



Curriculum Sample

Now with
 brightwheel

RESEARCH-BASED
AND STATE ALIGNED



Includes two days
of play-based literacy,
math, art, music,
movement & more

RESPOND

PLAY

CONNECT

OBSERVE

Experience the Joy of Learning

Experience Curriculum is a research-based early learning system for childcare centers, family childcare settings and homeschooling families. Beyond curriculum, we are a community of educators with a mission to help all children embrace their unique strengths, grow confidence and love others.





Experience Baby is an infant curriculum that supports relationship-based play and discovery. By using this system, you can:

- Nurture warm and caring emotional connections with the child and build trust and emotional security.
- Offer play opportunities that invite children to engage, explore and discover their environment through everyday routines.
- Partner with families and share reflections on each child's unique development.



The **Experience Baby Scope & Sequence** includes the name of the month's theme, the included board storybooks and the nursery rhyme poster of the month.

Experience Baby Monthly Themes



YEAR 1

YEAR 2

YEAR 3

Our 4-part system

1 Respond

Follow the child's lead, using the Planning Calendar and the 36 **Shared Experience Cards**.



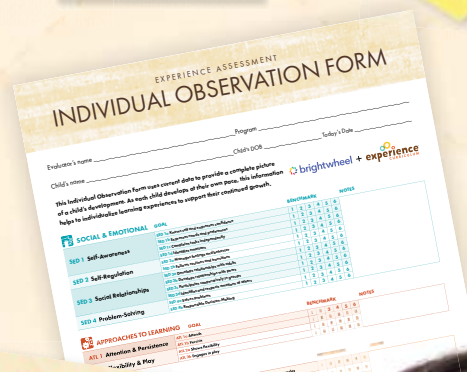
2 Play

Share experiences with the child, including 9 types of play, plus stories and songs!



3 Observe

Follow the child's progress by using **Infant Cue Cards** and the **Observation Guidance** pages.



4 Connect with families

Communicate with families through engagement tools like our **Family Newsletter**, **Daily Journal** and the **brightwheel App**.



Each Month of Experience Baby Curriculum includes 36 Shared Experience Cards.

Each card offers a new idea for how to play with a child to inspire communication, movement or exploration.

Each card is color-coded

Purple experiences invite a child to **Connect & Communicate**.

Green experiences invite a child to **Play & Explore**.

Orange experiences invite a child to **Move & Grow**.

Each card is numbered

There are 12 cards of each color.

Use the numbers as a quick identifier while lesson planning.

The Developmental Continuum

explains Experience Curriculum's 36 foundational skills and provides a framework for mapping how children develop over time.

Each card offers three levels of interaction

Children develop at their own rate. As you play, simplify or increase the challenge to best match the developmental level of the child.

Observe

While you play, take note of the child's engagement, behaviors and interactions.

Stack the Cups

SUPPLIES

- Nesting cups

Necessary supplies are listed for easy gathering.

Young Infant

Show a cup. Begin to make high and low sounds.

READY?

Move the cup toward the child and invite them to reach for it with their hands or feet. Encourage them to make vocal sounds, such as loud and quiet, as they reach.

Older Infant

Stack three nesting cups. Knock them down.

READY?

Invite the child to hand you cups as you rebuild the tower. Encourage them to knock it down. Add simple phrases like, "Up, Up!", "Uh-oh" and "Kaboom!"

Young Toddler

Stack the nesting cups. Knock them down. Invite a child to help you rebuild the tower.

READY?

Encourage the child to pick up the cups and stack them independently. Encourage them to repeat words or phrases like, "Up, Up!", "Uh-oh!" and "Fall Down!"

OBSERVE

PD 2 FINE MOTOR

BENCHMARK 1 Does the child use their hands and feet to reach for and make contact with the cups?

BENCHMARK 2 Does the child purposely grasp the cups with their finger and thumb?

LLD 3b PHONOLOGICAL AWARENESS

BENCHMARK 1 Does the child babble and vocalize using sound, volume and inflection?

BENCHMARK 2 Does the child repeat words or short sentences?

