

CAYMAN ISLANDS EARLY YEARS CURRICULUM FRAMEWORK



MINISTRY OF
EDUCATION, TRAINING,
& EMPLOYMENT
CAYMAN ISLANDS GOVERNMENT

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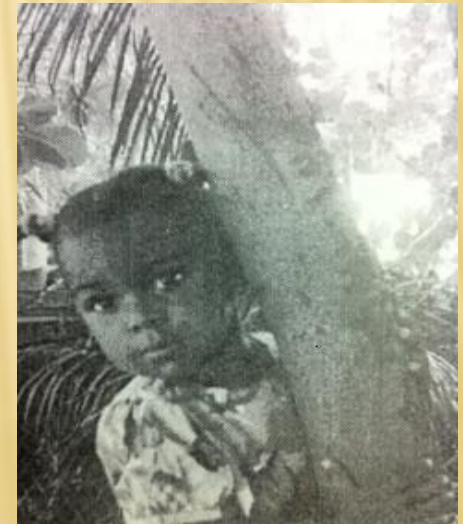
Designed and developed by the Early Childhood Care and Education Unit of the Ministry of Education, Training and Employment with support from stakeholders for use in early childhood care and education services within the Cayman Islands.

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O land of soft fresh breezes...



Minister's Message

All research shows that the early years are the most significant in the growth and development of our future citizens. For our children to develop into well rounded, confident adults who are assets to their community we must begin in the early years. By supporting our children to communicate effectively while exploring their world through play and social interactions, we are guiding them on a positive learning pathway.

All children are different. They develop at different paces therefore they need early childhood care and education practitioners who understand how to meet their diverse needs. The Cayman Islands Early Years Curriculum Framework is a tool for practitioners to use to develop programmes that meet the needs of the infants, toddlers and young children in their care. The Framework provides learning outcomes for children that are based on international best practice and activities that are specially designed to meet the needs of children.

Upon taking office I saw the necessity to develop a curriculum to meet our children's needs. The Ministry consulted with early years stakeholders and the Early Childhood Care and Education Unit developed the Cayman Islands Early Years Curriculum Framework. During the initial consultation meetings with early childhood care and education centre owners and school principals, there was a positive response to this important document. The comments and suggestions from these meetings have been used to inform the content of this draft and your willingness to engage in this important process is much appreciated.

The Ministry is committed to improving the provision of early childhood care and education in our community to enable the Government and people of the Cayman Islands to “build a world class early childhood care and education system”. This curriculum framework draft is one of many steps that we are taking as we follow through with the Education Stabilization Plan, 2010:

Improve and expand early childhood care and education to ensure that all children, regardless of income, special education need or background, have access to high quality early childhood care and education

We are looking forward to supporting you in the implementation of the Cayman Islands Early Years Curriculum Framework in your school or centre to achieve this important goal.

Hon. Rolston Anglin, JP



FOREWORD

Over the course of our rich 500 plus year history Caymanian culture has been thatched together. The traditions passed down from generation to generation are as relevant and important to our children today as they were for the children of yesteryear. As early childhood educators we need to honour our culture and support our children as they change and grow to be responsible citizens of the Cayman Islands' community.

The Cayman Islands Early Years Curriculum Framework has been developed by the Ministry of Education, Training and Employment's Early Childhood Care and Education Unit with reference to best practice around the world, CARICOM guidance and in accordance with the UN Convention of the Rights of the Child, 1995. The Curriculum Framework provides support and guidance for educators so that they can plan for and provide rich developmentally appropriate learning experiences for infants, toddlers and young children that will equip them with key skills for life long learning.

The implementation of this Curriculum Framework will foster collaborative relationships grown through dialogue and reflection between the ECCE settings; parents and community; and the ECCE Unit. This will ensure a coherent and well integrated approach to educating for the future success of our islands.

ASPIRATION FOR CHILDREN

Every child will be a self confident, resilient, critical thinker who is intrinsically motivated to explore their world through play and active learning; able to clearly and creatively communicate their thoughts and ideas with respect to the people and the world around them





EARLY YEARS STAGES

INFANT (Birth– 18 months)



Key Practice

Infant caregivers must be trustworthy, dependable, caring, attentive, affectionate and provide the infant with physical and emotional safety. Infants must have consistent care givers at this stage of life. An infant's security is linked to a small number of bonds within the initial stages of life.

