

Alignment of the Republic of South Africa *Curriculum Guidelines for Birth to Four* With *The Creative Curriculum*® System

The Creative Curriculum for Infants, Toddlers & Twos is a comprehensive curriculum that guides teachers in designing a program in which children develop warm, trusting relationships, learn important skills and content, and develop self-regulation and beginning social competence. It shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program.

The Creative Curriculum for Preschool is a comprehensive curriculum that shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children's social/emotional development.

Curriculum and assessment are linked by use of *The Creative Curriculum* Assessment System. *The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum* has four goals and 21 objectives for children ages birth–36 months. Because children do not achieve an objective all at once, each objective has five developmental steps showing the expected sequence of development. *The Creative Curriculum Developmental Continuum for Ages 3–5* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have created Forerunners for each objective which also have three steps. (The Forerunners are not shown in this document.)

Literacy: The Creative Curriculum Approach and *Mathematics: The Creative Curriculum Approach* show teachers how to plan focused lessons and maximize literacy and mathematics learning opportunities throughout the day.

All of the South African *Curriculum Guidelines* can be aligned with goals and objectives from *The Creative Curriculum*. However, several of *The Creative Curriculum* objectives do not align with the South African *Curriculum Guidelines*. These objectives relate to children's care of the classroom environment, approaches to learning, specific literacy and mathematics skills, and the use of representations.

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Resources

- Copley, J. V., Jones, C., & Dighe, J. (2007). *Mathematics: The Creative Curriculum*® Approach. Washington, DC: Teaching Strategies, Inc.
- Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum*® for preschool. Washington, DC: Teaching Strategies, Inc.
- Dodge, D. T., Rudick, S., & Berke, K. (2006). *The Creative Curriculum for Infants, Toddlers & Twos*. Washington, DC: Teaching Strategies, Inc.
- Heroman, C. & Jones, C. (2004). *Literacy: The Creative Curriculum*® Approach. Washington, DC: Teaching Strategies, Inc.
- Republic of South Africa Department of Education. (2005). *Curriculum Guidelines for Birth to Four*. Pretoria: Author.
- Teaching Strategies, Inc. (2001). *The Creative Curriculum*® Developmental Continuum for Ages 3–5. Washington, DC: Author.
- Teaching Strategies, Inc. (2006). *The Creative Curriculum*® for Infants, Toddlers & Twos Developmental Continuum. Washington, DC: Author.

Age Some Competencies	<i>The Creative Curriculum® for Infants, Toddlers & Twos or The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Infants, Toddlers & Twos or The Creative Curriculum® for Preschool and Related Publications</i>
DESIRED RESULT 1: CHILDREN DEMONSTRATE CRITICAL THINKING, PROBLEM SOLVING AND CONCEPT FORMING ABILITIES.*	*South African Curriculum Guidelines Developmental Domain: COGNITIVE	
INDICATOR 1: Child creates linkages between himself and objects around him and learns that certain behaviours leads to particular results.		
<p>Babies -0 to 18 months Uses sounds and body movements to interact with objects and certain aspects of their environment. (Neck, leg, arms, whole body movements and cooing and gurgling sounds.) Makes repeated noises with objects sometimes simultaneously with own mouth sounds.</p> <p>Toddlers - 18 to 36 months Enjoys experimenting with results of own actions and behaviours Demonstrates understanding of what will happen if he/she does certain things (e.g., grips rattle, shakes it and makes a sound, crying will bring parent, caregiver closer)</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 12: Shows a beginning understanding of cause and effect Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen Step 4: Expects people and objects to respond to actions in particular ways Step 5: Begins to investigate causes when something unexpected happens</p> <p>14: Uses problem-solving strategies Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so Step 3: Experiments with trial-and-error approaches to simple problems Step 4: Persists with trial-and-error approaches to solving a problem Step 5: Carries out own plan for solving simple problems</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31 Chapter 1: “How Culture Might Affect Cognitive Development,” p. 31 Routines Chapters: Chapter 7, “Diapering and Toileting,” pp. 233–245; Chapter 8, “Eating and Mealtimes,” pp. 247–261; Chapter 9, “Sleeping and Nap Time,” pp. 263–275; Chapter 10, “Getting Dressed,” pp. 277–287 See especially: Section in Routines Chapters: “Supporting Development and Learning: Learning About the World” Experiences Chapters: Chapter 11, “Playing With Toys,” pp. 291–307; Chapter 14, “Connecting With Music and Movement,” pp. 343–355; Chapter 15, “Creating With Art,” pp. 357–373; Chapter 16, “Tasting and Preparing Food,” pp. 375–387; Chapter 17, “Exploring Sand and Water,” pp. 389–401; Chapter 18, “Going Outdoors,” pp. 403–421 See especially: Section in Experiences Chapters: “Supporting Development and Learning: Learning About the World”</p>
<p>Young children -3 to 4 years Child can identify relationships with certain objects (Water is used to make juice) Asks why to try and understand fully what would be the result of certain actions. Is able to say what a certain action would have on objects</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 1: “Cognitive Development,” p. 21 Interest Area chapters: Chapter 6: “Blocks,” pp. 243–269; Chapter 8: “Toys and Games,” pp. 295–315; Chapter 9: “Art,” pp. 317–349; Chapter 11: “Discovery,” pp. 381–401; Chapter 12: “Sand and Water,” pp. 403–421; Chapter 13: “Music and Movement,” pp. 423–441; Chapter 14: “Cooking,” pp. 443–469; Chapter 15: “Computers,” pp. 471–491; Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>

