

Infant Curriculum



World Famous
PEACE OF MIND®
Early Education Center

Scope & Sequence

The Peace of Mind Infant Curriculum (Scope and Sequence) program is unique to our school. Developed in 2009 by our teaching team and administrative staff, the infant program at Peace of Mind meets and exceeds Minnesota state standards for early childhood education.

Reviewed annually, our infant curriculum focuses on the following areas of growth:

- Social & Emotional Development
- Self-Awareness
- Language & Literacy
- Physical Development – Fine and Gross Motor Skills

For more information or to schedule your tour of Peace of Mind, contact us at 651-731-2608.

Social Development



Babies enter the world ready for relationships. While verbal communication doesn't come for quite some time, babies have the amazing capability of being social with others, expressing their needs and enjoying people around them. They learn from watching and listening to the individuals they are surrounded by as well as their environment. Teachers support budding socialites by talking to the children, not at them or around them, and modeling appropriate social behavior for them to observe and learn from.

Social Competence

Birth-9 months

- Quiets when comforted
- Makes eye contact
- Smiles for pure pleasure at familiar people
- Very interested in people
- Begin to distinguish friends from strangers
- Plays peek-a-boo
- Gets upset when left alone

9 months-16 months

- Clearly Expresses different emotions
- Waves bye-bye
- Plays patty-cake
- Shows affection for others (hugs, leans...)
- Seeks out adults for play
- Shows disappointment at loss of social contact
- Uses movement and facial expressions to communicate
- Begins to show interest in peers

Emotional Development



Emotional growth in infants begins with learning to trust those around them. Infants quickly discover that their needs and desires are understood and will be met. Emotional skills progress as their sense of safety, security, and confidence grow. Also important to their senses, are practicing new skills repetitively such as clapping their hands or holding an object. In their own capabilities this confidence booster leads to more of the natural learning process and desire that all children have. Teachers simply recognize and accept emerging emotions to promote emotional development.

Emotional Development

Birth-9 months

- Comforts self with sucking
- Prefers being held by familiar people
- Interested in sights and sounds

9 months-16 months

- Responds or turn head when name is called
- Resists having toys taken from them
- Laughs aloud
- Expresses discomfort, displeasure or other negative feelings
- Continue to show pleasure in mastery of new skills
- Begin to assert self
- Show heightened awareness of opportunity to make things happen

Goals to help accomplish Emotional & Social success

1. Provide a warm, loving, accepting environment for each child to play in.
2. Respond quickly and appropriately to children's needs.
3. Promote and instill a sense of caring and sensitivity toward others through modeling.
4. Show that you enjoy being with the baby by holding, cuddling and talking to them.
5. Be sure to greet children, provide security and comfort.

Self Awareness



Babies begin to recognize themselves as separate from others. They begin to understand that they have and can begin to control different parts of their body such as their hands, feet and head.

Self Awareness

Birth-9 months

- Observes their hands/feet
- Reaches for and grasps toys or objects while examining them
- Looks for a dropped toy
- Feeds self a snack

9 months-16 months

- Picks up spoon by handle and drinks from a cup
- Shows heightened awareness of opportunities to make things happen
- Claps hands for self when doing something they are proud of
- Likes to remove socks

Goals to help accomplish Self Awareness

1. Be aware of what babies are feeling and talk about what they might be experiencing.
2. Use appropriate voice tones and body expressions when interacting with babies.
3. Be sure to use babies name when talking to them.
4. Provide time for babies to view themselves in the mirror.
5. Imitate baby's facial expressions, see if they reciprocate.



Language/Literacy



Babies delight in hearing language in use. They quickly contribute to language and communication around them by cooing, babbling, developing different cries, etc. They learn to recognize and speak their home language solely by listening to it spoken all around them (babies are born with the capability of learning any language in the world). However, before understanding the words, they learn to read gestures, facial expressions and tone of voice as indicators of how their home language works. Teachers model appropriate language and encourage development through conversations with each other, conversations with children, reading books, using sign language along with the spoken word and lots of singing!

Language/Literacy

Birth-9 months

- Attempt to make any sound
- Cries to signal pain or distress
- Responds to human voice

- Watches a person's face and hands when they are talking or gesturing
- Makes sounds (goo-goo)
- Laughs aloud (belly laugh)
- Babbles frequently
- Listens to conversations
- Combines babbles (ma-ma, da-da, ba-ba)

9 months-16 months

- Imitates sounds others make
- Says Mama or Dada for parents
- Shakes head no
- Says one or more words clearly
- Understand hundreds of words more than what they can say
- Show interest and excitement in music and singing
- Look at books with interest
- Understand, respond to and use simple sign language (when exposed daily)

Goals to help accomplish Language/Literacy

1. While doing daily routines, talk with infants and tell them what you are doing.
2. Be aware of different types of sounds and gestures each baby makes.
3. Respond to baby's cooing as if they understand what you are saying.
4. Acknowledge baby's use of words and sounds to express needs.
5. Introduce new sounds and words for baby's to repeat.

Fine Motor



- Hold two objects-one in each hand
- Uses index finger to poke or push something

9 months-16 months

- Uses the pincer grip to pick up small objects
- Holds a cup/grip a spoon
- Tries to build with large blocks
- Turns pages of a board book
- Uses crayon/marker on paper

Fine motor skills during an infant's first years of life is rapid. Their awareness of the things and people around them help them to develop these skills. They quickly learn that they can be in control of the world around them through some of these skills that they learn. Teachers stimulate this growth by offering numerous activities throughout the day to provide opportunities for these skills to develop.

Fine Motor Development

Birth-9 months

- Following moving objects with eyes
- Grasps for rattles or other toys
- Holds objects put in their hand
- Grasps, releases, re-grasps and releases again
- Puts toys and objects in mouth
- Transfers objects or toys from one hand to other

Goals to help accomplish Fine Motor Success

1. Provide ample space for babies to freely move legs, feet, arms and hands.
2. Provide toys for grasping.
3. Have toys available and placed in front of babies so they can reach for and look at.
4. Have toys available that can be put together and/or stacked such as nesting cups, blocks, stacking rings, and simple puzzles.

Gross Motor



9 months-16 months

- Crawls
- Pulls self up, stands holding furniture
- Shows interest in walking while led by adult
- Stands steady without support
- Expresses joy in throwing objects

Gross motor skills are rapidly learned the first years of an infant's life. They go quickly from needing everything done for them to wanting to do it themselves. During these first years they learn to roll over, creep, crawl and even walk.

Gross Motor Development

Birth-9 months

- Wiggles and kicks
- Lifts head when on stomach
- Holds head steady
- Rolls from stomach to back
- Rolls from back to stomach
- Sits without support
- Makes crawling movements: "creeps"
- Holds a cup/grip a spoon
- Tries to build with large blocks
- Turns pages of a board book
- Uses crayon/marker on paper

Goals to help accomplish Gross Motor Success

1. Let children experience time on their back and tummy during playtime.
2. Provide times where baby's can work on their rolling or raising of their head.
3. Provide a safe environment for infants to move around and explore in their classroom.
4. Allow babies to move about the room freely and explore all of the toys at their disposal.

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Resources:

Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple (1997).

Minnesota Early Childhood Indicators of Progress, Minnesota Department of Children, Families & Learning (2000)

Celebrating 20 Years of Loving Woodbury's Kids!