Infants are born with complete dependence on the outside world and it is the people they first interact with that lay the foundation for the child's sense of security, trust and desire to communicate.

Indicators of quality provision

"The care of infants is specialized and is neither a scaled-down three-or four year old programme nor a baby-sitting arrangement." –Te Whariki

Programmes that provide for infants must have:

- Planned one-to-one responsive interactions based on each child's individual developmental needs
- A stable adult with a higher adult child ratio that provides consistent, individualized care and instant availability to meet infants needs
- A calm, controlled environment that is sensory appropriate and facilitates the development of trust and security
- Strong partnerships established and maintained between the centre and parents and other adults responsible for the care of the infant

An infant is defined as a child being in the first stage of life; the initial stage of a person's development
-Webster's Dictionary



Noted Characteristics of Infants

- Infants grow rapidly and are physically transitioning from involuntary reflex response to intentional body control
- An infants development of trust, security and identity is directly related to the level of care, attention and affection they receive from their primary caregivers
- Infants are learning communication through experimenting with sounds and observing how often and how quickly their needs are met when they cry/reach out
- An infants well-being is extremely fragile and they are sensitive to the level of care they receive including the dynamics of the physical environment they dwell in

TODDLER (18 months – 3 years)



Key Practice

Toddlers are rapidly acquiring physical, social, reasoning, and language skills. They develop these at their own pace and need a lot of practice while embedding these skills. There is a constant emotional identity struggle between a toddler's dependence on caregivers and their innate desire to establish independence. Gentle guidance is necessary to support a toddler through this transition.

A toddler caregiver must be consistent, caring, affectionate, and able to cope with each child's evolving independence while still maintaining a safe, nurturing learning environment that meets the general needs of all children.

Indicators of quality provision

Intentional planning for toddler specific programmes that are more supported than the provisions for young child is necessary to support toddlers in their quest for self control. Programmes for toddlers need to allow them time to practice their physical and social skills in a supportive environment.

Programmes that provide for toddlers must include:

- A learning environment that is age appropriate and is sensitive to the sensory development of toddlers
- Flexible guided support that allows for independent exploration and movement
- Caregivers who can extend toddlers thinking using good models of communication
- Intentional scaffolding of independent, age appropriate skill development based on each individual toddlers needs.

A toddler is defined as a young child just learning to walk
-Webster's Dictionary



Key Characteristics of a Toddler

- Toddlers are fearless explorers who seek to make sense of objects and ideas within their world
- Toddlers have excessive energy that compels them to move and need time to practice their new skills in a safe environment
- Toddlers want to understand cause and effect through hands on experience
- Toddlers can often exhibit extreme and unpredictable emotions
- Toddlers thrive on encouragement and positive social interactions with peers and caregivers
- Toddlers learn through doing and are stimulated through opportunities to play engaging activities they choose

YOUNG CHILD (3 years – school age)



Key Practice

Young children are noted for their ever increasing capacity to learn new things and their natural drive to communicate and share what they are learning. Their development is still moving at a unique and unpredictable pace but they are beginning to develop coping skills that increase their independence.

A young child's caregiver must be able to nurture each child's independence while continuing to support their development through age appropriate activities. The caregiver must be consistent, caring, encouraging and affectionate and be able to balance nurturing with fostering greater independence.

Indicators of quality provision

Intentional planning for new challenges and long term inquiry based projects that require both, independent and cooperative learning is necessary to ensure continuous learning and development of young children.

Programmes that provide for young children must include:

- A learning environment that is well resourced with a variety of indoor and outdoor activities for children that will increasingly challenge and enhance their skills
- Opportunities for young children to choose activities that engage their curiosity and where they are able to make predictions and test their working theories about their world
- Flexible guided instruction that allows for independent choice, thought and investigation and is based on individual needs
- Caregivers who support young children to engage in reflective discussions with adults and peers to naturally extend their talking and listening skills
- Daily opportunities for physically active play

A person between infant and youth in the beginning stage of life, growth and development.

