

## *The Creative Curriculum® System for Preschool* **Scope and Sequence for 3 - Year-Olds**

This document shows the scope of knowledge, skills, concepts and behaviors in The Creative Curriculum® System for Preschool and the sequence in which they are introduced. These concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

Individualization ensured that adjustments are made according to the individual strengths and needs identified for each child.

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Physical</b>	Traveling skills	<ul style="list-style-type: none"> <li>Begins to move purposefully from place to place with control</li> </ul>	<ul style="list-style-type: none"> <li>Begins to move purposefully from place to place with control</li> </ul>	<ul style="list-style-type: none"> <li>Moves purposefully from place to place with control</li> </ul>
	Balancing skills	<ul style="list-style-type: none"> <li>Begins to sustain balance during simple movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>Sustains balance during simple movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>Begins to sustain balance during complex movement experiences</li> </ul>
	Gross-motor manipulative skills	<ul style="list-style-type: none"> <li>Begins to manipulate balls or similar objects with flexible body movements</li> </ul>	<ul style="list-style-type: none"> <li>Begins to manipulate balls or similar objects with flexible body movements</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates balls or similar objects with flexible body movements</li> </ul>
	Fine-motor skills	<ul style="list-style-type: none"> <li>Begins to use refined wrist and finger movements</li> <li>Begins to grip drawing and writing tools with whole hand but may use whole-arm movements to make marks</li> </ul>	<ul style="list-style-type: none"> <li>Uses refined wrist and finger movements</li> <li>Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</li> <li>Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too closely to one end</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use small, precise finger and hand movements</li> <li>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too closely to one end</li> </ul>

*The Creative Curriculum® System for Preschool*

# Scope and Sequence for 4-Year-Olds

This document shows the scope of knowledge, skills, concepts and behaviors in The Creative Curriculum® System for Preschool and the sequence in which they are introduced. These concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

Individualization ensured that adjustments are made according to the individual strengths and needs identified for each child.

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Physical	Traveling skills	<ul style="list-style-type: none"> <li>Moves purposefully from place to place with control</li> </ul>	<ul style="list-style-type: none"> <li>Begins to coordinate complex movements in play and games</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates complex movements in play and games</li> </ul>
	Balancing skills	<ul style="list-style-type: none"> <li>Sustains balance during simple movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>Begins to sustain balance during complex movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>Sustains balance during complex movement experiences</li> </ul>
	Gross-motor manipulative skills	<ul style="list-style-type: none"> <li>Manipulates balls or similar objects with flexible body movements</li> </ul>	<ul style="list-style-type: none"> <li>Begins to manipulate balls or similar objects with a full range of motion</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates balls or similar objects with a full range of motion</li> </ul>
	Fine-motor skills	<ul style="list-style-type: none"> <li>Uses refined wrist and finger movements</li> <li>Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use small, precise finger and hand movements</li> <li>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>	<ul style="list-style-type: none"> <li>Uses small, precise finger and hand movements</li> <li>Begins to use three-point finger grip and efficient hand placement when writing and drawing</li> </ul>

## What Parents Can Do At Home

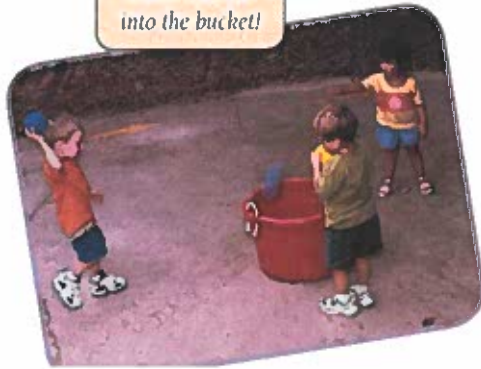
- Your home is a child's first and continual learning environment. As parents, you decide the family's daily routines: when to get up, eat, play, do chores, visit friends, and go to bed. The way you talk with your children makes a tremendous difference in how they think, how they feel about themselves, and the kind of people they will become.
- Below are activities to help parents and other family members turn everyday activities-in the dining room, in the living room, in the kitchen, in your child's bedroom, in the bathroom, and outside-into rich learning experiences for your child.