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<p>INDICATOR 2: Child distinguishes between fantasy and reality and is able to remember objects and realise that they exist even if they are not seen.</p>		
<p>Babies -0 to 18 months Can gaze at objects and follow their movement. Can find hidden objects. Recognises people and objects. Child makes sounds of animals. Can relate objects to his needs. Begins make believe play.</p> <p>Toddlers - 18 to 36 months Draws objects and can say what they are Relates objects and behaviours to certain people. Is able to use objects for fantasy play creatively Imitates certain people in the fantasy play Relates to dolls, toys and other fantasy figures as if they are real.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>15: Engages in pretend play Step 1: Watches the actions of others Step 2: Imitates the actions of others Step 3: Uses objects in pretend play as they are used in real life Step 4: Substitutes one object for another in pretend play Step 5: Uses real and imaginary objects in pretend play</p>	<p>The Foundation: “Object Permanence,” p. 13 Chapter 1: “Cognitive Development,” pp. 29–31 Chapter 1: “How Culture Might Affect Cognitive Development,” p. 31 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 12: “Imitating and Pretending,” pp. 309–321 See especially: Sections in Chapters 11 and 12: “Supporting Development and Learning: Learning About the World”</p>
<p>Young children -3 to 4 years Discusses characteristic features of objects and people. Role-plays and acts pretend figures and characters in a realistic manner. Can make sense and connection with story and movie characters. Can in a realistic way act and imitate certain behaviours of peers and adults around him/her.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play</p>	<p>Chapter 3: Social Studies: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”</p>

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INDICATOR 3: Children use past and new knowledge for creative play experiences and to find own solutions to problems and challenges.*		
<p>Babies -0 to 18 months Child uses objects for their intended purposes (picks spoon to eat food, grasps and puts breast nipple or bottle in mouth to feed) Relates and combines objects and familiar experiences to one another e.g hooters to a car, ring tone to a phone. Gestures for help when trying to do a task. Uses objects creatively to accomplish certain tasks.</p> <p>Toddlers - 18 to 36 months Uses past experiences to generalise about experiences. Tries different ways to do something to get it done until he/she finds a solution. Links objects with environment occurrences e.g., coat or jersey for cold weather. Asks for help to complete a task Identifies new ways of completing a task if the one he /she knows fails</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 11: Understands how objects can be used Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks</p>	<p>Chapter 4: “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167 All Routines Chapters: Chapter 6, “Hello and Good-Byes,” pp. 221–231; Chapter 7, “Diapering and Toileting,” pp. 233–245; Chapter 8, “Eating and Mealtimes,” pp. 247–261; Chapter 9, “Sleeping and Nap Time,” pp. 263–275; Chapter 10, “Getting Dressed,” pp. 277–287 See especially: Section in all Routines Chapters (6–10): “Supporting Development and Learning: Learning About the World” Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 12: “Imitating and Pretending,” pp. 309–321</p>
<p>Young children -3 to 4 years Extends an experience by applying new knowledge. Uses various symbols to interpret and understand meanings (recognises stop sign)</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Literacy,” pp. 126–133; “Mathematics,” pp. 134–141 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pages 243–522 Sections in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy; Mathematics” The Creative Curriculum® Literacy Kits: Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p>

