

## Red Balloon 3-year Curriculum Overview

YEAR	EMOTIONAL	SOCIAL	PHYSICAL	COGNITIVE	SPOKEN LANGUAGE	“HOMEWORK”
<b>Yellow Room (2-year-olds)</b>	<ul style="list-style-type: none"> <li>•Develop a strong sense of self</li> <li>•Increase independence and confidence to make and express own choices, preferences, and decisions</li> <li>•Exhibit impulse control in areas of hitting, biting, throwing objects, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Build relationships with peers and adults</li> <li>•Develop ability to express emotions to others</li> <li>•Develop understanding of, and ability to respond to, the needs and wants of others</li> <li>•Obey simple classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to walk, run, jump, crawl, throw, climb, and pedal a bike</li> <li>•Increase ability to feed self</li> <li>•Attempt to dress self</li> <li>•Begin to develop small motor control of manipulatives and drawing tools</li> <li>•Recognize and verbalize the need for bathroom toileting</li> </ul>	<ul style="list-style-type: none"> <li>•Begin classification by learning some colors, shapes, sizes, textures</li> <li>•Distinguish print from pictures</li> <li>•Know how to hold and use a book</li> <li>•Have beginning number awareness:               <ul style="list-style-type: none"> <li>-count a few numbers</li> <li>-exhibit some 1:1 correspondence</li> <li>-sense ‘more’ vs. ‘less’</li> </ul> </li> <li>•Problem solve in experiences encountered during play</li> <li>•Discover cause-&amp;-effect during play</li> </ul>	<ul style="list-style-type: none"> <li>•Express needs with words</li> <li>•Use language with peers in actions and play</li> </ul>	<ul style="list-style-type: none"> <li>•Talk conversationally with your child, and expect responses</li> <li>•Verbalize simple family rules, habits, routines</li> <li>•Read stories to your child regularly</li> <li>•Verbalize count and categorize activities during the course of family life together</li> </ul>
<b>Blue Room (3-year-olds)</b>	<ul style="list-style-type: none"> <li>•Increase ability to handle frustration and disappointment</li> <li>•Give up temper tantrums</li> <li>•Verbalize emotions</li> <li>•Have self-confidence to handle life without parents or caregiver, in an environment other than home</li> <li>•Increase impulse control.</li> <li>.Express sense of individuality</li> <li>. Begin to recognize &amp; label their own feelings</li> <li>.Show increased interest in others</li> </ul>	<ul style="list-style-type: none"> <li>•Play cooperatively with more than one other person in a small group</li> <li>•Problem solve and compromise within a small play group</li> <li>•Know how to invite another, and how to get oneself invited into, a play group</li> <li>•Engage in supported conflict resolution skills</li> <li>. Develop a sense of caring</li> </ul>	<ul style="list-style-type: none"> <li>•Refine basic gross motor skills</li> <li>•Increase physical independence in areas of:               <ul style="list-style-type: none"> <li>--dressing</li> <li>--toileting</li> <li>--washing</li> <li>--eating</li> </ul> </li> <li>•Acquire fine motor skills for using tools such as pencil, crayon, brush, scissors</li> </ul>	<ul style="list-style-type: none"> <li>•Increase attention span and ability to focus</li> <li>•Complete puzzles 12-24 pieces</li> <li>•Recognize one’s own printed name</li> <li>•Name letters in one’s name</li> <li>•Understand that stories have a structure: beginning, middle and end</li> <li>•Answer questions about stories</li> <li>•Be able to predict or hypothesize endings and results</li> <li>•Master 1:1 correspondence</li> <li>•Recognize numerals 1 – 10</li> <li>•Recognize, repeat simple patterns</li> <li>•Order simple sequences</li> <li>.Follow multi-step directions</li> </ul>	<ul style="list-style-type: none"> <li>•Verbalize distress</li> <li>•Carry on a 2-way conversation</li> <li>•Extend play with verbalization</li> <li>•Build increased vocabulary</li> <li>•Speak in full sentences</li> <li>•Use standard cultural verbal manners and courtesies (please, thank you, excuse me, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>•Have your child walk increasing distances with you</li> <li>•Model appropriate language</li> <li>•Carry on conversations with your child about a variety of topics</li> <li>•Give child simple home tasks</li> <li>•Have child participate in shopping, laundry, housekeeping, meals, etc.</li> <li>•Continue to read and discuss books with your child daily</li> <li>•Teach child’s full name</li> </ul>
<b>Orange Room (4-year-olds)</b>	<ul style="list-style-type: none"> <li>•Recognize one’s own emotional state and adjust behavior and activities accordingly</li> <li>•Exhibit empathy</li> <li>•Increase impulse control in areas of classroom voice level, taking turns, asking permission</li> <li>•Begin to give up egocentric view of world</li> </ul>	<ul style="list-style-type: none"> <li>•Engage consciously in supported conflict resolution</li> <li>•Begin to initiate conflict resolution techniques independently</li> <li>•Increasingly accept responsibility for own actions</li> <li>•Identify with one’s own class</li> <li>•Enjoy group games</li> <li>•Work at gracious winning and losing</li> <li>•Articulate safety rules and reasoning</li> <li>•Learn appropriate behaviors for class trips</li> </ul>	<ul style="list-style-type: none"> <li>•Skip, gallop, hop on one foot</li> <li>•Throw balls overhand and underhand; bounce, dribble</li> <li>•Practice passing, hitting and kicking balls in various sports contexts</li> <li>•Be able to cut on a continuous line (cut out a shape)</li> <li>•Copy printed letters</li> <li>•Use additional fine motor tools: needles for sewing, screwdrivers and hammers, tape and staplers, pencil sharpeners, glue, tweezers</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize most of the alphabet</li> <li>•Know that letters have sounds</li> <li>•Know a few letter/sound pairs</li> <li>•Write one’s first name</li> <li>•Count and recognize numerals to 20</li> <li>•Do a dot-to-dot number picture</li> <li>•Do a 24 – 36 piece puzzle</li> <li>•Understand history as sequence in time, for own life, and before that</li> <li>•Sense daily, weekly, seasonal cycles</li> <li>•Stretch references to world around: extended family, community, travel</li> <li>•Understand where food comes from</li> <li>•Be aware of biological growth patterns in plants, animals</li> <li>•Begin familiarization with coins, clock time patterns</li> </ul>	<ul style="list-style-type: none"> <li>•Use sentences with multiple clauses</li> <li>•Be able to explain reasoning</li> <li>•Join class discussion and stay on topic</li> <li>•Act as presenter and leader for group discussion, with support</li> <li>•Sing songs with group</li> <li>•Take a part in a simple play</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to teach tying shoes</li> <li>•Discuss “rules” in adult work and civic life</li> <li>•Assign “chores” at home</li> <li>•Visit special places together and talk about the experience</li> <li>•Teach name, address, phone</li> <li>•Play family games</li> <li>•Continue to read to child, with child taking increasing lead in choosing books and topics</li> </ul>