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Let's Pause.

Look for these cues to know when to wait a while before inviting a child to play:

I put my hand up toward you or push away a toy **||** "I need more space."
"Give me a minute."

I'm exploring on my own **||** "Watch me or talk about what I'm doing."
"No new ideas, please."

I turn away from you or walk away decisively **||** "I may be back, but I need a break."

Let's Play!

Look for these pre-verbal cues to know when a child is ready to engage with you:

My eyes are wide open and bright **▶** "I am open!"
"I welcome you and experiences!"

I am looking at you **▶** "You are interesting to me."
"Come see me."

Notice the child's readiness

Set out the materials, play a song or sit close by and look for signs that indicate that the child is ready to play and engage. Check your reference card to help assess if they are ready.

Planning, engagement and tracking

Me & My Family

PLANNING CALENDAR

WEDNESDAY THURSDAY FRIDAY

WEEK 1

MONDAY

1 **Wake Up, Puppet**
2.2 Develops gross motor & fine motor
Communicates a desire to continue playing a game.

1 **Play the Piano**
4.2 Develops gross motor
Moves in response to musical changes.

1 **Soak Surprises**
10.2 Develops gross & fine motor
Investigates a sock and the common hidden inside of it.

TUESDAY

2 **Find a Pet**
1.1 Interacts with pictures & books
Engages with an early literacy experience by looking at and retelling to picture of a cat.

2 **I'm Strong**
4.1 Develops strength, balance & coordination
Taps, bats or pulls at objects to explore strength.

2 **Circle Science**
11.1 Explores the weight and size of objects
Explores the properties of circular objects by properly hanging, drawing and playing.

WEDNESDAY

3 **Bookmarks**
1.1 Interacts with pictures & books
Explores edges of a book to find hidden objects you place between the pages.

3 **Family March**
4.2 Develops gross motor
Experiments with marching, bouncing and walking to music.

3 **Peek-a-Boo**
12.2 Develops understanding of object permanence
Experiments with peek-a-boo play. Hide and find objects.

THURSDAY

6 **Three Hungry Bears**
1.1 Interacts with pictures & books
Lifts and separates three animal, hatches story with story props to support attention span.

6 **Pick the Produce**
4.1 Develops eye-hand coordination
Begins actions while playing with props and play dough.

6 **Rolling Fruit**
10.1 Develops understanding of cause & effect
Explores the properties of a ball and investigates what can and cannot roll through it.

FRIDAY

WEEK 2

4 **Find Food**
1.1 Interacts with pictures & books
Reaches for or touches pictures of food. Shows preference for one food choice over another.

4 **Energy Boost**
4.2 Develops gross motor
Moves body in response to fast, slow, loud or soft music.

4 **Shake a Sock**
10.2 Develops gross & fine motor
Investigates hidden items with the sock. Shakes and reaches for the sock to find out if the sock is empty.

WEEK 3

7 **Dance with Daddy**
10.1 Interacts with pictures & books
Explores walking different animal characters while listening to a song.

7 **I Can Roll**
4.1 Develops strength, balance & coordination
Observes and explores how a wheel rolls. Uses large wheels movement to explore the toy.

7 **Roller Skis**
10.1 Develops understanding of cause & effect
Explores the understanding of cause and effect with a roller skate.

WEEK 4

10 **Ugh!**
1.1 Expresses sounds & words
Demonstrates a desire to repeat a game of stacking blocks and knocking them down.

10 **Blink Eyes**
4.1 Develops strength, balance & coordination
Explores blinking eyes and identifying eyes in the mirror.

10 **Good Night**
10.2 Develops understanding of object permanence
Explores body parts in a pillow and body for objects that are hidden under a cloth.

PLAY CATEGORIES

Block Stacking-Name Push-Pull Color Shape-Point Ball Texture-Point Grid-Separate Roll-Goal

Planning Calendar

A quick overview of all 36 Shared Experience cards that presents a simple approach to responsive planning based on the interests of the child.

