

REVEILLE WEEKDAY SCHOOL CURRICULUM

Two to Three Year Old Preschoolers

Concepts to be introduced according to age and individual-appropriateness-does

NOT mean child will master each task

***Activities may be adjusted to appropriately serve children with special needs**

COGNITIVE DEVELOPMENT – MULTISENSORY APPROACH

LANGUAGE DEVELOPMENT:

Listening Skills:

- attentive when spoken to
- listen to stories, poems, fingerplays, rhymes, songs for a short while
- follow one step directions

Oral Language:

- encourage to verbalize thoughts, feelings and desires
- use compound sentences
- use adjectives and adverbs
- ask questions
- verbalize with puppets, flannel board, dramatic play, fingerplays, clapping

Literacy:

- exposure to varied types of print media
- labeling in classroom / print-rich environment
- develop story language through read-aloud experiences.

AUDITORY DISCRIMINATION:

- respond to own name
- hear and begin to identify common sounds – animals, vehicles, common household sounds
- follow a tune in music
- simple clapping patterns

VISUAL DISCRIMINATION:

- recognize likenesses and differences
- some color recognition
- some shape recognition
- nesting and shape sorter toys

TACTILE / OLFACTORY DEVELOPMENT:

- explore various materials to stimulate sense of touch
- explore various materials to stimulate sense of smell

REASONING / PROBLEM SOLVING:

- simple puzzles
- sort objects according to simple attributes
- building and construction

Scientific exploration:

- observe natural events such as seed growth and weather
- cause and effect

MOTOR DEVELOPMENT

FINE MOTOR SKILLS:

Include activities that promote individual finger control, coordinated use of both hands, forearm rotation, and thumb opposition

Eye-hand coordination:

- building and construction manipulatives
- bubbles to visually track and pop with hand
- lacing, sewing, stringing
- sifting and pouring – water, sand, and other sensory table materials
- use brushes for gluing
- painting with brushes, fingers, sponges
- drawing with stubby crayons, sidewalk chalk

Strengthening:

- take apart toys to twist and turn
- jars with lids to twist off and on
- roll clay and playdough – use appropriate related implements such as cookie cutters and extruders
- introduce tools such as tongs and tweezers
- introduce experiences at easel or other vertical work areas to begin development of wrist extension
- cooking (or other) activities that encourage pouring, stirring, pinching, rolling and kneading

Individual Finger Control:

- toy typewriter
- cash register
- tape player

GROSS MOTOR SKILLS:

- walking, running, jumping
- stand on one foot
- balance
- walk up steps one foot on each step
- kicking large balls
- circle and movement games
- encourage pumping feet on swings
- throwing, catching
- woodworking – hammering and sawing
- housekeeping toys to push and pull

SOCIAL-EMOTIONAL DEVELOPMENT**SELF-AWARENESS:**

Learn about own place in larger environment:

- begin to view ones' self independently
- learn name of teachers and classmates
- identify own coat and backpack
- community helpers
- cultural diversities
- generational diversities
- handicap awareness
- field trips

Creativity and self-expression:

- engage in dramatic or imaginative play
- actively participate in music, art and creative movement activities
- art work is process rather than project oriented
- music is explorative

Social relations:

- respect feelings, rights, and property of others
- respect own and others physical space
- usually engage in parallel play--may become cooperative play closer to three years old
- learn to use words to solve disputes
- continue to develop empathic concern for others
- respond to redirection
- use good table manners

Work habits:

- begin to develop independence with classroom routines – carpool, snack, washing hands, toileting skills (if applicable), putting coat on, cleaning up after self
- listen attentively at circle time (use age-appropriate time guidelines)
- care for classroom materials

Personal development:

- make appropriate choices as move through daily routine
- experience trust and security at school
- smooth transitioning
- positive attitude
- experience varying degrees of success or failure
- willingness to take risks and try new things
- practice good health, safety and nutrition habits