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DESIRED RESULT 2: CHILDREN DEMONSTRATE AN UNDERSTANDING AND AWARENESS OF SELF, POSITIVE SELF CONCEPT, SELF-REGULATION, DISCIPLINE AND PERSONAL IDENTITY.*	*South African Curriculum Guidelines Developmental Domain: SOCIAL PHYSICAL EMOTIONAL	
INDICATOR 1: Children know who they are, individually, nationality, culture, language, physical characteristics and abilities.		
<p>Babies -0 to 18 months Explores own body, touches self and plays with own hands and feet. Responds to name when called by gestures or sounds. Is able to identify self in mirror Tries to do things by themselves and shows off about their abilities e.g feeding themselves. Identifies things belonging to them.</p> <p>Toddlers - 18 to 36 months Exploring and testing his behaviour limits. Showing signs of independence. Egocentric behaviour e.g., uses own name and ‘mine’ when playing and tries to attract attention when doing something. Names own body parts. Shows preference in what to do or wear. Knows own family</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity</p> <p>4: Responds to others’ feelings with growing empathy Step 1: Mirrors others’ expressions of feelings Step 2: Becomes aware of others’ expressions of emotion Step 3: Responds to the emotions of others, sometimes with adult prompting Step 4: Shows awareness that others’ feelings are separate from own feelings Step 5: Responds to others’ feelings with caring behavior, without adult prompting</p> <p>6: Learns to be a member of a group Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others’ needs are important, in addition to own Step 5: Participates actively in group experiences</p>	<p>Chapter 1: “Social/Emotional Development,” pp. 22–26; “How Culture Might Affect Social/Emotional Development,” pp. 25–26 Chapter 4: “Caring and Teaching,” pp. 137–179: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Helping Children Transition to a New Group or Preschool,” pp. 144–145 Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152: “Helping Young Infants, Mobile Infants, Toddlers, and Twos,” pp. 146–149; “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146; “Helping Mobile Infants Begin to Control Their Behavior,” p. 147; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152 Chapter 4: “Responding to Challenging Behaviors,” pp. 153–159: “Physical Aggression,” pp. 153–154; “Temper Tantrums,” pp. 154–155; “Biting,” pp. 155–159 All Routines Chapters: Chapter 6, “Hello and Good-Byes,” pp. 221–231; Chapter 7, “Diapering and Toileting,” pp. 233–245; Chapter 8, “Eating and Mealtimes,” pp. 247–261; Chapter 9, “Sleeping and Nap Time,” pp. 263–275; Chapter 10, “Getting Dressed,” pp. 277–287 See especially: Section in all Routines Chapters (6–10): “Responding to What Children Need”</p>

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<p>Young children -3 to 4 years Can describe many aspects of themselves Can say their name, address and telephone number Knows their family members and some neighbours Shows strong will and strives for independence. Having things their own way. Is able to say who they are in terms of nationality and language Can state some cultural aspects of their identity. Shows pride in their achievements.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Building a Relationship With Each Child,” pp. 103–105; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p>

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<p>INDICATOR 2: Children are able to express their feelings / emotions, regulate themselves and follow routine.</p>		
<p>Babies -0 to 18 months Follows some basic rules Has a set pattern and habits indicating hunger, nappy change or desire to sleep.</p> <p>Toddlers - 18 to 36 months Expresses feelings of sadness and happiness and disappointment. Follows basic rules and set routines and has idea of consequences of not doing so.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity</p> <p>3: Manages own feelings Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words</p>	<p><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152; “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146; “Helping Mobile Infants Begin to Control Their Behavior,” p. 147; “Using Positive Guidance Strategies,” pp. 149–152 Chapters 6–10, All Routines Chapters: Chapter 6: “Hellos and Good-Byes,” pp. 221–231; Chapter 7: “Diapering and Toileting,” pp. 233–245; Chapter 8: “Eating and Mealtimes,” pp. 247–261; Chapter 9: “Sleeping and Nap Time,” pp. 263–275; Chapter 10: “Getting Dressed,” pp. 277–287</p>
<p>Young children -3 to 4 years Understands and relates to all aspects of routines, schedules and the rules that apply. Works independently and can use resources purposefully. Expresses strong feelings and emotions and can learn to control them. Waits for turns when working with others. Says what they like and don’t like and why.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures</p>	<p><i>The Creative Curriculum® for Preschool</i> Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122; “Helping Children to Regain Control,” pp. 121–122</p>