-Webster's Dictionary



Key Characteristics of a Young Child

- Young children begin to recognize patterns in the world around them and their minds are continuously working to make connections
- Young children have an increasing understanding of their community and an awareness of the home school connection
- Young children are driven to communicate their thoughts, ideas and feelings through words, symbols, dance and song
- Young children desire to engage in conversations with trusted adults and peers and require good models for conversation skills
- Young children display an understanding of their own abilities and often desire to learn more
- Young children have an increasing independence which includes feeding, toileting and dressing; they take pride in accomplishing tasks themselves and relish any praise they receive
- Young children are exploring the dynamics of friendships with peers and are developing skills such as empathy, resilience and interdependence
- Young children use their imagination to make sense of their world and have a growing awareness of their own identity



LEARNING OUTCOMES

KEY FOCUS AREAS



- ❖ **Exploration:** Each setting will provide indoor and outdoor opportunities for children to interact freely within their learning environment
- ❖ **Respect:** Each setting will provide an environment that lends itself to both guided and spontaneous interactions that enable children to develop an appreciation of themselves and the world around them
- ❖ **Communication:** Each setting will be a safe and supportive environment which will foster and enrich children's ability to listen and respond to others and to clearly express their own ideas, thoughts and feelings
- ❖ **Well-Being:** Each setting will provide a safe environment that actively promotes a well balanced and healthy lifestyle that enriches social and emotional development, encouraging resilience and self confidence



EXPLORATION

Movement: Children will have independent and guided opportunities to move their bodies to develop their fine and gross motor skills.	Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses.	Scientific: Children will have independent and guided opportunities to inquire research, generate and modify their own working theories about their world.	Mathematical: Children will have independent and guided opportunities to manipulate materials and explore concepts related to number, shape, space, measurement, time and classification.	Technological: Children will have independent and guided opportunities to experiment with tools, materials and equipment.
Children have freedom to move, practice and perfect their skills. Children gain increasing control over their bodies and knowledge of rules for being safe in different environments through activities that encourage a variety of movements for various purposes. Children's natural curiosity will be encouraged through the use of novelties within the indoor and outdoor environments. Children develop both fine and gross motor skills, through the use of toys and equipment that are easily accessible to every child.	Children have an environment that is safe and sensitive to the stimulation caused by varying degrees of environmental factors like lighting, sound, temperature and texture. Children use their senses and increase their descriptive vocabulary during interactions and exploration of their indoor and outdoor environment. Children will use toys and equipment that stimulate and engage or require the use of multiple senses. Children experience a variety of movements in space.	Children make use of indoor and outdoor areas to allow opportunities for investigations of the natural world. Children will investigate and closely observe similarities, differences and changes in a variety of matter. Children will organize, describe, interpret and make graphical or pictorial representations of results using a variety of resources. Children participate in a variety of rich, inquiry based experience that enable them to investigate why things happen and how things work. Children can explore cause and effect and trial and error while applying reflective thinking to determine why things happen and what can be learnt from the experience.	Children can categorize objects according to their properties with increasing intent. Children will have spatial understandings including an awareness of how objects can be moved or fitted together. Children will use everyday language to describe comparisons, measures and time. Children can make predictions and generalizations about their activities and observations constructing patterns and communicate these using mathematical language and symbols. Children will predict and use trial and error to find solutions to their problems. Children will use symbols and representations to communicate their mathematical ideas.	Children can make representations using modeling clay, play dough and other materials. Children can represent their discoveries using creative and expressive media and the technologies associated with them. Children have access to freely explore objects like magnifiers, photographs and cameras, construction tools, collage and natural materials. Children will explore simple equipment like knobs, buttons, scissors, zippers, levers, and open ended construction materials.

RESPECT

Self: Children will have knowledge of who they are, an understanding of their own rights, and an awareness of their uniqueness.	Others: Children will have knowledge of their roles within their communities and how their roles impact the lives of others.	Environment: Children will act responsibly and play their role in the preservation of their natural world.	Culture: Children will understand and respect their own and other cultures.	Religion. Children will understand and respect their own and other religions.
Children have knowledge of the limits and boundaries of acceptable behaviour. Children are affirmed as individuals and can appropriately manage their personal needs. Children acknowledge and expect their ideas and questions are listened and responded to appropriately. Children will independently choose their activities. Children know who they are and understand how they impact the world around them.	Children recognize the needs of others and respond with care, empathy and respect. Children understand the need to interact, establish and build relationships with people within their community. Children participate in group activities taking turns and sharing fairly. Children understand their role and the role of others in the community.	Children understand the need to reduce, reuse and recycle. Children explore their natural environment through planned and spontaneous activities. Children learn and experience how to care for and protect their environment. Children gain an awareness of and appreciation for their own environment and environments around the world.	Children gain an awareness of and appreciation for their own culture and cultures around the world. Children explore their own culture and past traditions. Children make connections and links with their family, their culture and the wider world are affirmed and extended. Children develop a sense of belonging to their own community and place. Children actively engage in cultural observances and celebrations.	Children have an awareness of and respect for their own and other religions. Children are confident that their religious beliefs will be respected within the daily program. Children have the opportunities to share their experiences of religious observances and celebrations.

