



SSMU Daycare

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Activities Program

Children 1 ½-2 ½ Years Old

| DIMENSIONS OF DEVELOPMENT | CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES | TYPES OF PROPOSED ACTIVITIES |
|---------------------------------------|---|---|
| PHYSICAL AND MOTOR DEVELOPMENT | <ul style="list-style-type: none">• At this age, the child is full of energy and is in perpetual motion:• Develop gross motor skills of the child (locomotion, strength and tone, flexibility and agility, body postures)• Develop fine motor skills of the child (dexterity, coordination, agility of the wrist for writing preparation) | <ul style="list-style-type: none">• Provide the child with space to move, sit, lie down, walk, run, jump, climb, turn around, bend over (ie. give them opportunities to lift, pull, push, carry, brew, knead, ball games, parachute, motor skills, yoga sessions, cut, shred, put on big beads draw, paint, handle modeling clay, salt, dough, turning the pages of a book) |
| LANGUAGE DEVELOPMENT | <ul style="list-style-type: none">• The child points to the image the object named by the adult• They make two-word sentences (baby fell)• They start asking questions (What, that?)• They communicate more often with gestures | <ul style="list-style-type: none">• Stories• Songs and nursery rhymes• Movements and music to encourage sign language• Picture books• puppets |
| COGNITIVE DEVELOPMENT | <ul style="list-style-type: none">• Develop the child's understanding• Encourage curiosity of mind and creativity | <ul style="list-style-type: none">• Interactive reading of stories with open questions• Offer the child rich and varied material, adapted to its stage of development: embedding of |



simple geometric pieces, puzzles of 4 pieces

- Promote activities involving manipulation, observation, reflection and introduce simple open questions to bring the child to reflection
- Establish cause and effect relationships

**SOCIAL AND
EMOTIONAL
DEVELOPMENT**

- Like to do by themselves, it's a stage of self-assertion
- Need autonomy at the same time as a strong dependence on the adult
- Encourage the child to eat, drink, sleep and relax on his own through stable routine activities
- Introduce them to go to the toilet, to blow their nose and to wash their hands alone, to get dressed, to put on their shoes, to brush their teeth
- Assign simple tasks to the child: help friends in trouble, put toys in the bins.



Activities Program

Children 2 ½ - 3 ½ Years Old

| DIMENSIONS OF DEVELOPMENT | CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES | TYPES OF PROPOSED ACTIVITIES |
|---------------------------------------|---|---|
| PHYSICAL AND MOTOR DEVELOPMENT | <ul style="list-style-type: none">• At this age the child has acquired a better overall motor skills and they continue to develop:• Their strength and his tone, flexibility and agility, body postures• Their fine motor skills have been refined:• They are able to eat alone without getting dirty and hold their spoon and fork• They dress and undresses alone• Go to the bathroom, brush their teeth | <ul style="list-style-type: none">• Tricycle and carts to drive• Walking, running• Parachute games• Go up and down the stairs• Transfer liquids and solids• Draw, color, paint, cut, shred, paste• Modeling clay, plaster |
| LANGUAGE DEVELOPMENT | <ul style="list-style-type: none">• The vocabulary of the child includes on average 50-100 words• They are able to make short and complete sentences and sing small songs• They can name figures on an image as well as objects | <ul style="list-style-type: none">• Read stories, asked to explain the pictures with story• Songs and nursery rhymes• Movements and music• Books• Puppets• Regular interactions between the educator and the child |



**COGNITIVE
DEVELOPMENT**

- The creativity of the child develops. They use varied game material
- Develop the child's understanding
- Encourage curiosity of mind and creativity
- Reading and interactive chats with open questions that get the child thinking
- To do experiments
- Suggesting outings
- Establish cause and effect relationships
- Talk about differences, similarities ...

**SOCIAL AND
EMOTIONAL
DEVELOPMENT**

- At this stage, the child gradually learns to verbally express disagreement and frustration
- They discover the notion of property ("it's mine")
- They tend to be possessive and demanding
- They discover their sexuality and the physical differences between boys and girls
- They experience certain fears (ie. the fear of the dark)
- They are able to lend their toys, wait for their turn and play group games, imaginative, inventive, whimsical
- They like to help the adults and they try to please them
- Create themes and offer readings that:
- Describe emotions and feelings, sharing, conflicts
- Promote role plays for gender identification
- Demystify fears by drawing, painting and group discussions, Invent stories, read books, give tasks to compliment