The Mailman Segal Center’s Infant & Toddler Scope and Sequence highlights the specific skills and knowledge that children should master as they progress through each year. These comprehensive standards define what constitutes appropriate learning at each stage of development and provides guidance to educators as they plan and implement curriculum content.
<table>
<thead>
<tr>
<th>Skills Mastered (by end of school year)</th>
<th>Number Sense, Concepts, Operations</th>
<th>Measurement</th>
<th>Geometry and Spatial Sense</th>
<th>Algebraic Thinking</th>
<th>Data Analysis and Probability</th>
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</table>
| **Infants 0-1 years** CT:I (1-9)     | 1. Explores objects by emptying and filling containers  
   2. Unstack nesting blocks or rings | 3. Reaches for desired objects  
   4. Tracks and locates objects | 5. Shows an understanding of object permanence  
   6. Explores 2 and 3 dimensional shapes during play | 7. Explores the different attributes of objects  
   8. Begins to understand relationship between actions and reactions | 9. Explores objects by using a variety of different senses (mouthing, tracking, feeling) |
| **Toddlers 1-2 years** CT:T (1-11)  | 1. Uses number words without understanding quantity  
   2. Shows pleasure when able to cause something to happen | 3. Explores objects by filling and emptying containers  
   4. Adjusts reach and grasp of objects according to their size, weight and distance | 5. Recognizes familiar objects by touch  
   6. Attempts to fit body into different spaces | 7. Differentiate blocks by size  
   8. Begins to solve problems by manipulating objects (e.g., fitting shapes into shape sorter) | 9. Participates in games and utilizes toys that explore the relationship of cause and effect  
   10. Tries a variety of strategies to reach simple goals  
   11. Recognizes and engages in predictable routines |
| **Toddlers 2 year olds** CT:T2 (1-15) | 1. Begins to repeat numbers in order  
   2. Understands the words "one" and "two" represent quantities  
   3. Responds appropriately to numeral requests (i.e. please give me two blocks) | 4. Begins to know that different sized containers will hold more or less  
   5. Recognizes, informally discusses, and develops language to describe length, height, weight, and speed  
   6. Understands concepts "big" and "small" | 7. Begins to identify and label shapes in the environment  
   8. Shows understanding of some comparative words (big, bigger, biggest)  
   9. Manipulates simple insert puzzles | 10. Sorts and classifies objects according to one attribute  
   13. Observes objects and events with curiosity  
   14. Begins to formulate WH questions to seek information,  
   15. Uses trial and error problem solving |
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<th>Skills Mastered (by end of school year)</th>
<th>Social Studies</th>
<th>Life Science</th>
<th>Physical Science</th>
<th>Earth &amp; Space</th>
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| CD:I (1-13)                             | 1. Participates in activities that help deepen understanding of the world around them  
2. Recognizes familiar people  
3. Engages in shared attention with caregiver  
4. Vocalizes in response to games and songs to show pleasure | 5. Explores the scientific properties of objects  
6. Tracks movement of people and animals  
7. Explores own body | 8. Explores the scientific properties of objects  
9. Responds to different variations of sound and light | 10. Uses five senses to collect information about the world around them  
11. Responds to temperature | 12. Shows interest in the environment  
13. Attends to items in outdoor environment (e.g. leaves, plants, trees) |
| Toddlers 1-2 years                      |                |             |                 |               |                      |
| CD:T (1-16)                             | 1. Shows interest in looking at self in mirror  
2. Enjoys watching peers  
3. Imitates adult facial expressions  
4. Begins to name/identify familiar people  
5. Gestures to show interest in object or activity | 6. Shows interest in own body  
7. Begins to identify a variety of animals, foods and body parts  
8. Begins to recognize and differentiate between certain plants and animals | 9. Identifies different variations of sound and light (e.g. loud, quiet, on, off)  
10. Enjoys playing with and exploring the characteristics of water  
11. Shows pleasure in creating movement in toys | 12. Experiences the different properties of objects  
13. Identifies different variations of temperature (e.g. hot, cold)  
14. Identifies different variations of weather conditions (e.g. rainy, windy) | 15. Explores aspects of outdoor environment such as sand and water  
16. Explores and engages in water play activities |
| Toddlers 2 year olds                    |                |             |                 |               |                      |
| CT:T2 (1-16)                            | 1. Begins to identify own physical characteristics and compare with those of others  
2. Notices and identifies features of own home and other familiar homes  