COMMUNICATION

Verbal and Symbolic: Children will express themselves to be understood by others and to show their understanding of others.	Listening: Children will be attentive and respond appropriately.	Creative Expression: Children will experience and appreciate various forms of art, music, drama and dance valued in their own and other cultures that will amuse, comfort, delight, excite and inform.	Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment.
Children engage in communication for a variety of purposes with adults and peers where the foundations of conversation are established. Children emulate good models of English from their environment. Children engage in a range of activities which aide in the develop of their non-verbal communication skills. Children develop as confident, fluent and clear speakers. Children have opportunities to expand their vocabularies through experiences that enable them to explore the meanings and sounds of new words in different contexts.	Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers. Children develop behaviours that indicate that they are listening. Children experience an environment where their thoughts, ideas and feelings are heard and valued and they are encouraged to display empathy for others. Children engage in practical experiences that encourage them to ask and respond to the questions of adults and peers. Children participate in a range of listening experiences such as stories, poetries, nursery rhymes and music, in groups and independently.	Children listen to, tell and read stories using props such as puppets, soft toys and real objects. Children use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials. Children imagine and recreate roles and experiences through drama and role play using props such as dress ups and real objects in groups and independently. Children engage in music and dance from a variety of cultures, through experiences with different instruments, styles and rhythmic patterns so that they are inspired to experiment, imitate, enjoy and extend their own expressions. Children recreate their experiences through painting, drawing, collage, clay and other art media.	Children understand that marks, signs and symbols in the environment have a meaning and are able to talk about what they represent. Children share and enjoy favourite books over and over again, especially those with repeated rhythmic text that they can actively participate in reading. Children gain familiarity with an appropriate selection of stories and literature, valued by their cultures within their communities. Children develop book handling skills such as page turning, holding a book correctly and book care through modeling and experiencing books in their environment. Children develop their phonological awareness and skills at their own pace through a variety of shared literacy experiences. Children understand that speaking and listening skills are valuable in their own right and essential to their own development of phonological awareness.

WELL-BEING

Health: Children will have the ability to make safe and healthy decisions as they discover and learn about their bodies.	Emotional: Children will be able to identify and express their own needs and trust these will be positively responded to.	Social: Children will develop the skills to learn with and alongside others in a variety of contexts.	Reflection: Children will have the time and opportunity to reflect on their experiences.
Children demonstrate growing independence as they do things for themselves. Children recognize and communicate their bodily needs as they develop an understanding of how their bodies function. Children participate in the preparation of healthy foods and are able to make independent healthy choices. Children develop an understand the need for exercise, healthy eating, sleeping, good hygiene and to promote good health. Children engage in exercise and free movement.	Children experience an environment where their accomplishments are valued, encouraged and nurtured. Children develop a growing capacity to make choices, accept challenges, take considered risks, manage change and cope with frustration and the unexpected. Children show an increasing capacity to understand, self regulate and manage their own emotions as well as reflecting on the feelings and needs of others. Children acknowledge and expect critique and affirmation. Children develop the confidence and ability to express their emotional needs and know that these will be responded to,	Children show enthusiasm for participating in play and negotiating play spaces to ensure the safety and well-being of themselves and others. Ways of working together peacefully are modeled and children have opportunities to practice these, Children have opportunities to work as part of a group, taking turns and sharing fairly, Children understand that there are values and codes of behavior for groups of people, including adults and children, in order to work together harmoniously, Children develop the ability to recognize discriminatory behaviors and to have the self-confidence to respond appropriately,	Children can experience reflective conversations with adults and peers, Children will reflect on their own actions and the consequences these actions have on others, Children are confident about their social interactions and be able to express how they feel when interacting with others, Children will be encouraged to reflect on their emotional responses and supported as they develop resilience,

