



Month: March Week: 4 Subject: Approaches to Play & Learning

Day 1	Topic(s) Review Week	Foundation(s) APL1.2 Demonstrate interest and curiosity as a learner APL4.1 Demonstrate development of social interactions during play
Indicators	Younger Toddlers	Older Toddlers
	Shows excitement when discovering hidden objects.	Actively searches for hidden bugs and helps friends find them.
Activity: Bug Hide & Seek Teachers may hide small toy bugs around the room or in a designated play area and encourage toddlers to find them . Younger toddlers may need verbal clues (<i>"Look under the chair!"</i>), while older toddlers can be encouraged to help their friends find bugs . Afterward, toddlers can gather their bugs and count how many they found .		
Resources/Materials • Small plastic or paper cutout bugs • Soft bins or trays for collecting bugs	Key Vocabulary: find look bug	Support:

Month: March Week: 4 Subject: Approaches to Play & Learning



Toddler Curriculum

Day 2	Topic(s)	Foundation(s)
	Review Week	APL1.1 Demonstrate initiative and self-direction APL2.1 Demonstrate development of flexible thinking during play
Indicators	Younger Toddlers	Older Toddlers
	Stacks blocks with teacher encouragement.	Attempts to build a structure and describes what they are making.
Activity: Build a Bug House (Block Play) Teachers may provide blocks and toy bugs for toddlers to build a bug house . Younger toddlers can explore stacking and knocking down blocks, while older toddlers may try to design and explain their bug house (<i>"This is the door!"</i>). Teachers may ask, <i>"Where do bugs sleep?"</i> to encourage problem-solving.		
Resources/Materials	Key Vocabulary:	Support:
- Wooden or foam blocks - Toy bugs	house build big	

Month: March Week: 4 Subject: Approaches to Play & Learning

Day 3	Topic(s)	Foundation(s)
-------	----------	---------------



Toddler Curriculum

	Review Week	APL1.2 Demonstrate interest and curiosity as a learner
Indicators	Younger Toddlers	Older Toddlers
	Tries to imitate simple bug movements.	Moves in different ways while staying engaged in the activity.
Activity: Bug Movement Game (Hop Like a Grasshopper) Teachers may guide toddlers in moving like different bugs (e.g., hopping like a grasshopper, crawling like an ant, fluttering like a butterfly). Younger toddlers may follow simple movements, while older toddlers can try to stay in character longer and choose their own bug movements. Teachers may use music or a tambourine beat to signal when to start and stop.		
Resources/Materials	Key Vocabulary:	Support:
• Open space for movement • Picture cards of different bugs • Small instruments (optional)	hop crawl fly	

Month: March Week: 4 Subject: Approaches to Play & Learning

Day 4	Topic(s)	Foundation(s)
-------	----------	---------------



Toddler Curriculum

	Review Week	APL2.1 Demonstrate development of flexible thinking during play
Indicators	Younger Toddlers	Older Toddlers
	Observes how the feather moves when blown.	Blows the feather and notices how different actions affect movement.
Activity: Feather Blowing (Cause & Effect Play) Teachers may give toddlers soft feathers to explore by blowing, tossing, or dropping them. Younger toddlers may watch as teachers demonstrate blowing gently vs. blowing hard, while older toddlers can experiment with different ways to make the feather move. Teachers may ask, “<i>What happens when you blow softly? What about hard?</i>” to encourage critical thinking.		
Resources/Materials	Key Vocabulary:	Support:
Soft feathers	blow soft up	

Month: March Week: 4 Subject: Approaches to Play & Learning

Day 5	Topic(s)	Foundation(s)
	Review Week	APL1.1 Demonstrate initiative and self-



		direction
Indicators		
	Younger Toddlers	Older Toddlers
	Attempts to balance an egg with support.	Walks carefully while balancing an egg on a spoon.
Activity: Egg Balance Game (Using Plastic Eggs) Teachers may introduce a balancing game where toddlers carry a plastic egg on a spoon and try to walk across a short path. Younger toddlers may hold the egg with two hands while walking, while older toddlers may try to balance the egg using only the spoon. Teachers can encourage taking turns and cheering for friends to build social interactions.		
Resources/Materials	Key Vocabulary:	Support:
• Plastic eggs • Small spoons for balance play • Cones or floor markers for a walking path (optional)	egg hold walk	