3. Begins to understand own role in family and the roles of his or her other family members  
4. Identifies some common jobs (e.g. identify certain clothing with its occupation). | 5. Recognizes and identifies some plants and animals  
6. Identifies some characteristics of animals (e.g. the sounds they make)  
7. Learns and names body parts  
8. Begins to understand personal needs | 9. Recognizes and identifies the properties of some objects (e.g. hard, soft, light, heavy, sweet, sour)  
10. Able to differentiate between boys and girls  
11. Learns vocabulary such as loud, soft, light, dark | 12. While playing with soil and/or water, learns vocabulary about their properties (e.g. wet, dripping, heavy, muddy, soft)  
13. Begins to make associations between weather and own needs (e.g. needs an umbrella or raincoat to avoid getting wet)  
14. Can identify aspects of earth and space such as sun, moon and stars | 15. Explores the properties of the immediate environment including rocks, soil, water, air  
16. Can identify and name a variety of natural objects such (e.g. tree, leaf, rock, dirt) |
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<th>Skills Mastered (by end of school year)</th>
<th>Language</th>
<th>Phonological Awareness</th>
<th>Emergent Writing</th>
<th>Alphabet Knowledge</th>
<th>Book Handling</th>
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| CO:I (1-18)                            | 1. Uses language (sounds) to get attention  
2. Coos and babbles  
3. Notices and attends to sounds in the environment  
4. Mimics intonation and word structure | 5. Listens and attends to nursery rhymes  
6. Enjoys the sing song of repetitive books like "Brown Bear, Brown Bear"  
7. Participates in face-to-face language play with caregivers  
8. Imitates sounds | 9. Uses pincher grip to pick up finger foods  
10. Holds object with firm grasp  
11. Able to hold one object in each hand | 12. Listens and enjoys songs  
13. Imitates vowel and some consonant sounds | 15. Enjoys listening to/looking at books  
16. Selects books for caregiver to read  
17. Points to pictures in book  
18. Holds/chews board books |
| **Toddlers 1-2 years**                 |          |                        |                 |                   |              |
| CO:T (1-18)                            | 1. Single word vocabulary develops  
2. Receptive vocabulary grows from approximately 50 to 200+ words  
3. Responds verbally and/or nonverbally to simple questions  
4. Understands name of familiar people and objects  
5. Initiates interactions with adults | 6. Distinguishes voice intonation between commenting and questioning  
7. Makes animal sounds  
8. Uses one and two syllable words  
9. Begins to sing parts of familiar songs and rhymes | 10. Engages in random scribbling with large crayons  
11. Uses art materials such as play dough and dot markers to enhance small muscles in the hand | 12. Begins to sing the ABC song  
13. Uses shape sorter and simple puzzles to begin to recognize attributes of shape  
14. Produces some consonant sounds (b,m, p, t, d, g, & k) and consonant vowel combinations | 15. Recognizes a favorite book by its cover  
16. Babbles while ‘reading’ favorite books  
17. Identifies pictures within books  
18. Looks at books |
| **Toddlers 2 year olds**               |          |                        |                 |                   |              |
| CO:T2 (1-18)                           | 1. Follows one- and two-step directions  
2. Takes turns in conversations  
3. Vocabulary grows to include a variety of nouns, verbs, adjectives and pronouns  
4. Uses 2 or 3 word sentences | 5. Enjoys nursery rhymes  
6. Joins in with rhyming words in books and songs  
7. Repeats familiar song and dances | 8. Makes scribble marks  
9. Beginning to understand and use writing formats  
10. Engages in fine motor activities such as stringing beads and using tongs to dump and fill containers  
11. Can manipulate tools such as paintbrushes and crayons | 12. Recognizes signs and symbols in the environment  
13. Sings ABC song  
14. Begins to recognize own name from others | 15. Holds book right side up  
16. Goes from front to back  
17. Interested in and enjoys books  
18. "Reads" familiar book out loud to self |
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<tr>
<th>Skills Mastered (by end of school year)</th>
<th>Art</th>
<th>Music</th>
<th>Dance</th>
<th>Symbolic Play</th>
<th>Physical Expression</th>
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</table>
| **Infants 0-1 years** CR:I (1-16)     | 1. Participates in simple creative art projects (finger painting, scribbling with jumbo crayons)  
2. Uses senses to explore art materials | 3. Shows pleasure in creating own music and noise  
4. Explores and manipulates musical instruments  
5. Uses musical sounds as a means of communication and self regulation | 6. Maintains balance while sitting and exploring toys  
7. Uses body to communicate needs  
8. Bounces or moves to music and/or clapping  
9. Rocks back and forth on hands and knees | 10. Explores and manipulates different props from the dramatic play center  
11. Gestures to communicate feelings  