INFANTS

EXPLORATION

EXPLORATION: INFANT ACTIVITIES

Movement: Children will have independent and guided opportunities to move their bodies to develop their fine and gross motor skills

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have freedom to move, practice and perfect their skills	Let infants kick and stretch freely on their bellies and backs.	Adults encourage independence as infant explores particular patterns of movement.	Space, safe furniture and equipment that the child can pull up on, climb on, and investigate.	Sensory Respect of Self & Others Environment Creative Expression Health Social
		Adults provide an area that will allow for maximum space for each infant to move.	Soft, yet firm padding, such as blanket or foam tiles	
Children gain increasing control over their bodies and knowledge of rules for being safe in different environments through activities that encourage a variety of movements for various purposes	Provide opportunities for infants in varied physical experiences, such as bouncing, rolling, rocking, and splashing.	Encourage the use space and equipment.	Soft, yet firm padding, such as blanket or foam tiles, infant swing, infant bouncer	Creative Expression Listening Verbal and Symbolic Respect of Self & Others Health Environment
	Support the infant as he/she begins to stand and walk .	Adults arrange for a safe place, with equipment which the infant can support him/herself and walk to and from, as well as varying surface textures to move on.		
	Take older infants on a treasure hunt outside to find interesting pieces of nature and collect them in a bucket.			
Children's natural curiosity will be encouraged through the use of novelties within the indoor and outdoor environments	Engage infants in play with toys around them by cooing and playing with the toy while making eye contact and smiling.	Encourage infants to explore the space near them by putting interesting things besides them.	Soft, yet firm padding, such as a blanket or foam tiles, rattles, light-up toys that make sound, varying textures of fabric	Sensory
			Provide resources and space	
Children develop both fine and gross motor skills, through the use of toys and equipment that are easily accessible to every child	Infants have opportunities to mouth and explore objects using taste, touch, smell, hearing and sight.	Encourage infants to use resources they can grasp, squeeze and throw.	Rattles, crinkly paper, varying textures	Sensory Mathematics Technological Social Reflection Verbal & Symbolic
		Adults ensure that resources have been sterilized for use and assure close monitoring of infant during this stage of development for safety.	Raisins, dry cereal (like Cheerios), broken crackers	
	Plan play that allows child to practice retrieving small objects.	Closely monitor the investigating infant.	Sterilized rattles, chew toys, cloths	

EXPLORATION: INFANT ACTIVITIES

Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have an environment that is safe and sensitive to the stimulation caused by varying degrees of environmental factors like lighting, sound, temperature and texture		Adults ensure that temperature in the centre is comfortable for the infants. Be mindful that some children have different preferences and/or tolerances. Take note of this and care for the individual child according to their preference.		
		Adults take note of volume of music, spoken words, and other factors in the environment. Ensure that it is soothing and stimulating to the infant.		
Children use their senses and increase their descriptive vocabulary during interactions and exploration of their indoor and outdoor environment.	Expose infants to different play spaces, such as smooth floors, carpet, grass, sand, soft and hard surfaces, indoor and outdoor space.	Adult : child ratio must be carefully planned for infants, in particular, in outdoor areas, or on surfaces such as concrete.	Varying surfaces, both indoors and outdoors	Environment
	Find a variety of objects which the infant can explore independently while being closely monitored. Hum or talk softly about the material being explored.		Feathers, cotton balls, swatches of varying materials	Emotional
	Model ways to tear paper – in little pieces, big pieces, long pieces and short pieces. Allow children to use their torn pieces to make a collage. Throw pieces in the air and allow them to fall on and around the infant.	Provide a variety of textured papers. Give careful attention to ensure that infants do not ingest the paper.	Varying texture papers	Creative Expression
	Bring in a variety of fruits that you can share with the infants. Allow them to feel the texture of the outside and then taste/feel the texture of the inside..	As infants are walked around the environment encourage them to touch things and provide descriptive words for them as they investigate.		Movement
Children use toys and equipment that stimulate and engage or require the use of multiple senses	Infants have opportunities to explore objects and materials.	Provide a range of everyday objects for infant to explore and investigate.	Objects such as spoons, plastic cups and utensils, cardboard boxes and paper.	Verbal and Symbolic
	Provide varying flavours for the child to taste and allow infant to touch food with his/her hands.	Provide contrasts in colour and design.	Contrasting equipment around the room, Mobiles, rattles, and toys	

EXPLORATION: INFANT ACTIVITIES

Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience a variety of movements in space	Infants have the freedom to move about and develop large and fine muscles as they become familiar with their environment.	.Support infants to be involved in varied physical experiences, such as bouncing, rolling, rocking, and splashing.		Heath, Movement Creative Expression
	Sing nursery rhymes and other simple songs while modeling, assisting and allowing the infants to imitate the actions.			

