

Creative Curriculum for Infants (0- to 12-Month-Olds)

This chart shows how Luminous teachers plan experiences thoughtfully and intentionally on the basis of your child’s current levels of development and learning in the following areas: social-emotional, physical, language, cognitive, literacy, and mathematics.

Area of Development and Learning: Social–Emotional

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 2 • Goal IT-SE 1, 3, 6, 9, 13 • Goal IT-LC 3 	Self-regulation	<ul style="list-style-type: none"> • Begins to use adult support to calm self • Begins to respond to changes in adult’s tone of voice and expression • Begins to indicate needs and wants 	<ul style="list-style-type: none"> • Uses adult support to calm self • Responds to changes in an adult’s tone of voice and expression • Indicates needs and wants 	<ul style="list-style-type: none"> • Uses adult support to calm self • Responds to changes in an adult’s tone of voice and expression • Begins to seek to do things for self 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE01–SE03, SE11 • <i>Mighty Minutes®</i>: 04, 08, 12, 40, 45 • <i>LearningGames®</i>: 29, 34, 70 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Social–Emotional, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 1, 6, 8 • Goal IT-SE 1, 2, 3, 5, 7, 8, 10, 11 	Positive relationships	<ul style="list-style-type: none"> • Begins to demonstrate a secure attachment to one or more adults 	<ul style="list-style-type: none"> • Begins to use trusted adult as a secure base from which to explore the world • Begins to react to others' emotional expressions 	<ul style="list-style-type: none"> • Uses trusted adult as a secure base from which to explore the world • Reacts to others' emotional expressions • Begins to play near other children; use similar materials or actions 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE05, SE08–SE10, SE15–SE16 • <i>Mighty Minutes®</i>: 17, 29, 36, 41, 43 • <i>LearningGames®</i>: 07, 20, 22, 26, 50, 59 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4
	Group participation			<ul style="list-style-type: none"> • Begins to respond appropriately to others' expressions of wants • Begins to express feelings during a conflict 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE20, SE24, SE26 • <i>Mighty Minutes®</i>: 06, 11, 19, 86–89 • <i>LearningGames®</i>: 14, 56, 82 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Physical

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-PMP 3, 5	Traveling skills	• Begins to move to explore immediate environment	• Moves to explore immediate environment	• Begins to experiment with different ways of moving	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P03, P20, P24–P25, P28, P34–P35 • <i>Mighty Minutes®</i>: 02, 11, 37, 48, 76 • <i>LearningGames®</i>: 13, 27, 54, 86, 90, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Balancing skills	• Begins to balance while exploring immediate environment	• Balances while exploring immediate environment	• Begins to experiment with different ways of balancing	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P05, P06, P09, P27, P33 • <i>Mighty Minutes®</i>: 07, 10, 24, 31, 49, 51, 53, 56, 58, 64 • <i>LearningGames®</i>: 16, 17, 27, 47, 64 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Gross-motor manipulative skills	• Begins to reach, grasp, and release objects	• Reaches, grasps, and releases objects	• Begins to manipulate balls or similar objects with stiff body movements	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P04, P08, P18, P19 • <i>Mighty Minutes®</i>: 12, 18, 20, 23, 26, 71 • <i>LearningGames®</i>: 40, 41, 86 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6, 7, 8	Fine-motor skills	• Begins to reach for, touch, and hold objects purposefully	• Reaches for, touches, and holds objects purposefully	• Begins to use fingers and whole-arm movements to manipulate and explore objects	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 • <i>Mighty Minutes®</i>: 42, 50, 84 • <i>LearningGames®</i>: 6, 40, 45, 58, 66, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Language