12. Begins to imitate movements with toys  
15. Tracks moving objects  
16. progress from sitting to crawling to creeping |
| **Toddlers 1-2 years** CR:T (1-16)    | 1. Participates in a growing number of art experiences and begins to show preferences  
2. Uses a variety of art tools and materials | 3. Reflects mood of music through body motion  
4. Uses music as a means to regulate themselves (i.e. calms body in response to caregivers singing)  
5. Participates in singing favorite songs  
6. Moves to beat of music | 7. Maintains balance to stand  
8. Responds to music with full body movements  
9. Begins to participate in basic finger plays | 10. Uses real objects as props  
11. Uses objects in new and interesting ways  
12. Relates to dolls in real ways  
13. Can participate in very basic pretend play such as “eating” a sandwich at a “picnic” | 14. Walks with increasing stability  
15. Bends down from a standing position to get object  
16. Grasps, releases and kicks different types of balls |
| **Toddlers 2 year olds** CR:T2 (1-15) | 1. Uses a variety of materials in art activities (e.g. markers, chalk, crayons, paint, brushes, finger paint, glue, shaving cream)  
2. Makes random non-representational marks and scribbles on paper | 3. Explores the properties of a range of musical instruments  
4. Requests favorite songs or rhymes  
5. Changes body movements in response to tempo/loudness of music  
6. Has favorite songs | 7. Participates in small and large group movement experiences  
8. Participates in finger plays by acting out hand motions  
9. Remembers some words to songs and rhymes | 10. Tries to act, talk, and dress like familiar people  
11. Uses simple substitutions to pretend one object is another  
14. Can jump off one step  
15. Stands on one foot with assistance |
## 5C Curriculum Domain
### COOPERATION

<table>
<thead>
<tr>
<th>Skills Mastered (by end of school year)</th>
<th>Study Skills</th>
<th>Approaches to Learning</th>
<th>Self-Awareness</th>
<th>Prosocial Behaviors</th>
<th>Social Problem Solving</th>
</tr>
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</table>
| Infants 0-1 years CP:I (1-18)           | 1. Able to indicate preference through nonverbal communication  
2. Tries to reproduce pleasurable events  
3. Engages in activity up to 1 minute  
4. Finds ways to self soothe such as pacifier or finger | 5. Reacts to new objects, voices and sounds  
6. Seeks out new experiences  
7. Begins to participate in self help skills (e.g. feeds themselves simple finger foods, attempts to hold bottle) | 8. Shows pleasure in exploring objects with familiar adults  
9. Experiences a wide range of emotions  
10. Displays an awareness of others  
11. Knows and reacts to own name | 12. Gazes attentively at caregivers during routine care  
13. Shows preference toward primary caregivers  
14. Smiles and coos in response to familiar peers and caregivers  
15. Looks indirection of other crying child | 16. Gestures to seek information from adults  
17. Vocalizes to express wants and needs  
18. Develops early emotional regulation |
| Toddlers 1-2 years CP:T (1-18)          | 1. Indicates preference with simple language  
2. Shows pleasure when completing a task  
3. Repeats mastered skills with confidence  
4. Engages in activity up to 10 minutes | 5. Shows perseverance when trying to manipulate new toys  
6. Focuses attention on interesting sights or sounds  
7. Acts on impulses  
8. Shows signs of self regulation | 9. Shows empathy to peers by making simple overtures  
10. References emotional reactions of trusted adults  
11. Shows pride in expressing what is ‘mine’  
12. Shows signs of self regulation | 13. Shows pleasure when in the company of known friends  
14. Participates in parallel play  
15. Engages in back-and-forth exchanges with caregiver  
16. Waves “hi” and “bye” | 17. Able to express need for help through gestures and/or vocalizations  
18. Seeks information from adults by asking simple questions |
| Toddlers 2 year olds CP:T2 (1-18)      | 1. Increasingly able to attend to tasks at least 15 minutes  
2. Completes self-selected, concrete tasks which are relatively short in duration  
3. Demonstrates ability to perform some routine tasks independently (e.g. obtain lunch box from cubby and tidy up after activities) | 4. Solves simple problems through exploration and trial and error  
5. Shows enthusiasm and pleasure in exploration  
6. Enjoys solving simple problems  
7. Uses objects, materials, and toys in novel and unexpected ways | 8. Recognizes feelings when labeled by adults (e.g. are you scared?)  
9. Able to replicate familiar feelings (e.g. show me a ‘sad’ face)  
10. Shows awareness of others’ feelings  
11. Begins to understand what others’ feelings mean (e.g. asks why someone is sad)  
12. Experiments making different faces in mirror | 13. Plays alongside and starts to play with other children (parallel and associative play)  
14. May start to have favorite playmates  
15. Forms warm bonds with others  
16. Begins to show ability to take turns and wait for a turn | 17. Needs and looks for adult support to resolve conflicts  
18. Finds regulation of emotions difficult |