sara Smilansky--Play and learning
- Research on learning and resiliency
- Research on learning and the brain

Not only is every aspect of *The Creative Curriculum* based on sound developmental theory and evidence-based research, but numerous [research](#) studies have been conducted to validate its effectiveness.

Knowing how children develop and learn is the basis for planning your program, selecting materials, and guiding children's learning. By *knowing*, we mean appreciating general patterns of growth in all children as well as the differences you will certainly encounter among individual children.

The Creative Curriculum enhances social/emotional, physical, cognitive, and language development. Goals and objectives for each of these developmental areas are organized into *The Creative Curriculum Developmental Continuum for Ages 3-5*.

Because children do not master a skill all at once, each objective has three steps that illustrate the typical sequence of development. A special category called *forerunners* helps you look at emerging behaviors for each objective and enables you to assess all children's learning and development, including those with disabilities or developmental delays.

You'll find that *The Creative Curriculum Developmental Continuum for Ages 3-5* is an effective way to focus your observations of children and document their progress in relation to the goals and objectives. This tool has been proven valid and reliable in a wide range of [research](#) studies.

The learning environment is the structure of the classroom that sets the context for teaching and learning. *The Creative Curriculum* shows you how to

- set up the physical environment and maintain interest areas
- establish a classroom structure that includes the daily routine and schedule, choice times, and small- and large-group times
- create a classroom community that promotes positive relationships and where children make friends and learn social problem-solving skills

The physical space of *The Creative Curriculum* classroom is organized into 10 indoor interest areas:

- Blocks
- Dramatic Play
- Toys and Games
- Art
- Library
- Discovery
- Sand and Water
- Music and Movement
- Cooking
- Computers

The 10 indoor interest areas plus the outdoor space offer multiple opportunities for children to explore, discover, and learn. Interest areas provide a setting for children to learn academic content and apply skills.

What Children Learn

On the basis of scientific research and state and professional standards, *The Creative Curriculum* identifies the knowledge, skills, and concepts important for preschool children to acquire in each content area: literacy, math, science, social studies, the arts, and technology. We describe the key components of these content areas:

Literacy: vocabulary and language, phonological awareness, letters, words, print, comprehension, books and other texts, and sources of enjoyment

Mathematics: numbers; patterns and relationships; geometry and spatial awareness; measurement; and data collection, organization, and representation

Science: physical science, life science, and earth and the environment

Social Studies: spaces and geography, people and how they live, people and the environment, and people and the past

The Arts: dance, music, drama, and the visual arts

Technology: awareness of technology, basic operations and concepts, technological tools, and people and technology

Most importantly, we explain how to teach these subject areas in ways that respect how preschool children develop and learn.

The early years of school--when children make great leaps in their ability to reason and problem-solve--present teachers with an important window for helping children become better communicators. As children begin to develop more abstract thinking and cognitive skills, experiences to help them develop socially, emotionally, and physically are more important than ever. Through real classroom scenarios, *Teaching Strategies* offers teachers a great resource for making teaching exciting and learning meaningful for children ages 6-8.

Daily Schedule (Preschool)

Daily Schedule (Infant/Toddler)

Daily Schedule (School-age & Kindergarten)