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DESIRED RESULT 3: CHILDREN DEMONSTRATE AWARENESS OF DIVERSITY, RESPECT, CARE AND ABILITY TO LIVE AND WORK WITH OTHERS.*	*South African Curriculum Guidelines Developmental Domain: SOCIAL PHYSICAL COGNITIVE	
INDICATOR 1: Children understand, appreciate and respect differences and similarities between self and others.		
<p>Babies -0 to 18 months Child is interested in other children and people Is attracted and shows emotions to people with different physical features e.g gets scared or reaches out to touch. Recognises parent or caregiver among other people.</p> <p>Toddlers - 18 to 36 months Is interested and able to tell gender differences Interacts and plays easily with children and adults who are of different racial and cultural backgrounds. Is curious and asks questions about differences in people.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 1: Trusts known, caring adults Step 1: Recognizes and reaches out to familiar adults Step 2: Seeks to remain in company of familiar adults Step 3: Seeks familiar adult as secure base when around new people and in new situations Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>6: Learns to be a member of a group Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others’ needs are important, in addition to own Step 5: Participates actively in group experiences</p>	<p>Chapter 1: “Individual Differences,” pp. 35–43: “Temperament,” pp. 35–37; “Life Circumstances,” pp. 38–39; “Life Circumstances That May Affect Children’s Development and Learning,” p. 38; “Dual Language Learners,” pp. 39–40; “Misunderstandings About Dual Language Learning,” p. 40; “Disabilities,” pp. 41–43</p> <p>Chapter 4: “Building Relationships,” pp. 138–145: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Helping Children Transition to a New Group or Preschool,” pp. 144–145</p>
<p>Young children -3 to 4 years Is able to tell differences and similarities between themselves and others. Is able to talk about differences in people including their abilities. Enjoys learning about people’s differences. Easily plays and interacts with children and people across gender, racial and cultural differences. Shows interest in how certain things are said in different languages. Identifies other people’s views and opinions</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want</p>	<p>Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 3: Social Studies: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>

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INDICATOR 2: Children are able to develop friendships and relate with peers as well as working in groups.		
<p>Babies -0 to 18 months Is attracted to other children and shows emotions e.g smiles or stares at them. Begins to show interest in playing with other children.</p> <p>Toddlers - 18 to 36 months Is excited about being with other children and plays with or next to other children. Can get along with others Expresses own feelings and can tell how peers are feeling. Is able to cope with conflict issues and how to resolve them.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>4: Responds to others’ feelings with growing empathy Step 1: Mirrors others’ expressions of feelings Step 2: Becomes aware of others’ expressions of emotion Step 3: Responds to the emotions of others, sometimes with adult prompting Step 4: Shows awareness that others’ feelings are separate from own feelings Step 5: Responds to others’ feelings with caring behavior, without adult prompting</p> <p>5: Plays with other children Step 1: Watches and responds to other children Step 2: Reaches out to and engages momentarily with other children Step 3: Has brief play encounters with other children Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities Step 5: Participates in coordinated play with other children</p>	<p>Chapter 4: “Building Relationships,” pp. 138–145: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Helping Children Transition to a New Group or Preschool,” pp. 144–145</p>
<p>Young children -3 to 4 years Cooperates with others in large group activities. Chooses whom to play with. Is able to notice and identify members of own group. Understands conflict and is able to resolve it. Communicates feelings to others and comforts peers when they are hurting Greet and responds to greetings Participates in cooperative play Expresses empathy with others Is able to demonstrate a certain ability to resolve conflict with others</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child</p> <p>12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn</p> <p>13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise</p>	<p>Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122 Chapter 3: Social Studies: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”</p>

<p align="center">Age Some Competencies</p>	<p align="center"><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps</p>	<p align="center"><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> and Related Publications</p>
<p>INDICATOR 3: Children interact with adults and adapt to new environments comfortably.</p>		
<p>Babies -0 to 18 months Knows and prefers own parent or caregiver. Smiles, cries and gestures to parent or caregiver for attention. Explores environment near parent or caregiver. Becomes anxious when parent or caregiver is not near.</p> <p>Toddlers - 18 to 36 months Talks to parents whom he/she feels free with other than the primary care giver or parent. Plays with, talks to and imitates adults. Ask adults for help. Listens to adult safety warnings and guidance</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults Step 2: Seeks to remain in company of familiar adults Step 3: Seeks familiar adult as secure base when around new people and in new situations Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>	<p>Chapter 4: “Building Relationships,” pp. 138–145 Chapter 4: “Guiding Children’s Learning,” pp. 160–167: “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167 Chapter 6: “Supporting Children Emotionally Throughout the Day,” p. 227 Section in all Routines Chapters (6–10): “Responding to What Children Need”</p>
<p>Young children -3 to 4 years Child speaks with adult whom they are comfortable with freely. Child asks questions and seeks responses from adult. Child tells adult when they are in trouble or not happy Follows adult directions and rules Asks for permission to do something</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <p>I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school</p> <p>2. Demonstrates appropriate trust in adults</p> <p>I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not</p>	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Establishing Interest Areas,” pp. 62–67; “A Comfortable and Attractive Setting,” pp. 70–71; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “Building a Relationship With Each Child,” pp. 103–105; “Developing Rules for a Classroom Community,” pp. 108–110 Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ____ Area”</p>

