



Month: March Week: 2 Subject: Physical Health & Growth

Day 1	Topic(s)		Foundation(s)	
	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond		PHG3.1 Demonstrate development of fine and gross motor coordination	
Indicators	Younger Toddlers		Older Toddlers	
	Will squat and bounce while holding onto something.		Will hop forward with both feet together.	
Activity: The teacher will encourage toddlers to pretend to be bunnies, hopping around the room. Younger toddlers will bounce in place while holding a caregiver’s hands, while older toddlers will hop forward, trying to land on two feet. The teacher will say, “Let’s hop to the flowers!” to encourage movement toward a target. Older Toddler Challenge: Older toddlers will follow a simple bunny hop path using floor markers.				
Resources/Materials		Key Vocabulary:		Support:
- Bunny ear headbands (optional) - Floor markers or tape for hop paths		hop, jump, bounce, land, soft		Hop Little Bunnies Sing A Long Action Song Hop Hop Hop

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Toddler Curriculum

Day 2	Topic(s) Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	Foundation(s) PHG2.2 Demonstrate development of body awareness and physical activity
Indicators	Younger Toddlers	Older Toddlers
	Will step onto pretend puddles.	Will jump over or between puddles.
Activity: The teacher will place blue paper puddles or floor markers around the room. Younger toddlers will walk over and step onto puddles, while older toddlers will jump from one puddle to another. The teacher will say, “Can you make a big splash with your feet?” Older Toddler Challenge: Older toddlers will count how many jumps it takes to get across the puddles.		
Resources/Materials Blue paper circles or foam mats as puddles	Key Vocabulary: jump, splash, big, small, puddle	Support: 

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Day 3	Topic(s)	Foundation(s)
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Toddler Curriculum

	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	PHG3.1 Demonstrate development of fine and gross motor coordination
Indicators	Younger Toddlers	Older Toddlers
	Will roll a ball to a partner or teacher.	Will toss a soft ball underhand into a bin.
Activity: The teacher will give each toddler a soft ball and encourage them to roll it to a friend or teacher. Younger toddlers will practice rolling the ball back and forth, while older toddlers will practice tossing the ball into a basket. The teacher will cheer, “Great throw! Can you do it again?” Older Toddler Challenge: Older toddlers will try to toss the ball from different distances.		
Resources/Materials	Key Vocabulary: roll, toss, catch, throw, soft	Support: 

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Day 4	Topic(s)	Foundation(s)
	Theme: Spring Surprises	PHG2.1 Demonstrate how the five senses



Toddler Curriculum

	Number: 8 Letter: Gg Color: Yellow Shape: Diamond	support processing information
Indicators	Younger Toddlers	Older Toddlers
	Will flap arms like butterfly wings.	Will move through each butterfly life cycle stage.
Activity: The teacher will guide toddlers in pretending to be butterflies moving through their life cycle: 1. Egg – Curl into a ball. 2. Caterpillar – Wiggle on the floor. 3. Chrysalis – Stand still and wrap arms around body. 4. Butterfly – Flap arms and move around the room. Younger toddlers will imitate simple flapping and crawling, while older toddlers will move through all stages in order. Older Toddler Challenge: Older toddlers will lead the class in acting out the butterfly stages.		
Resources/Materials	Key Vocabulary:	Support:
Butterfly pictures for reference	flap, wiggle, crawl, still, fly	

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Day 5	Topic(s)	Foundation(s)
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Toddler Curriculum

	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	PHG1.1 Demonstrate development of healthy practices
Indicators	Younger Toddlers	Older Toddlers
	Will crawl, step, or climb through a simple path.	Will complete a short obstacle course with balance challenges.
Activity: The teacher will set up a spring-themed obstacle course with: • Hopping spots (like bunny hops) • Crawling tunnels (like worms in the garden) • Balance path (like stepping stones) Younger toddlers will walk, crawl, and step through the course, while older toddlers will balance, jump, and move faster. Older Toddler Challenge: Older toddlers will time themselves and try to complete the course faster.		
Resources/Materials	Key Vocabulary:	Support:
• Soft floor markers or mats for hopping • Small tunnels or fabric for crawling • Balance beam or taped line for walking	fast, slow, crawl, jump, balance	