

Preschool Curriculum: 1-Year-Olds



FEBRUARY: TOYS



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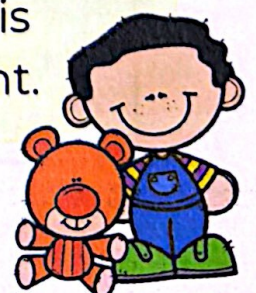




Typical Development

12-24 Months

- 1-year-olds are developing rapidly, and most enjoy a balance of independent play and adult attention. It is essential to follow the child and let them lead activities and exploration at their own pace and preference, otherwise you will continually find yourself in power struggles with a baby that cannot be won!
- There is a wide range of skills acquired between 12 and 24 months, and a big difference in abilities, understanding, and independence between a 13-month-old and a 20-month-old. Try to offer activities and experiences that present an appropriate challenge for children, but that are not going to create continual frustration or cannot be accomplished without direct adult assistance. Children learn best when the experience is within their zone of proximal development.





Milestone Chart

Adapted from
<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

1 Year	• Gets into a sitting position without help • Pulls up to stand, walks holding on to furniture • Make take a few steps without holding on • May stand alone	• Explores things in different ways like shaking, banging, throwing • Finds hidden things easily • Looks at the right picture or thing when it is named • Copies gestures • Starts to use things correctly; for example, drinks from a cup, brushes hair • Bangs two things together • Puts things in a container, takes things out of a container • Lets things go without help • Pokes with the index finger • Follows simple directions like "pick up the toy"	• Responds to simple spoken requests • Uses simple gestures, like shaking head "no" or waving "bye-bye" • Makes sounds with changes in tone (sounds more like speech) • Says "mama" and "dada" and exclamations like "uh-oh" • Tries to say words adults say	• Is shy or nervous with strangers • Cries when mom or dad leaves • Has favorite things and people • Shows fear in some situations • Hands you a book when he wants to hear a story • Repeats sounds or actions to get attention • Puts out arm or leg to help with dressing • Plays games such as "peek-a-boo" and "pat-a-cake"
18 Months	• Walks alone • May walk up steps and run • Pulls toys while walking • Can help undress herself • Drinks from a cup • Eats with a spoon	• Knows what ordinary things are for; for example telephone, brush, spoon • Points to get the attention of others • Show interest in a doll or stuffed animal by pretending to feed • Points to one body part • Scribbles on his own • Can follow 1 step verbal commands without any gestures; for example, sits when you say "sit down"	• Says several single words • Says and shakes head "no" • Points to show someone what he wants	• Likes to hand things to others as play • May have temper tantrums • May be afraid of strangers • Shows affection to familiar people • Plays simple pretend, such as feeding a doll • May cling to caregivers in new situations • Points to show others something interesting • Explores alone but with parent close by
2 Years	• Stands on tiptoe • Kicks a ball • Begins to run • Climbs onto down from furniture without help • Walks up and down stairs holding on • Throws ball overhand • Makes or copies straight lines and circles	• Finds things even when hidden under two or three covers • Begins to sort shapes and colors • Completes sentences and rhymes in familiar books • Plays simple make-believe games • Builds towers of 4 or more blocks • Might use one hand more than the other • Follows two step instructions such as "pick up your shoes and put them in the closet" • Names items in a picture book such as a cat, bird, or dog	• Points to things or pictures when they are named • Knows names of familiar people and body parts • Say sentences with 2 to 4 words • Follows simple instructions • Repeats words overheard in conversation • Points to things in a book	• Copies others, especially adults and older children • Gets excited when with other children • Shows more and more independence • Shows defiant behavior (doing what he has been told not to) • Plays mainly beside other children, but is beginning to include other children such as in chase games

How To Use This Curriculum



Early learning guidelines often refer to developmental domains. These may include, but are not limited to the following:

1. Physical Well-Being, Health, and Motor Development
2. Social and Emotional Development
3. Approaches to Learning
4. Cognition and General Knowledge
5. Language, Communication, and Literacy



This curriculum is designed to target the above domains using cyclical and integrated approaches. Young children do not learn skills in succession or in a linear format. Early learners are continually observing, integrating, refining, and testing skills as they are applicable to opportunities presented.