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DESIRED RESULT 4: CHILDREN DEMONSTRATE LANGUAGE, COMMUNICATION AND LITERACY ABILITIES.*	*South African Curriculum Guidelines Developmental Domain: SOCIAL COGNITIVE	
INDICATOR 1: Children are able to make parent and care giver aware of their needs, feelings and actions		
<p>Babies -0 to 18 months Makes sounds and gestures repeatedly Cries and makes noises in certain ways to express particular feelings. Expresses a few understandable words relating to his/her needs.</p> <p>Toddlers - 18 to 36 months Child uses appropriate vocabulary to express emotions and feelings Imitates simple phrases Engages in songs, rhymes, games and stories. Uses more complex grammar and speech. Identifies some body parts Identifies some people and objects Engages in conversation</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 17: Develops expressive language Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words Step 3: Uses gestures, word-like sounds, and single words to communicate Step 4: Speaks in two-word phrases Step 5: Uses simple sentences and questions with three or more words</p>	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34 Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Promoting Language and Literacy Learning,” pp. 119–121 Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163 Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching”</p>
<p>Young children -3 to 4 years Expresses abstract thoughts and feelings Talks in complete sentences Uses words to explain actions Takes turns during group conversation Makes meaning of intonations Understands non verbal expressions</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings</p>	<p>Chapter 1: “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Section in all Interest Area chapters: “Responding to and Interacting With Children in the ___ Area”</p> <p>The Creative Curriculum® Literacy Kits: Kit 1: Guided Learning—Listening and Speaking</p>

Age Some Competencies	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> and Related Publications
INDICATOR 2: Children listen, comprehend and respond when communicated to.		
<p>Babies -0 to 18 months Reacts to human voice or source of noise Appears to watch and listen Is able to recognise familiar voices Imitates sounds made by caregivers. Learns names of objects and can identify them by looking at them when mentioned Understands simple one step requests</p> <p>Toddlers - 18 to 36 months Follows one step requests Holds simple conversations e.g., about past experience Imitates simple phrases Pays attention when spoken to</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language Step 1: Shows interest in speech of others Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech Step 3: Demonstrates understanding of simple multiword speech in familiar contexts Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p> <p>17: Develops expressive language Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words Step 3: Uses gestures, word-like sounds, and single words to communicate Step 4: Speaks in two-word phrases Step 5: Uses simple sentences and questions with three or more words</p> <p>18: Participates in conversations Step 1: Engages in simple, back-and-forth vocalizing Step 2: Imitates and exchanges sounds and gestures with other people Step 3: Exchanges single words, word-like sounds, and gestures with others Step 4: Initiates conversation by using words Step 5: Participates in conversations for two or more turns</p>	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Promoting Language and Literacy Learning,” pp. 119–121</p> <p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching”</p>

<p style="text-align: center;">Age Some Competencies</p>	<p style="text-align: center;"><i>The Creative Curriculum® for Infants, Toddlers & Twos or The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps</p>	<p style="text-align: center;"><i>The Creative Curriculum® for Infants, Toddlers & Twos or The Creative Curriculum® for Preschool and Related Publications</i></p>
<p>Young children -3 to 4 years Follows multiple step directions Asks questions Answers simple questions Engages in complex conversation Plays vocabulary games Retells simple stories Can illustrate stories through simple drawings or acting.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events</p>	<p>Chapter 1: “Language Development,” p. 22 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area” Literacy: The Creative Curriculum Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108 Section in all Interest Area chapters: “Responding to and Interacting With Children in the ___ Area” The Creative Curriculum® Literacy Kits: Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p>