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-LC 7	Listening to and understanding language	<ul style="list-style-type: none"> • Begins to show an interest in the speech of others 	<ul style="list-style-type: none"> • Shows an interest in the speech of others • Responds to simple verbal requests accompanied by gestures or tone of voice 	<ul style="list-style-type: none"> • Shows an interest in the speech of others • Begins to follow simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL04, LL13, LL19, LL32, LL50, LL56, LL61 • <i>Mighty Minutes®</i>: 03, 19, 20, 73 • <i>LearningGames®</i>: 12, 33, 36, 46, 70, 73, 97 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 5, 8	Expressive language	<ul style="list-style-type: none"> • Begins to vocalize and gesture to communicate 	<ul style="list-style-type: none"> • Vocalizes and gestures to communicate • Babbles strings of single consonant sounds and combines sounds 	<ul style="list-style-type: none"> • Begins to name familiar people, animals, and objects • Begins to use some words and word-like sounds and is understood by most familiar people • Begins to use one- or two-word sentences or phrases 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL06, LL12, LL18, LL20, LL24, LL33, LL40, LL57 • <i>Mighty Minutes®</i>: 33, 82, 88, 94, 99 • <i>LearningGames®</i>: 18, 39, 61, 71, 77, 93, 95, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
Goal IT-SE 12 Goal IT-LC 1, 2, 4, 6	Conversational and other communication skills	<ul style="list-style-type: none"> • Begins to engage in simple back-and-forth exchanges with others 	<ul style="list-style-type: none"> • Engages in simple back-and-forth exchanges with others 	<ul style="list-style-type: none"> • Engages in simple back-and-forth exchanges with others • Begins to respond to speech by looking toward the speaker; watch for signs of being understood when communicating 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL07, LL11, LL15, LL23, LL30, LL46, LL52, LL60 • <i>Mighty Minutes®</i>: 09, 15, 26, 40, 57, 77 • <i>LearningGames®</i>: 5, 42, 45, 65, 84, 99, 100 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
Goal IT-ATL 3, 4, 5, 7 Goal IT-C 1, 2, 6, 7, 9, 10, 11 Goal IT-PMP 1, 2	Approaches to learning	<ul style="list-style-type: none"> • Begins to pay attention to sights and sounds • Begins to use senses to explore the immediate environment 	<ul style="list-style-type: none"> • Pays attention to sights and sounds • Begins to repeat actions to obtain similar results • Begins to react to a problem; seek to achieve a specific goal • Uses senses to explore the immediate environment 	<ul style="list-style-type: none"> • Repeats actions to obtain similar results • Reacts to a problem; seeks to achieve a specific goal • Uses senses to explore the immediate environment 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL03, LL06, M13, M14, SE06, SE09, P01, P32 • <i>Mighty Minutes®</i>: 01, 14, 34, 46, 66, 72 • <i>LearningGames®</i>: 6, 42, 45, 46, 50, 53, 63, 95 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
Goal IT-LC 11 Goal IT-C 3, 4	Remembering and connecting experiences		<ul style="list-style-type: none"> • Begins to recognize familiar people, places, and objects; look for hidden object where it was last seen 	<ul style="list-style-type: none"> • Recognizes familiar people, places, and objects; looks for hidden object where it was last seen • Begins to look for familiar persons when they are named; relate objects to events 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL24, LL59, M03, M13, SE14, SE21, P11, P30 • <i>Mighty Minutes®</i>: 06, 57, 63, 68 • <i>LearningGames®</i>: 18, 25, 46, 49, 50, 58, 61, 79 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Classification	<p><i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children's development and learning with regard to this objective.</i></p>			<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL20, LL38, M05, M15 • <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 • <i>LearningGames®</i>: 4, 24, 93 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Symbolic thinking and representation			<ul style="list-style-type: none"> • Begins to recognize people, objects, and animals in pictures or photographs 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL07, LL53, M15, SE04, SE12, P23, P32 • <i>Mighty Minutes®</i>: 25, 28, 47, 69, 79, 100 • <i>LearningGames®</i>: 4, 6, 16, 25, 59, 63, 84 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
Goal IT-LC 9	Phonological awareness	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL26, LL31, LL55 • <i>Mighty Minutes®</i>: 21, 70 • <i>LearningGames®</i>: 23, 49, 75 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Alphabet knowledge	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL34, LL41, LL42 • <i>Mighty Minutes®</i>: 10, 90 • <i>LearningGames®</i>: 38, 72, 80 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
Goal IT-LC 10, 12	Print concepts		<ul style="list-style-type: none"> • Begins to show interest in books 	<ul style="list-style-type: none"> • Shows interest in books 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL02, LL05, LL25, LL43–LL44, LL47–LL49 • <i>Mighty Minutes®</i>: 28 • <i>LearningGames®</i>: 7, 18, 19, 32, 47, 67, 89, 91 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
	Comprehension	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL17, LL21, LL36, LL45, LL53, LL54, LL58 • <i>Mighty Minutes®</i>: 17, 25, 29, 69 • <i>LearningGames®</i>: 2, 16, 37, 39, 75, 84, 99 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Writing	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL01, LL03, LL37 • <i>Mighty Minutes®</i>: 10, 90, 98 • <i>LearningGames®</i>: 31, 38, 63 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Mathematics

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
Goal IT-C 8	Number concepts			<ul style="list-style-type: none"> Begins to demonstrate understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M02, M09, M11, M17, M28 <i>Mighty Minutes®</i>: 30, 38, 55, 91, 96 <i>LearningGames®</i>: 21, 76, 89, 91 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Spatial relationships and shapes	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M01, M04, M06, M12, M19–M21, M23–M24, M26–M27 <i>Mighty Minutes®</i>: 22, 23, 44, 62, 95 <i>LearningGames®</i>: 9, 15, 28, 37, 57, 60, 69, 78, 87, 88, 90 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Measurement	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M05, M10, M14–M16, M18 <i>Mighty Minutes®</i>: 68, 98 <i>LearningGames®</i>: 4, 24, 53, 60, 68, 96 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Patterns			<ul style="list-style-type: none"> Begins to show interest in simple patterns in everyday life 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M03, M08, M23 <i>Mighty Minutes®</i>: 83, 87, 93 <i>LearningGames®</i>: 15, 25, 26 <i>Highlights Hello™</i> <i>Book Conversation Cards™</i> <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>