Use of general milestone targets are often useful in determining if a child is developing according to a typical progression, or if more attention to development needs to be paid.



General Daily Schedule For 1-Year-Old Class

This schedule is meant to be a guide for childcare center providers, and can/should be adapted to fit your classroom's specific needs.

7:00am	Children Arrive, Eat Breakfast, Free Play, Outdoor/Gross Motor Play, Daily Lesson #1
9:30am	Morning Snack
10:00 am	Music & Movement Time, Daily Lesson #2, Read Aloud, Free Play, Outdoor/Gross Motor Play, Arts & Crafts
11:30am	Lunch
12:30-2:30pm	Nap
2:30pm	Afternoon Snack
3:00pm	Read Aloud, Free Play, Outdoor/Gross Motor Play, Music & Movement Time, Sensory Activity, Daily Lesson #3
5:00pm	Free Play
6:00pm	Dismissal





Daily Lessons: **How To Use**

Plans for Daily Lessons are provided three times per day. One-year-olds, as previously mentioned, do not learn sequentially, and need repeated exposure and opportunities for incidental learning. Most of a young child's time should be spent playing, cuddling, interacting, and exploring at their pace and preference.

The Daily Lessons are intended to offer a short break from free exploration time in which teachers can purposefully guide student play and interaction with the goal of exposing them to one or more concepts within the five Learning Domains. Because it is important for children of this age to repeat activities many times, the lessons are structured on an A/B daily schedule, to provide variety throughout the week, but also age-appropriate repetition. For example, teachers can complete the A lessons on Monday, Wednesday, and Friday, and complete the B lessons on Tuesday and Thursday, or vice versa.

Lessons should be rich in language, fun, and should never be forced upon a child who is unwilling to participate.

A more detailed description for each lesson title is available in the Lesson Appendix.





February: Toys

WEEK	LESSON 1	LESSON 2	LESSON 3
6	A: Rolling a ball	A: Stacking Rings	A: Up, Up, Up! Knock It Down!
	B: Parachute Time	B: Gross Motor Tunnel Time	B: Balloon Fun
7	A: Bead Maze	A: Activity Table Time	A: Rolling a ball
	B: In the Bin, Out of the Bin	B: Empty Boxes	B: Shaking rattles
8	A: Stacking Rings	A: Duplo Lego Blocks	A: Balloon Fun
	B: Parachute Time	B: In the Bin, Out of the Bin	B: Gross Motor Tunnel Time
9	A: Up, Up, Up! Knock It Down!	A: Cars and Trucks	A: Counting & Comparing with Balls
	B: Bead Maze	B: Empty Boxes	B: Puzzles

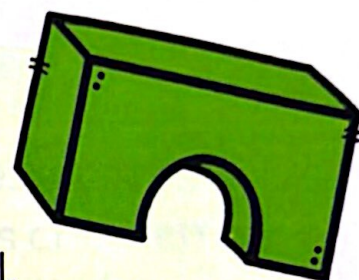


February: At A Glance

THEME: TOYS

MONTHLY MATERIALS LIST

- Toy List: Balls, bead mazes, stacking rings, foam blocks, gross motor tunnel, activity table, Duplo Legos, cars, trucks, rattles, puzzles
- Parachute
- Bins and Tubs
- Empty Boxes
- Balloons



THEMATIC ARTS & CRAFTS ACTIVITY SUGGESTIONS:

- Make rattles from toilet paper tubes
- Toy-themed coloring pages
- Block stamping- dip blocks in paint and use to create stamped images
- My Favorite Toy Photo & Frame Keepsake





February

CORE VALUES IN PRACTICE



Thematic Connection to Identity, Community, and Culture:

Toys are not “just play.” They reflect values, access, and cultural traditions. This theme allows children to explore materials and recognize that play looks different in every home.