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DESIRED RESULT 5: CHILDREN DEMONSTRATE CAPABILITIES AND INTEREST IN EMERGENT AND REAL LIFE MATHEMATICAL LITERACY ACTIVITIES AND INFORMATION.*	*South African Curriculum Guidelines Developmental Domain: COGNITIVE SOCIAL	
INDICATOR 1: Children demonstrate some understanding of number concepts, symbols, shapes, size and space.		
<p>Babies -0 to 18 months Child begins to develop basic awareness of number concepts e.g 1 figure 2 figures Child develops ideas of size, when he grasps things in his hands Child identifies small things and picks them up and for instance puts them in his mouth.</p> <p>Toddlers - 18 to 36 months Child relates size and space to his/her own body size Child is able to tell what would fit in his small hand and what he is able to lift or move. Can identify numbers. Begins to learn maths vocabulary e.g., number words.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 13: Shows a beginning understanding that things can be grouped Step 1: Explores objects, using all senses Step 2: Notices particular characteristics of objects Step 3: Begins to manipulate objects according to particular attributes Step 4: Begins to match objects by similarities Step 5: Groups objects with similar characteristics</p>	<p>Chapter 3, What Children Are Learning: “Discovering Mathematical Relationships,” pp. 122–127; “Number Concepts,” pp. 122–123 Chapter 3: “Helping Children Discover Mathematical Relationships,” pp. 127–128: “Discovering Number Concepts: Counting,” p. 127; “Discovering Number Concepts: Relative Sizes and Amounts,” p. 127; “Discovering Sorting and Classifying,” p. 128 Chapter 8: “Eating and Mealtimes,” pp. 247–261 Chapter 10: “Getting Dressed,” pp. 277–287 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 14: “Connecting With Music and Movement,” pp. 343–355</p>
<p>Young children -3 to 4 years Develops awareness and understanding of some symbols e.g stop sign Can recognise numbers Can count Can identify numbers</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Mathematics: Number Concepts,” pp. 134–135, 140; “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum® Approach Chapter 1: “Number and Operations,” pp. 7–14; “Geometry and Spatial Sense,” pp. 15–23 “Number and Operations Observation Form,” p. 343 “Geometry and Spatial Sense Observation Form,” p. 344 Activities Focused on Number and Operations: see Activity Matrix, p. 325 The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p>

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INDICATOR 2: Children demonstrate some understanding and abilities relating to space, measuring, estimation, quantity, weight and time.		
<p>Babies -0 to 18 months Child is aware of space e.g., through crawling and moving on bed from side to side. Childs awareness of time is in relation to his/her needs e.g., time to eat and sleep. Understands some time words Child develops ideas of quantity and weight when he touches and lifts items and when he grasps things in his hands. Begins to tell more or less in relation to food etc.</p> <p>Toddlers - 18 to 36 months Begins to experience with measurement concepts and utensils, fills containers with water or sand and pours. Moves around confidently and is fascinated by space e.g., under the table. Begins to show abilities and interest in the shapes of objects.</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted Step 4: Continues an activity, despite distractions Step 5: Continues an activity until own goal is reached, despite distractions</p> <p>11: Understands how objects can be used Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks</p>	<p>Chapter 3, What Children Are Learning: “Discovering Mathematical Relationships,” pp. 122–127; “Discovering Number Concepts: Relative Sizes and Amounts,” p. 127; “Discovering Geometry and Spatial Relationships,” p. 128; “Discovering Sorting and Classifying,” p. 128</p> <p>Chapter 7: “Diapering and Toileting,” pp. 233–245</p> <p>Chapter 8: “Eating and Mealtimes,” pp. 247–261</p> <p>Chapter 9: “Sleeping and Nap Time,” pp. 263–275</p> <p>Chapter 10: “Getting Dressed,” pp. 277–287</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p> <p>Chapter 17: “Exploring Sand and Water,” pp. 389–401</p>

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<p>Young children -3 to 4 years Can use measuring utensils confidently. Conceptualises time in terms of hours, days, time of day, yesterday and today Follows daily routines Can categorise items using a particular characteristic Is able to identify how many in a group Can categorise items Can estimate size and quantities</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective</p>	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97 Chapter 3: “Mathematics: Patterns and Relationships,” p. 136, 140; “Geometry and Spatial Sense,” pp. 136–137, 141; “Measurement,” pp. 137–138, 141 Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Activities Focused on Measurement: see Activity Matrix, p. 325 Activities Focused on Data Analysis: see Activity Matrix, p. 325 The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>