EXPLORATION: INFANT ACTIVITIES

Scientific: Children will have independent and guided opportunities to inquire research, generate and modify their own working theories about their world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children make use of indoor and outdoor areas to allow opportunities for investigations of the natural world	Take infants on walks around their indoor and outdoor environments. Lift children up to touch and investigate things out of reach.	Adults provide commentary to infants regarding their indoor and outdoor experiences.	Safe indoor and out door area	Sensory Verbal and Symbolic
	Point out things in the infant's environment that might not initially draw their attention. Verbalize by name, the things such as birds in trees, worms in sand, water drops on grass.			
Children will investigate and closely observe similarities, differences and changes in a variety of matter	Engage infants in play with various items around the room, introducing them to things they can explore for themselves.	Adults ensure the environment includes features which infants can become familiar with, recognize, and explore and which adults talk about.	Safe environment	Sensory Verbal & Symbolic Mathematical
Children will organize, describe, interpret and make graphical or pictorial representations of results using a variety of resources.	Collect and sort objects and play materials in a variety of ways.	Give necessary support to infant without interfering in their continued effort.	Various toys and objects	
Children participate in a variety of rich, inquiry based experience that enable them to investigate why things happen and how things work	Infants are supported to see familiar things from different positions, e.g. near and far, from front and back.	Adults carefully monitor infants as they experience various positions that enable them to view various perspectives of their world.		Sensory Verbal & Symbolic Mathematical
	Infants are at times propped on a billow under their chest to make it easier to hold up their head and look around. Interesting objects are placed locally to stimulate their observation skills.			
Children can explore cause and effect and trial and error while applying reflective thinking to determine why things happen and what can be learnt from the experience	Support infants to produce crinkling sounds with newspaper, and as complex as building a tower of blocks and blowing it down.	Infant has opportunity to experiment with cause and effect equipment. This can be as simple as touching an object/toy that lights up in response (common light switch) or shaking a rattle to hear the noise.	Cause and effect toys Blocks, and rattles Variety of paper Variety of light sources	Sensory Movement Creative Expression
	Provide practice for infant following a light source or bright object with eyes as it moves in front of them and around the room.			

EXPLORATION: INFANT ACTIVITIES

Mathematical: Children will have opportunities to manipulate materials, and to explore concepts related to number, shape, space, time, measurement and classification

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can categorize objects according to their properties with increasing intent	Use 8 1/2 x 11" white paper and draw shapes and patterns using black ink. Display these drawings safely in each infants space for stimulation.	Adults respect that a week after birth infants can recognize patterns, display and change patterns within the environment often to stimulate development of this skills.		Verbal & Symbolic Literacy
	Infants are given the opportunity to have a mobile (out of reach) while in the crib. These can be store bought or created using an upside down umbrella and interchangeable toys. Speak with the infant about the objects' colour and shapes while it is suspended.			
Children will have spatial understandings including an awareness of how objects can be moved or fitted together	Provide different sized and shaped boxes with lids and allow children to experiment with placing the lids to it's matching box. Expand the activity by encouraging the infant to place objects in the boxes and closing the lids.			Sensory Verbal & Symbolic Movement Scientific
	Let infants experiment with stacking empty containers such as cereal boxes, margarine containers, egg cartons, juice cans, and other reusable items that you have cleaned.			
Children will use everyday language to describe comparisons, measures and time	Move infants to the rhythm patterns in familiar songs and rhymes.	Adults are encouraged to model appropriate use of vocabulary even when children are unable to speak themselves.		Verbal and symbolic Movement Literacy Creative Expression
	Talk to infants using words such as, "a lot", "few", "many", "same", "different".			
	When wearing shirts with buttons engage infants in counting them using words with the actions like <i>One button, one button Let's touch one button</i> (Put baby's hand on one button) <i>Let's count two buttons. One button, two buttons Let's count two buttons</i> (touch the first button and then the second button) Always touch the button as you say the number.			

