

Curriculum and Program Goals

Twos are between – not infants, not preschoolers. They can be very dependent like an infant at times, and then want to do everything on their own at other times. They are in what Jean Piaget called the Preoperational Stage, meaning that their need for autonomy results in “I do it myself,” and “no” when opposing authority. The two-year-old is dominated by impulses and feelings: wanting means getting, thinking it means having it, feeling it means doing it – all now! As teachers and adults, we help the child build control of their impulses. “Terrible” twos result when adults initiate a contest of wills. Therefore, providing choices when appropriate is very important. Showing children positive ways to meet their needs helps them learn how to regulate and defuse negative impulses.

Two-year-olds are beginning to develop language and are ready for verbal exchange and increased vocabulary. They love music, stories, and conversation. Their physical development is the foundation for progress. They are increasing in size and strength that enables them to do more with less adult protection and guidance. Motor abilities progress from broad to more precise. Two-year-olds can walk and run, and all their impulses tell them to use these skills. They don't like to be confined and don't yet recognize danger. Each day we provide safe and interesting opportunities for exploration and physical activity.

Two-year-olds also use all five senses to investigate and evaluate their world. Their efforts to learn about their world involve the manipulation of raw materials rather than making representations. Therefore, our emphasis is on process, not product, so that we can encourage pride in accomplishments. Two-year-olds are very interested in engaging peers in play experiences; however, they have not learned how to play cooperatively with others quite yet. They love to play alongside of others in “parallel” play. At this stage possession is more important than sharing to the child. As the child approaches three years old, their ability to play with other children increases. Two-year-olds also enjoy playing alone for short periods of time. We provide materials, equipment, supervision, and nurturing to meet the needs of the two-year-old child in a safe, fun and interesting environment.

Daily activities are planned around the developmental needs and interests of the children with choices in multiple activity areas at once:

- **Sensory Experiences** – cornmeal, birdseed, rice, beans, water, rock salt, ice, gluep, sand, clay, playdough
- **Cognitive & Language Development** – stories, songs, flannel board, tape recording, puzzles, blocks, magnets, dramatic play
- **Self Help Skills** – hand washing, toileting independence, clean up, responsibility for projects and lunch items, self dressing
- **Social & Emotional Development** – dramatic play, group activities of all kinds, conflict resolution, empathy development
- **Fine Motor Development** – pegs & boards, bristle blocks, painting, pencils, crayons, scissors, markers, beads & strings, gluing, tongs, puzzles, toys

- **Gross Motor Development** – climbing, running, walking, jumping, crawling, digging, dancing, sliding, pedaling, throwing, pouring, pushing, pulling
- **Creative Expression** – playdough, arts & crafts, sandbox, music & movement

Activities are designed to assist the child in becoming more independent. Children are allowed to do as much for themselves as they can, with adult assistance when needed. These activities help teach competence and confidence giving the two-year-old a sense of autonomy to satisfy their need for “I do it.”

2's Classroom Daily Routine

7:00 – 9:00	Children Arrive/Inside Free Play
9:00- 9:30	Morning Snack/Free Play
9:30 - 10:30	Diapering/Toileting/Free Play Story Time/Music & Movement Inside Play/Art/Manipulatives/Motor Skills
10:30-12:00	Outside Play/Small Group Activities Gross Motor Activities/Nature Walks
12:00 – 12:30	Lunch
12:30 – 1:00	Clean Up/Diapering/Toileting/Story Time
1:00 – 3:00	Rest Time/Nap
3:00 - 4:20	Wake Up/Diapering/Toileting/Quiet Activities/Snack
4:20 – 4:30	Clean Up
4:30- 5:15	Outside Play/Children Begin To Depart
5:15 - 5:30	Clean Up
5:30 – 5:45	Inside Stories/Free Play/Children Departing