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<p>INDICATOR 3: Children demonstrate some understanding of maths concepts such as ordering, matching, similarities and, differences.</p>		
<p>Babies -0 to 18 months Is able to understand similarities and differences in relation to their physical and emotional needs and experiences e.g sucking of finger is same as breast or bottle nipple. Demonstrates rudimentary understanding of matching shapes e.g., when playing with certain items and toys.</p> <p>Toddlers - 18 to 36 months Can tell some aspects of similarities and differences in objects. Can use print or play items to show understanding of matching. Begins to categorise items according to certain characteristics Can put simple things in order according to particular characteristics</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 13: Shows a beginning understanding that things can be grouped Step 1: Explores objects, using all senses Step 2: Notices particular characteristics of objects Step 3: Begins to manipulate objects according to particular attributes Step 4: Begins to match objects by similarities Step 5: Groups objects with similar characteristics</p>	<p>Chapter 3: “Sorting and Classifying,” pp. 126–127; All Experiences Chapters: Chapter 11, “Playing With Toys,” pp. 291–307; Chapter 12, “Imitating and Pretending,” pp. 309–321; Chapter 14: “Connecting With Music and Movement,” pp. 343–355; Chapter 17, “Exploring Sand and Water,” pp. 389–401; Chapter 18, “Going Outdoors,” pp. 403–421 See especially Section in Experiences Chapters: “Supporting Development and Learning: Learning About the World”</p>
<p>Young children -3 to 4 years Can tell why objects are different or the same Can physically put things together that have similar characteristics. Can confidently match groups of items, shapes numbers, and real things Can put things in order creatively.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying</p>	<p>Chapter 3: “Mathematics: Patterns and Relationships,” p. 136, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Activities Focused on Geometry and Spatial Sense, Measurement, Patterns (Algebra), and Data Analysis: see Activity Matrix, p. 325</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>

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DESIRED RESULT 6: CHILDREN DEMONSTRATE PHYSICAL, MOTOR, HEALTH AND WELL BEING ABILITIES.*	*South African Curriculum Guidelines Developmental Domain: PHYSICAL COGNITIVE	
INDICATOR 1: Children demonstrate abilities and interest in motor skills and activities.		
<p>Babies -0 to 18 months Demonstrate some eye hand coordination Lifts head up Sleeping on tummy, can lift upper body using hands Rolls body to different sides Lifts small items and pounds on surfaces Lifts arms and legs for dressing up Uses body in a variety of ways e.g to pull self up and stand Walks with help of objects around them or someone holding their hand. Crawls and walks Climbs simple structures Uses hands to lift and throw objects Pushes light objects Feeds themselves with help Picks small items using thumbs Claps hands</p> <p>Toddlers - 18 to 36 months Climbs big structures Walks and runs Moves rhythmically to music Kicks balls Learns to fasten buttons Claps hands</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</p> <p>8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play</p> <p>9: Demonstrates basic fine motor skills Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects Step 3: Uses one hand to hold an object and the other hand to manipulate another object Step 4: Uses eye-hand coordination while doing simple tasks Step 5: Uses eye-hand coordination while doing increasingly complex tasks</p>	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28</p> <p>Chapter 2, Creating a Responsive Environment: “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73</p> <p>Sections in Routines Chapters: “Supporting Development and Learning: Learning About Moving ”</p> <p>Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving”</p>

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<p>Young children -3 to 4 years Kicks and catches balls of all sizes Jumps with both feet backwards and forwards Dresses without help Ties own shoes Moves legs and arms at same time Fastens buttons and uses writing tools with precision Walks and jumps off balancing beams</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name</p>	<p>Chapter 1: “Physical Development,” p. 20 Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, and Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472</p>

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INDICATOR 2: Children will demonstrate an understanding and appreciation of basic nutrition		
<p>Babies -0 to 18 months Regulates own eating habits Explores food by experimenting and playing with it Tries and tastes new foods Accepts and requests favourite foods</p> <p>Toddlers - 18 to 36 months Recognises different foods and has an idea of similarities and differences in tastes and appearances. Tries new food Can tell what nutritious food is</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>7: Uses personal care skills Step 1: Begins to participate as adult attends to personal needs Step 2: Attempts simple personal care tasks Step 3: Tries more complex personal care tasks, with limited success Step 4: Tries more complex personal care tasks, with increasing success Step 5: Does many complex personal care tasks successfully</p>	<p>Chapter 8: “Eating and Mealtimes,” pp. 247–261 Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p>
<p>Young children -3 to 4 years Knows importance of eating clean food e.g washes fruits before eating Can tell differences in foods and has basic ideas of what they do for the body Can assist in putting together a shopping list of nutritious snacks</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living</p>	<p>Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469</p>