### In the Kitchen

When you and your child...	You might say...	This helps your child learn to...
<p><b>Put away groceries.</b></p> <p>Let your child take food out of the grocery bags.</p>	<p><i>What's that? How does it feel? Does it smell? How do you think it tastes? What do you think is in that can? Are there other cans in the cupboard that look like this one?</i></p>	<p>Describe objects Use a variety of senses Sort objects Count Interpret symbols</p>
<p><b>Prepare and cook simple foods.</b></p> <p>Teach your child to spread peanut butter on bread, scramble eggs, make pancakes, or pop popcorn.</p>	<p><i>Feel this peanut butter. How does it feel to you? It sure feels gooey to me. Wet, too. Look at the popcorn before it popped and look at it after. How is it different? Remember how we scrambled the eggs? What did we do first? Next? Last?</i></p>	<p>Develop small muscle coordination Notice cause and effect Describe how things change Understand time sequences Cooperate with others to complete a task</p>
<p><b>Wash dishes.</b></p> <p>Let your child wash unbreakable dishes and utensils.</p>	<p><i>Which do you want to wash first, pans or plates? Are you going to start with the largest pan or the smallest one? There are three steps: (1) we wash it with soap; (2) we rinse it with water; and (3) we put it on the rack to dry."</i></p>	<p>Develop small muscle coordination Notice cause and effect Describe how things change Understand time sequences Cooperate with others to complete a task</p>

# Ball in the Bucket

Wow! You  
threw the ball  
into the bucket!



With your child, practice throwing a ball into a bucket. Increase the throwing distance as his skills improve.

Gradually, your child will gain more control in throwing.

## What You Can Do at Home

Taking a few minutes to sit together and listen to music can provide a welcome break for both of you. The music you share doesn't have to be strictly "children's music." It can be reggae, country, jazz, classical, rap, or any other music you like. Here are some ideas about enjoying music and movement with your child:

- Songs and fingerplays help keep children occupied at challenging times, for instance, during long car trips, while waiting in line, or while grocery shopping.
- Songs can ease your child into tasks like picking up toys, getting ready to go outside, undressing for a bath, and so on. You might try making up a chant to the tune of "Here We Go 'Round the Mulberry Bush." Sing, "Water is filling up the tub, up the tub, up the tub. . . ." or "Pick up a toy and put it on the shelf, on the shelf. . . ."

Simple musical instruments can be made at home easily. You (or your child) may have already discovered that cooking pots and lids make wonderful instruments.

Sharing music with your child is a wonderful way to build a warm, loving relationship. It's a gift that will last forever.

## Why this is important

By this age, children are well aware that throwing is usually done with a purpose, as in basketball or other sports. Throwing a ball at a large target helps your child learn to control and direct his own body movements. He must control his body in order to perform this or other specific actions.

## What you do

- Provide a container such as a box, basket, tub, or bucket, a ball for your child, and a ball for yourself.
- Invite your child to stand with you a few feet away from the bucket.
- Throw your ball into the bucket as your child does the same. *Watch me throw the ball. Can you do it, too?*
- Move the bucket closer to him if he misses, and encourage him to try again.
- Describe his accuracy when appropriate: *You're getting it right where you want it!*
- Change the game by adding water to the bucket.

## Ready to move on?

You can increase the difficulty by moving the bucket farther away or finding a container with a smaller opening.

**Say It With Music.** "Freeze" and "Hokey-Pokey" are fun musical games. They offer opportunities to listen and follow directions, while teaching about words and sounds. They also allow children to exercise their bodies. Toy instruments add to the fun.

**Quiet Play.** A child's play doesn't always have to be full of action. Looking at books, listening to stories, and drawing pictures all build children's imagination and language skills. Many children also enjoy playing with sand, mud, or dough.

**Act It Out.** Encourage fantasy play by providing dress-up clothes and other props. Use items such as hats, scarves, backpacks, bowls and containers, music makers, and more. Join in—as you play, help children expand and build on their ideas.