Record Observation Information

Document the child's progress on the Individual Observation Form or Group Observation Form. Include notes about the child's engagement level as they play. Use this information to plan which experiences you will repeat later in the week.

EXPERIENCE ASSESSMENT

GROUP OBSERVATION FORMS

EXPERIENCE ASSESSMENT

INDIVIDUAL OBSERVATION FORM

Evaluator's name: Ms Pam Program: Pampered Pals
Child's name: Louisa Child's DOB: 4/18/24 Today's Date: 3/29

This Individual Observation Form uses current data to provide a complete picture of a child's development. As each child develops at their own pace, this information helps to individualize learning experiences to support their continued growth.

SOCIAL & EMOTIONAL

SED 1 Self-Awareness

SED 2 Self-Regulation

SED 3 Social Relationships

SED 4 Problem-Solving

APPROACHES TO LEARNING

ATL 1 Attention & Persistence

ATL 2 Flexibility & Play

PHYSICAL DEVELOPMENT

PD 1 Gross Motor

PD 2 Fine Motor

PD 3 Safety

PD 4 Personal Care

PD 5 Nutrition

LANGUAGE & LITERACY

LID 1 Listening

LID 2 Communication

LID 3 Phonological Awareness

LID 4 Alphabetic Knowledge

LID 5 Concepts of Print

LID 6 Reading Comprehension

LID 7 Writing

NOTES

Lots of laughing



When to Play, When to Pause

Pre-verbal communication is always a challenge. That's why we include a reference guide in your Shared Experience card deck. We've listed some of the most common cues you'll encounter, with a translation of each.



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Let's Play! ▶

Look for these pre-verbal cues to know when a child is ready to engage with you:

- My eyes are wide open and bright ▶ "I am open!"
"I welcome you and experiences!"
- I am looking at you ▶ "You are interesting to me."
"Come see me."
- I reach out to you ▶ "I need you."
"Please connect with me."
- I make eye contact and smile at you ▶ "Let's play together!"
- I take your hand or motion for you to join ▶ "Please come join me."

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Let's Pause.

Look for these cues to know when to wait a while before inviting a child to play:

- I put my hand up toward you or push away a toy ▶ "I need more space."
"Give me a minute."
- I'm exploring on my own ▶ "Watch me or talk about what I'm doing."
"No new ideas, please."
- I turn away from you or walk away decisively ▶ "I may be back, but I need a break."
- I wrinkle my brow, blink my eyes or pout ▶ "Stay with me, but give me time to think."
- I shrug my shoulders ▶ "Please pause and reassure me."
"Follow what interests me!"

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Tools for Play: 'Where to Find' Guide

Look & Listen

Any reflective surface

What you can use:

- Mirror, baking sheet
- Water

Push & Pull

Anything that moves with a push/pull.

What you can use:

- Wagon, riding toy, laundry basket, push toy, box, rope
- Stick, log, snowball, vine

Stack & Nest

Anything that can stack. A series of items that fit inside each other, largest to smallest

What you can use:

- Blocks, boxes, lidded food containers, cups, pillows, books, nesting cups, ring stacker, measuring cups, bowls
- Rocks, pieces of wood, flowers, shells, wood rings, rocks

Roll

Anything that has wheels or can roll

What you can use:

- Balls, toy car, ball, cardboard tube, cylindrical container, stuffed sock
- Apple, orange (other round fruit), smooth round stick

Fill & Spill

Anything that can hold items

What you can use:

- Shape sorter, laundry basket, box, cup, bag. Put items in the containers
- Coconut shell, rocks and holes

Grab & Squeeze

Any textured item that can be squeezed, squished or formed

What you can use:

- Toy water squisher, play dough, gel bag (gel-filled plastic bag), spray bottle
- Mud, sand

Cover

Anything that can cover objects or create a shelter

What you can use:

- Parachute, scarves, blanket, towel, sheet, fabric pieces, washcloth
- Bark, large leaves

Imitate

Anything for imitating everyday chores or storytelling/role-playing props

What you can use:

- Puppet, doll, pretend-play toys, sock, paper bag, pots & pans, cupcake tins, play food, plastic dishes
- Sticks, large leaves, long grass folded and tied to make a doll, dirt

Shake & Pound

Anything that makes noise when shaken. Anything that is safe to pound

What you can use:

- Shaker, water bottles/food containers with items inside (lids glued), drum, bowls, boxes, pots, wooden spoons
- Seed pods, leafy branch, long grasses tied together, tree trunk, sticks

9 Ways to Play

Experience Baby encourages nine types of play with objects you can find in childcare programs or in nature.