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<p>INDICATOR 3: Children will demonstrate understanding of hygiene and safety habits.</p>		
<p>Babies -0 to 18 months Responds to warnings and signals of danger Reacts to danger by stopping actions Shows interest in washing hands requires help Understands basic safety rules</p> <p>Toddlers - 18 to 36 months Washes hands relatively well Requires help and reminders about dangerous situations Can tell when there is danger and communicates it</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>7: Uses personal care skills</p> <p>Step 1: Begins to participate as adult attends to personal needs Step 2: Attempts simple personal care tasks Step 3: Tries more complex personal care tasks, with limited success Step 4: Tries more complex personal care tasks, with increasing success Step 5: Does many complex personal care tasks successfully</p>	<p>Chapter 2: “Special Considerations in Setting Up the Physical Environment,” pp. 77–83; “Keeping Children Safe and Healthy,” pp. 77–79; “Suggestions for A Safe Environment,” p. 78; “Suggestions for A Healthy Environment,” p. 79</p> <p>Chapter 7: “Diapering and Toileting,” pp. 233–245; “The Diaper-Changing Station,” pp. 235–236; “The Toileting Area,” p. 236; “Keeping Children Safe and Healthy,” pp. 237–238</p> <p>Chapter 8: “Eating and Mealtimes: Keeping Children Safe and Healthy,” pp. 250, 253–255</p> <p>Chapter 11: “Playing With Toys: Safety Considerations,” pp. 291, 293</p> <p>Chapter 16: “Tasting and Preparing Food: Keeping Children Safe and Healthy,” pp. 378–379</p> <p>Chapter 17: “Exploring Sand and Water: Keeping Children Safe and Healthy,” p. 391</p> <p>Chapter 18: “Considerations for Keeping Children Safe and Healthy During Outdoor Play,” pp. 406–408</p>
<p>Young children -3 to 4 years Identifies certain dangerous situations, objects and symbols Is able to follow simple directions of what to do when in danger Can tell own address and remember simple emergency numbers Washes hands before and after eating</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <p>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures</p> <p>9. Follows classroom rules</p> <p>I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules</p>	<p>Chapter 2: “Transition Times,” pp. 88–89; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 8: “Criteria for Selecting Toys and Games: Safety,” p. 301</p> <p>Chapter 9: “Interacting With Children in the Art Area: Woodworking Safety,” pp. 341–342</p> <p>Chapter 11: “Take-Aparts and Safety,” p. 390</p> <p>Chapter 12: “Health and Safety Concerns in the Sand and Water Area,” pp. 419–420</p> <p>Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> <p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>

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DESIRED RESULT 7: CHILDREN DEMONSTRATE INTEREST AND ABILITIES TO LEARN*	*South African Curriculum Guidelines Developmental Domain: ALL ASPECTS OF DEVELOPMENT	
INDICATOR 2: Children demonstrate interest in things in the environment and shows desire to know about them.		
<p>Babies -0 to 18 months Move eyes and head with a curious expression on face. Crawls around different angles of a space. Walks and crawls towards objects and reaches out to touch. Stares at people and objects intently especially in a new environment. Is attracted to or startled by sudden noises or sounds Reaches for objects, grabs them and directs them to the mouth</p> <p>Toddlers - 18 to 36 months Shows curiosity regarding different things in the environment e.g., insects or bugs Asks questions things that happen in natural for example where does lightning come? Demonstrates creativity for example builds a house using bed sheets and blankets</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted Step 4: Continues an activity, despite distractions Step 5: Continues an activity until own goal is reached, despite distractions</p>	<p>Chapter 1: “Social/Emotional Development,” pp. 22–26, “Physical Development,” pp. 26–28, “Cognitive Development,” pp. 29–31, “Language Development,” pp. 32–34; “How Culture Might Affect Social/Emotional, Physical, Cognitive, and Language Development,” pp. 25–26, p. 28, p. 31, and p. 34</p> <p>Chapter 3: “Exploring Like Scientists,” pp. 129–135</p> <p>Sections in all Routines Chapters (6–10): “Supporting Development and Learning: Learning About Themselves and Others;” “Learning About Moving;” “Learning About the World;” “Learning About Communicating”</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Self and Others;” “Learning About Moving;” Learning About the World;” “Learning About Communicating”</p>

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<p>Young children -3 to 4 years Can talk about and describe a phenomena that they experience Shows interest in stories or programme to do with nature. Has desire to own a pet Enjoys watching insects, animals and plants around their environment Fantasises about real life everyday issues and experiences e.g pretends to be a medical doctor.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145 Chapter 4: “Guiding Children’s Learning,” pp. 173–198: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science”</p>