**INFANTS** (6 weeks to walking)

**LANGUAGE ARTS**
- Emerging Reading: Explores, listens, attends to, matches
- Listening and Speaking Skills: Responds, vocalizes
- American Sign Language

**MATH**
- Introduction to counting and shapes
- Problem solving through exploration

**SCIENCE**
- Observe, discover, explore

**SOCIAL STUDIES**
- Cooperates with routines

**SOCIAL/EMOTIONAL/SELF-HELP**
- Comforts self
- Trust relationships
- Simple directions

**PHYSICAL EDUCATION/HEALTH**
- Kicking, reaching, grasping, pulling
- Imagination
- Games
- Exploration

**MUSIC**
- Response
- Initiation
- Movement
- Instruments

**VISUAL ARTS**
- Exploration, sensory experience
- Colors

**EXTENSIONS TO THE CURRICULUM**
- Special Days: (for example)
  - "Color" Days
  - Teddy Bear Picnic
  - Mother’s Day Tea
  - Pancake Day
  - Pajama Day

**WHOLE CENTER ACTIVITIES**
- Spring Fling
- Summer Party
- Halloween/Fun House

**TODDLERS** (walking to about 24 months)

**LANGUAGE ARTS**
- Emerging Reading: Explores, listens, attends to, matches
- Handwriting: Groups tools, makes marks, writing, drawing
- Listening and Speaking Skills: Follows simple directions, vocabulary development, responds, vocalizes, imitates prepositions
- American Sign Language

**MATH**
- Introduction to counting and shapes
- Problem solving through exploration

**SCIENCE**
- Observe, discover, explore

**SOCIAL STUDIES**
- cooperates with routines

**SOCIAL/EMOTIONAL/SELF-HELP**
- Displays kindness and soft touches
- Building confidence
- Taking turns
- Simple directions
- Manners
- Independence

**PHYSICAL EDUCATION/HEALTH**
- Kicking, reaching, grasping, pulling
- Imagination
- Games
- Exploration

**MUSIC**
- Response
- Initiation
- Movement
- Instruments

**VISUAL ARTS**
- Exploration, sensory experience
- Colors

**EXTENSIONS TO THE CURRICULUM**
- Special Days: (for example)
  - "Color" Days
  - Teddy Bear Picnic
  - Mother’s Day Tea
  - Pancake Day
  - Pajama Day
  - Spring Fling
  - Summer Party
  - Halloween/Fun House

This Scope and Sequence was developed by the Growing Kids Curriculum Resource Group, and has been peer-reviewed. It is based on the developmentally appropriate practices identified in NAEYC’s 
Policy and Standards for Early Childhood Programs, NAEYC’s Quality Rating and Improvement System and The National Association of School Nurses’ Standards of Best Practice and the Indiana Department of Education and Foundations for Young Children, Revision 2015.

For more information, please visit us at growingkids.com or call (574) 970-7500.

PROTECT | EDUCATE | INSPIRE®
Dear Parents,

This design and sequence that has been developed is to outline our educational plan for students age group. While our full curriculum is too much in depth, that chart is a quick overview.

We understand that each child’s development is unique and so one simple chart cannot apply to all children, so think of this Scope and Sequence as a starting point. Our teachers do develop weekly plans that incorporate the experiences and abilities of each student in the class.

We hope that this Scope and Sequence chart is a part of our ongoing conversation you have with your child’s teachers about your son’s or daughter’s education and development.

Growing Kids Learning Centers
Michael Garatoni, Founder