EXPLORATION: INFANT ACTIVITIES

Mathematical: Children will have opportunities to manipulate materials, and to explore concepts related to number, shape, space, time, measurement and classification

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can make predictions and generalizations about their activities and observations constructing patterns and communicate these using mathematical language and symbols	Infants are given opportunities to freely explore age appropriate toys and manipulatives.	Adults support infants in their explorations through guided participation.	Variety of toys that include cause and effect discovery and sensory stimulation	Movement Scientific Technological
Children will use symbols and representations to communicate their math ideas				
Children will predict and use trial and error to find solutions to their problems	Give opportunities for infants to practice one-to-one correspondence in real-life situations.			Movement Verbal & Symbolic Scientific Technological

EXPLORATION: INFANT ACTIVITIES

Technological: Children will have opportunities to experiment with tools, materials and equipment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can make representations using modeling clay, play dough and other materials	Infants are closely monitored as they play with safe (edible) dough.		Safe (edible as possible) media	Sensory Creative Expression
	Infants are closely monitored as they paint with safe (edible) paints.			
Children can represent their discoveries using creative and expressive media and the technologies associated with them		Infants are given opportunities whenever possible to interact with age appropriate media clips such as pre-recorded music or short video clips that they can start and stop themselves.	Media tablets	Sensory Creative Expression Verbal & Symbolic Movement
Children have access to freely explore objects like magnifiers, photographs, cameras, construction tools, collage and natural materials	Hold baby in your lap and use a squeeze or squeaky toy. Place the toy in the baby's hand and as baby grasps the toy they will be rewarded with a sound.	Adults give positive feedback when infants attempt to use equipment for themselves or with guided support.	Basic equipment that is safe for infants to explore	Movement, Sensory
	Support older infants to assist with activities by hand over hand guidance such as opening packages, spraying bottles, using writing implements.			
Children will explore simple equipment like knobs, buttons, scissors, zippers, levers, and open ended construction materials	Attach an unbreakable mirror to an infant's play space and draw the baby's attention to the reflection. Allow them independent time to explore.	Adults actively seek out safe experiences to offer infants to enhance their development.	Unbreakable mirror Safe containers with lids Age appropriate puzzles Stuffed animals with safe dressing closure activities	Health Mathematics Sensory Movements Creative Expression
	Sitting infants are provided with opportunities to explore simple kitchen containers such as pots and pans. Engage them first in learning how a lid goes on and off a pot and then slowly add more lids and pots.			

INFANT RESPECT

RESPECT: INFANT ACTIVITIES

Self: Children will have knowledge of who they are, an understanding of their own rights and an awareness of their uniqueness

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have knowledge of the limits and boundaries of acceptable behaviour	Infants are given the opportunity to explore their environment with other children.	Adults have consistent boundaries.		Verbal & Symbolic Listening Social Emotional Respect for Others Health Movement
		Adults are positive and consistent in praising the infants' efforts.		
		Adults are gentle when giving redirection.		
Children are affirmed as individuals and can appropriately manage their personal needs	Have a photo album of each infant that adults can read and discussed often with the infant.	Observe the infant and get to know individual preferences. Respect that each infant is different and their needs may have to be attended to in different ways.	Photo album Family-school Connection	Social Emotional Cultural Religion Health Verbal & Symbolic
Children's ideas and questions are listened and responded to appropriately	Repeat infant's vocalizations and movements. This indicates to the infant that he/she is being listened to.	Adults are attentive to the children's efforts to communicate and respond to meet their needs and expressed emotions.		Verbal & Symbolic Listening Emotional Respect of Self and Others Health
Children will independently choose their activities	Infants have time to explore open, safe spaces.	Safe, age appropriate toys are provided for infants to play with.	Rattles Teethers Cause and effect type toys Toys that facilitate pulling up Toys that facilitate walking	Verbal & Symbolic Listening Emotional Respect of Self and Others Health Movement Technology
Children know who they are and understand how they impact the world around them	Deliberate interactions are planned for infants to develop each infants skills individually.	Adults have established relationships with infants and interact to further develop trust.		Verbal & Symbolic Listening Emotional Respect of Self and Others Health