Play-Based Learning Goals:

- Practice cause and effect through simple toy exploration
- Develop fine motor skills with stacking, pulling, and pushing
- Encourage turn-taking and joint attention with shared materials



Family Engagement Ideas:

Invite families to share photos or short videos of a favorite toy or household object from home. Rotate in “everyday object” play inspired by those shared items.



February

BELONGING & INCLUSION IN ACTION



REFLECTION PROMPT:

Do the toys in my classroom reflect multiple cultures, abilities, and experiences—or just one kind of childhood?

TRY THIS:



Audit your dramatic play, dolls, and manipulatives. Include toys representing disability, global dress, non-gendered roles, and non-Western materials. Rotate in items from home cultures when possible.

February

Home Connection

THEME: TOYS



Dear Parents,

This month, we will work on activities, experiences, and interactions that expose children to a wide variety of toys. The toys we choose will allow the children to work on their fine motor and gross motor skills, as well as be immersed in fun and engaging language patterns during play. These lessons will give the children experiences that enrich their independent play and exploration.

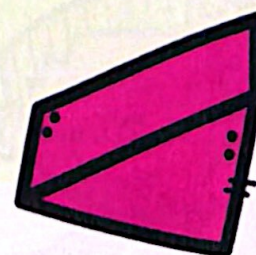
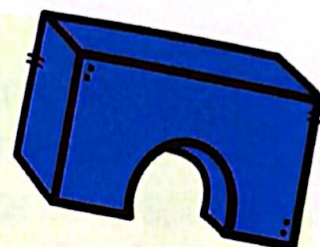
Continue the learning at home by periodically integrating yourself into children's play and talking to them about their toys!





Lesson Appendix

1. Activity Table Time
2. Balloon Fun
3. Bead Maze
4. Cars and Trucks
5. Counting & Comparing With Balls
6. Duplo Lego Blocks
7. Empty Boxes
8. Gross Motor Tunnel Time
9. In the Bin, Out of the Bin
10. Parachute Time
11. Puzzles
12. Rolling A Ball
13. Shaking Rattles
14. Stacking Rings
15. Up, Up, Up! Knock it Down!





Activity Table Time

- **General Info:** Activity tables offer one-year-olds the opportunity to practice standing, manipulate buttons, learn cause-and-effect relationships, as well as to hear and see engaging sounds and colors.
- **Lesson Interaction:** Show children how to press the buttons and manipulate the parts of the activity table. When sounds or lights occur, say phrases like "I hear/see it! Do you hear/see it?" Additionally, help establish the concept of cause and effect by saying phrases such as, "Wow! When I press this button, the lights go on! Look! You try!" Clap your hands for/with the child to show how exciting the noises and sounds feel!
- **Focus Vocabulary & Phrases:** *press, push, button, hear, see, listen, look*



Balloon Fun



·**General Info:** Balloons have the ability to delight young children, but should always be used under close supervision of an adult to prevent choking hazards. Balloons appeal to children's sense of touch and sight, and although the sound of a balloon popping can be used as an experience in sound, it is not recommended to expose toddlers to such an experience on purpose, as it is often frightening and experienced negatively.

·**Lesson Interaction:** Sitting in a circle or group with the children, teachers can use sing-song style vocalizations to imitate the motion of the balloon as they keep tapping it up in the air (ex: pick any vowel sound and make your voice go up and down as the balloon goes up and down, such as "(voice going up) ahhhh! (voice going down) ahhhh!). Encourage children to tap the balloon as well. Alternately, place several balloons in the center of a thin blanket or sheer curtain, and use the fabric as a parachute to move the balloons up and down. Sing songs, make vocalizations, or say "up and down!" as you move the blanket and balloons.

·**Focus Vocabulary & Phrases:** *up, down, balloon, oooh, ahhh, other vowel vocalizations*