Look • Listen



Grab • Squeeze



Roll



Push • Pull



Fill • Spill



Stack • Nest



Cover



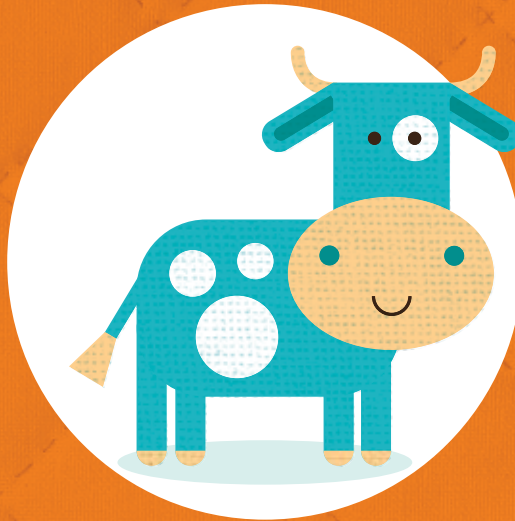
Imitate



Shake • Pound



DAY 1
sample



On the Farm

Daily Activities

Bluegrass Baby



SUPPLIES

- Album, track 3
- Scarves

Young Infant

Place a scarf in front of the child to explore while they lay on their tummy.

READY?

Play the song and observe how the child responds. Do they lift their chest with straight arms or look at others dancing? Read their cues, pick them up and dance together.

Older Infant

Place scarves on the floor around the room to encourage crawling.

READY?

Play the song. Do a partner dance by sitting and facing the child. Hold opposite ends of a scarf and gently pull back and forth. Encourage the child to continue to play with the scarves.

Young Toddler

Wiggle a scarf in front of a child. When they reach for it, hand it to them.

READY?

Play the song and demonstrate different ways to walk, wave and move the scarf. Wave, then make a pile of scarves. Imitate each other's movements.

OBSERVE

CA 2b DANCE & MOVEMENT

BENCHMARK 1 Does the child move their body in a variety of ways?

BENCHMARK 2 Does the child move their body purposely to the song?

CA 4a DRAMA

BENCHMARK 1 Does the child imitate simple movements?

BENCHMARK 2 Does the child mimic observed behaviors (movements)?

1

MOVE & GROW



Baby

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Who's in the Meadow

SUPPLIES

- Blanket
- Three toys that look like animals

Young Infant

Place a blanket on the floor with three animal toys.

READY?

Pick up and show the child a toy. Varying your volume and inflection, make the animal sound each time you reveal the animal. Encourage the child to mimic the sound.

Older Infant

Place a blanket on the floor with two toys on top of it and one hidden underneath.

READY?

Explain that one animal ran away. Look under the blanket together and call out, "Where are you?" until the child finds the toy. Name the animal and make its sound. Invite the child to repeat the sound and word.

Young Toddler

Fold the blanket into a pile. Hide the animal toys in between the folds. Begin to pat the blanket and call, "Sheep?"

READY?

Invite the child to call out for an animal. Look around the blanket for it. When the animal is found, encourage the child to make its sound. Continue to play until all of the animals are found.

OBSERVE

LLD 3b PHONOLOGICAL AWARENESS

BENCHMARK 1 Does the child babble and vocalize using sound, volume and inflection?

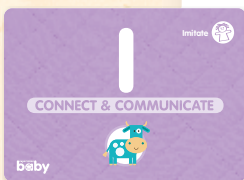
BENCHMARK 2 Does the child repeat words or sentences?

