

Supporting Developmental Needs and the Progression of Skills

At each age, children gain new skills and achieve new understanding. All of our curriculum programs provide developmentally- and age-appropriate learning experiences and materials, developing essential readiness skills through exploration, investigation, and of course, fun!

Covering all domains, our learning objectives address a wide range of development and skills.* Below is a sample of the outcomes addressed in our curriculum programs.



Bright Baby (3–12 months)

Curriculum for Toddlers (12–24 months)

Language Development/ Emergent Literacy

- Experiments with sounds and babbling, building language skills
- Uses voice to express feelings
- Uses speech-like sounds; may begin to say words

- Points to objects when named
- Experiments with sounds
- Names familiar objects in books

Mathematics

- Exhibits some sense of size, color, and shape recognition of objects in immediate environment
- Understands objects continue to exist even when they cannot be seen
- Stacks toys/objects

- Shows interest in colors and patterns
- Matches like shapes in simple puzzles
- Fills and dumps objects

Learning About the World/Science

- Explores the world around them through their senses
- Begins to explore food with hands
- Becomes more aware of cause-and-effect relationships

- Uses senses to explore
- Manipulates new toys/objects to see what they will do
- Shows interest in environment (rocks, clouds, etc.)

Social & Emotional Development

- Begins learning self-regulation and soothing skills
- Differentiates between known people and strangers
- Plays more interactively with others (peek-a-boo)

- Begins to play independently
- Discovers how to respond to social situations
- Awareness of own feelings

Approaches to Learning

- Focuses and reaches for objects
- Begins developing problem-solving skills
- Enjoys repetition of activities, practicing and figuring out how things work

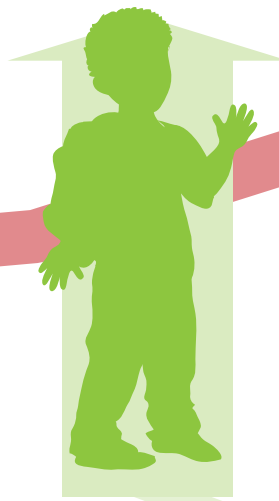
- Shows curiosity about new things
- Uses repetition to discover new skills
- Tries one or two solutions to play problems

Physical Health & Development

- Rolls over, grasps with both hands, and begins to sit with assistance
- Builds large muscles by crawling and standing
- Walks with adult support; may begin to walk alone

- Stacks blocks or toys
- Walks without help; begins climbing
- Makes marks with writing materials

*The stages of development are unique to each child. The outcomes listed above are a sample of the range addressed in HighReach Learning curriculum programs.



kindergarten

Curriculum for Twos

- Repeats words
- Takes turns in conversation
- Attempts to sing songs
- Begins to understand quantity (more)
- Sorts by color, size, or shape
- Begins to understand sequence of daily routines
- Describes what is seen
- Begins to understand cause and effect
- Classifies things that belong together
- Calms down after being upset
- Becomes aware of other's feelings
- Engages in parallel play
- Asks "why" questions
- Uses objects as tools
- Attempts a task for a minute or two before asking for help
- Runs; can kick a ball
- Washes hands with assistance
- Demonstrates increasing balance

Curriculum for Threes

- Answers simple questions about a story, rhyme, or song
- Communicates through scribbling
- Speaks in longer sentences
- Can count to 10 and beyond
- Learns patterns and series of objects
- Knows written numbers represent quantity
- Uses objects in a variety of ways
- Can notice differences in results
- Uses tools and measuring devices to explore
- Eager to help with chores
- Begins to cooperate with others
- Increased ability to follow rules
- Makes independent choices
- Becomes more imaginative and inventive
- Participates in a wider variety of experiences
- Increased coordination in using scissors, hole punch
- Increasing strength and stamina
- Points to body parts on self when named

Curriculum for Pre-K

- Associates sounds with written words
- Identifies at least 10 letters of alphabet
- Writes name and familiar words
- Can match, sort, and regroup items
- Makes comparisons between objects
- Understands *over*, *under*, *behind*, etc.
- Participates in simple investigations
- Begins to predict results based on past experiences
- Collects, describes, and records information
- Expresses growing confidence in abilities
- Increasing ability to compromise with others
- Greater knowledge of community
- Eager to learn about new ideas
- Maintains concentration despite distractions
- Increased ability to find more than one solution to a question or problem
- Throws, catches, and bounces balls
- Growing independence in personal hygiene
- Uses pencils, markers, and paintbrushes with increased control