



The Good Shepherd School

Two-Year Old Programs at Good Shepherd School

- **2-Day Twos (Tuesdays and Thursdays, 8:45am-11:30am)**
- **3-Day Twos (Mondays, Wednesdays, and Fridays, 8:45am-11:30am)**

Caring for others, cooperation, responsibility, independence, and respect for others have been established as the core values of Good Shepherd School. We strive to incorporate these values into our daily school environment and curriculum. Developing speech and socialization skills while establishing a unique identity through play, exploration, and pretending in a nurturing and supportive school environment is the work of the two-year-old at Good Shepherd.

I. To foster the development of a positive self-concept and a positive attitude toward school, the children will be encouraged to:

- show pride in accomplishments and products created.
- exhibit confidence in their own abilities.
- acquire developmentally appropriate readiness and social skills through supervised interaction with peers and exposure to age-appropriate play and activities.

II. To nurture independence and self-control, encouraging an increased awareness of the relationship between freedom and responsibility, the children will be encouraged to:

- use appropriate expressions of positive and negative feelings.
- separate from family without serious distress.
- adjust to new situations.
- work cooperatively within a daily routine and follow a daily schedule.
- develop attention skills and the ability to follow simple directions.
- don, snap, button and zip their own clothing.
- show responsibility for personal possessions.
- maintain interest in a play activity without adult encouragement.
- use classroom materials and equipment appropriately.
- ask for assistance when necessary.

III. To guide the development of social skills in a caring and nurturing atmosphere, the children will be encouraged to:

- participate in group and individual learning experiences and class discussions.
- use and respond to appropriate social cues and expressions, including “hello,” “good-bye,” “please,” and “thank you.”
- role play and “pretend” to discover successful interactions.
- play cooperatively, interact with peers, take turns, and listen while others are speaking.
- accept and respect individual differences and the feelings and needs of others.

- develop the ability to lead and the ability to follow.
- respond positively to adult guidance and direction.

IV. To inspire a developmentally appropriate understanding of God and His love, the children will be encouraged to:

- learn prayers to be said before snack and lunch.
- praise God through song, prayer, and stories.

V. To encourage children to think, reason, question and experiment while developing problem-solving skills and the ability to think critically, the children will be encouraged to:

- listen to literature and poetry for meaning to lay the foundation for a love of books and reading.
- participate in simple scientific “hands-on” experiences designed to arouse and expand natural curiosities.
- detect patterns and compare sizes and amounts.
- distinguish between fantasy and reality.
- anticipate the consequences of simple actions.
- use imagination to explore in independent and teacher-directed activities.
- develop an understanding of and begin to experiment with humor.

VI. To further language development while enhancing receptive and expressive language and vocabulary, the children will be encouraged to:

- recall and describe events and stories.
- listen to, participate in, and repeat finger plays, songs, poems and literature.
- improve articulation and begin to use complete sentences.
- play with less adult direction.
- develop an understanding of a wide range of words in meaningful context.
- recognize their full names, body parts, and gender.
- modulate their voices for indoor and outdoor activities.

VII. To develop, refine, and strengthen small motor and large motor skills, the children will be encouraged to:

A. Fine Motor:

The children will develop and improve awareness of left to right progression, finger manipulation, and hand-eye coordination by having the opportunity to:

- roll, squeeze, poke and mold play dough.
- paint with fingers and at the easel.
- lace cards and string beads
- manipulate simple puzzles, blocks, toys, and clothing.
- imitate finger plays.
- handle scissors, crayons, and brushes.

B. Gross Motor:

The children will strengthen muscles and improve balance and coordination by having the opportunity to:

- safely utilize indoor and outdoor play equipment.
- practice the integration of muscles and rhythm.
- play games requiring movement, balance and coordination
- refine their ability to run, hop, crawl, jump, tip-toe, balance, throw and ride.

VIII. To develop sound health, safety, and nutritional practices, the children will be encouraged to:

- alert teachers and begin to control needs related to toileting.
- clean spills and put away materials with direction.

IX. To foster individual creative, artistic, and musical expression, the children will be encouraged to:

- utilize provided materials that will allow them to express feelings and responses that may be difficult to verbalize.
- Respond to music by listening, singing, moving, playing, clapping and creating.
- Dramatize “action songs”, poetry, and stories.
- experiment with primary and secondary colors and a variety of artistic textures and tools.
- contribute original ideas to classroom activities and discussions.
- exhibit flexibility in play and in the creation of products.
- participate in a spring pageant.

X. Reading, pre-reading, mathematics, social studies and science are presented to Good Shepherd students within a developmentally appropriate academic framework.

- **Letters and Language:** Two-year-old children are exposed to the alphabet, sound discrimination, and rhyming. They practice opposites, listening and memorization skills, basic sequencing, simple classification, and name recognition. They learn how to follow directions, recognize patterns, and predict outcomes.
- **Numbers and Counting:** Two-year-old children are provided with concrete experiences with shapes, numbers, counting, basic sequencing, and ordination. They experiment with measurement, spatial concepts, and sets. They are given opportunities to compare and contrast and match.
- **Science:** Two-year-old children are introduced to observation, experimentation, and prediction. They are encouraged to use their senses both indoors and out. They learn about animals, weather and the seasons.

- **Social Studies:** Two-year-old children are encouraged to learn about themselves, their feelings, and their culture. They explore the family, family roles, peers and the community around them. They learn to understand and respect themselves in relation to others.

Typical Daily Schedule in the Two-Year-Old Program:

Arrival and Free Play
Outside Play
Bathroom Break
Circle Time
Snack
Rest/Book Time
Project/Free Play
Story Time
Dismissal

Possible Academic Units in the Two-Year-Old Programs:

Welcome to School
 Friends and Family
 Colors and Shapes
 Seasons and Holidays
 Farm Animals
 Artic Animals
 Spring Animals
 Community Helpers
 Transportation
 Nursery Rhymes
 Beginning Counting