LLD 2d COMMUNICATION

BENCHMARK 1 Does the child use sounds and gestures to communicate?

BENCHMARK 2 Does the child repeat frequently heard words?

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Basket Ball Drop

SUPPLIES

- Ball
- Box

Young Infant

Show the child a colorful ball. Begin to pat and describe the ball.

READY?

Drop the ball from up high and build anticipation. Say, "1, 2, 3 ... Go!" Drop it into the box. Clap together and repeat the game. Encourage the child to explore the ball and box.

Older Infant

Join the child as they play on the floor. Hold a ball on your lap and pat it to entice them to join you.

READY?

After the child grabs the ball, pick them up and play a game of "swoop" basketball. Swoop them over the box and encourage them to drop the ball into it.

Young Toddler

Join the child on the floor and roll a ball in their direction.

READY?

Roll the ball back and forth. Demonstrate how to pick up the ball and drop it into the box. Move the box around the room. Encourage the child to walk while holding the ball and put it in the box.

OBSERVE

M 2a SPATIAL AWARENESS

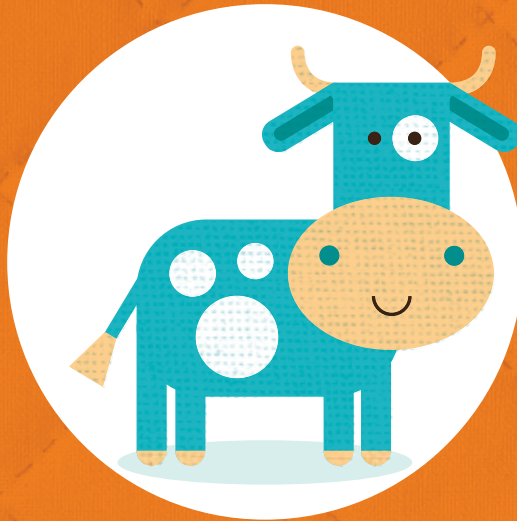
BENCHMARK 1 Does the child try to put the ball into the box?

BENCHMARK 2 Does the child purposely move or turn the ball to discover how it fits in the box?

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DAY 2
sample



On the Farm

Daily Activities

Pony Bounce



SUPPLIES

- Album, track 4
- Pillow
- Toys

Young Infant

Put the child on a pillow. Smile and observe if they engage.

READY?

As the child lies on a pillow, playfully bounce it fast and slow to the speed of the song. Observe how the child responds to the music and changes their bouncing.

Older Infant

Sit on the floor with the child. Invite them to sit on your extended leg.

READY?

Bounce your leg while the music plays. Place small toys on both sides of your leg so the child can lean to the side and pick one up.

Young Toddler

Play the song and offer your hands to the child. Invite them to dance.

READY?

Hold hands and encourage the child to step on and off the pillow. Place toys around the room. Encourage them to dance around and pick up the toys while the music plays.

OBSERVE

ATL 1b ATTENTION & PERSISTENCE

BENCHMARK 1 Does the child engage in the activity with an adult?

BENCHMARK 2 Does the child repeat an action to gain a result?

2

Grid Sequence 10

MOVE & GROW

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Little Boy Blue★

SUPPLIES

- Book: *Little Boy Blue*

Young Infant

Set the child in your lap and begin turning the pages.

READY?

Open and close the book together and read with expression. Point to and label pictures, like sheep, corn and cow.

Older Infant

Place the book in front of the child and invite them to hold it. Observe how they hold the book.

READY?

Read the book and invite them to help turn the pages. Point to and label pictures, like sheep, corn and cow. Invite the child to make the animal sounds.

Young Toddler

Place the book in front of the child upside down and invite them to hold it. Observe if they turn the book right-side up.

READY?

Invite the child to turn the pages as you read. Point to a picture and ask them to name the items. Afterwards, provide a variety of books for the child to choose from and explore.

OBSERVE

LLD 5 CONCEPTS OF PRINT

BENCHMARK 1 Does the child open and close the book? Do they look at it and point to pictures?

BENCHMARK 2 Does the child recognize if pictures are right-side-up? Do they turn pages from the front to the back of the book?

LLD 6a READING COMPREHENSION

BENCHMARK 1 Does the child interact by reaching for or patting when a book is read?

BENCHMARK 2 Does the child choose and hold a book and look intently at each page?

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2

Look Listen

CONNECT & COMMUNICATE



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Hiding in the Haystack★

SUPPLIES

- Shape Cards
- Number Cards
- Shape sorter toy
- Blanket

Young Infant

Show the child a shape piece from a shape sorter and quickly hide it under a blanket.

READY?

Hide one more shape. When all of the shapes are under the blanket, say, "Where's the shape? Let's count. 1, 2. There it is!" Show the Number Cards while you count. Take a shape out from under the blanket and play again.

Older Infant

Show the child a shape piece from a shape sorter and quickly hide it under a blanket.

READY?

Hide one more shape. When all of the shapes are under the blanket, show a number card, like 2. Say, "Let's count to two," then look for a hidden shape. Continue to show a Number Card, count and find the shapes.

Young Toddler

Show the child the Number and Shape Cards. Invite them to play a game.

READY?

Invite the child to repeat the name of each numeral. Then place two to three shapes on the floor. Hand the child the matching shape and invite them to find the one that looks the same. Count the matching shapes and refer to the Number Cards.

OBSERVE

M 1b NUMBER SENSE

BENCHMARK 1 Does the child see numbers in everyday contexts?

BENCHMARK 2 Does the child begin to identify numbers? Do they identify the numeral 1?

M 3 SHAPES

BENCHMARK 1 Does the child manipulate objects that are a variety of shapes?

BENCHMARK 2 Does the child match two shapes?

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2

Look Listen

PLAY & EXPLORE



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What else is included?



Experience Baby Music Collection

Explore the digital music library. Each thematic study includes access to an online music collection. There are 12 tracks in each exclusive Experience Baby collection. The tracks are organized into three categories: instrumental, storytelling and playful game songs. These tracks are thoughtfully designed to support a range of key infant emotional, cognitive and physical development.



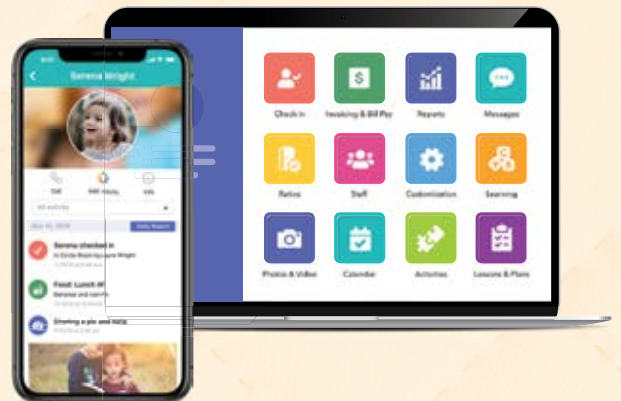
Storytelling Tools

Young children learn through sensory experiences as they listen, see and touch objects in their surrounding environment. The Experience Baby system includes a variety of tools that support cognitive development including **Read with Me Every Day, Story Puppets, Nursery Rhyme Poster, Picture Cards and Pocket Cube.**

Digital Integration

Teaching Made Easier, Learning Made Better.

Experience Curriculum is fully integrated with brightwheel for a complete, easy-to-implement curriculum system with digital lessons and hands-on learning materials delivered monthly.



Inside brightwheel, everything corresponds with what comes in your monthly kit. The digital activities match the activities in your printed Teachers Guide, which match the materials found in your lesson bags.

Why educators love Experience Curriculum with brightwheel:



All-in-one education platform

Access lessons, assessments, messaging, billing, admissions and more



Save educators hours every month

Each box contains daily lesson plans and materials for each student



Enhance program quality

Aligned to all 50 States' early learning standards and NAEYC



Support child development

Make observations and share progress updates with families

Scan the QR code to learn more about brightwheel.



Get started today!

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See a month of Experience
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