RESPECT: INFANT ACTIVITIES

Others: Children will have knowledge of their roles within their communities and how these impact on the lives of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children recognize the needs of others and respond with care, empathy and respect.		Adults model appropriate response to the needs of others.		Verbal & Symbolic Listening Emotional Social
Children understand the need to interact, establish and build relationships with people within their community	Adults provide intentional one on one interactions with each child daily.	Adults have established relationships with infants and interact to further develop trust.	Home & centre connection	Verbal & Symbolic Listening Emotional Social
	Infants have time to interact with each other in the large, safe play space.	Infants are included whenever possible in centre events and recitals (or performances). Adults communicate with parents about the interactions they are providing for each infant so that these interactions can also take place in the home.		
Children participate in group activities taking turns and sharing fairly	Infants have time to interact with each other on the large, safe play surface.	Adults model appropriate group behaviour by engaging with the infants while they play amongst each other.		Verbal & Symbolic Listening Emotional Social
Children understand their role and the role of others in the community		Deliberate interactions are planned for group play times to model and engage infants in interacting with each other.		Verbal & Symbolic Listening Emotional Social

RESPECT: INFANT ACTIVITIES

Environment: Children will act responsibly and play their role in the preservation of their natural world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand the need to reduce, reuse and recycle	Infants are given opportunities to play with clean reusable containers and lids.	Reusable containers are cleaned and introduced into the play environment.	Reusable containers Shakers made from clean, safe cans, bottles, beans, and coins	Verbal & Symbolic Movement Technology
	Infants are encouraged to explore the sounds caused by shakers made with reusable materials.			
Children explore their natural environment through planned and spontaneous activities	Nature walk.	Infants have daily opportunities to be in safe outdoor spaces.	Stroller(s) Age appropriate containers for sand and water play	Verbal & Symbolic Creative Expression Movement Technology Reflective
	Supervised sand and water play.			
Children learn and experience how to care for and protect their environment	Sing Clean Up song during transition.	Infants are encouraged to pick up and throw away things as much as independently possible.	Child size garbage cans	Verbal & Symbolic Creative Expression Respect for Self & Others Emotional Health
	Narrate when and why you throw things in the garbage.			
Children gain an awareness of and appreciation for their own environment and environments around the world	Talk about pictured environments in shared stories.	Adults model positive attitudes towards caring for the environment.	Story books	Verbal & Symbolic Literacy Respect for Self and Others

RESPECT: INFANT ACTIVITIES

Culture: Children will understand and respect their own and other cultures

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children gain an awareness of and appreciation for their own culture and cultures around the world	Talk about illustrations in storybooks and introduce new cultural vocabulary.	Display pictures of people and things from other countries and engage children in the pictures by talking to them about what is happening.	Age appropriate storybooks from other cultures Multi-cultural visual aids	Verbal & Symbolic Creative Expression Respect for Others
Children explore their own culture and past traditions	Talk about illustrations in storybooks that include pictures of the past and introduce new cultural vocabulary.	Display pictures of people and things from the past and engage children in the pictures by talking to them about what is happening.	Historical pictures and story books that could be adapted for infants	Verbal & Symbol Respect for Others Social Mathematical
Children make connections and links with their family, their culture and the wider world are affirmed and extended		Adults communicate activities so they can be enjoyed at home.		Social Emotional Health Verbal & Symbolic Respect for Others
		Adults establish and maintain positive relationships with centre families.		
Children develop a sense of belonging to their own community and place	Engage children by talking about pictures of themselves and peers that are displayed within the environment.	Adults communicate activities so they can be enjoyed at home.	Pictures of the children within the centre, doing active learning	Social Emotional Health Verbal & Symbolic Respect for Self & Others
		Adults establish and maintain positive relationships with centre families.		
Children actively engage in cultural observances and celebrations	Engage children by talking about pictures of celebrations and provide words to describe what is happening at the events.	Include infants in observances and celebrations whenever possible.	Pictures of cultural observances and celebrations	Social Emotional Health Verbal & Symbolic Respect for Self & Others

RESPECT: INFANT ACTIVITIES

Religion: Children will understand and respect their own and other religions

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have an awareness of and respect for their own and other religions				
Children are confident that their religious beliefs will be respected within the daily program	Alternate foods are provided or given when the menu is different from a child's family's religious belief.	Adults have an established relationship with each family and ensure that their wishes in regards to religion and activities within the centre are honored.		Verbal & Symbolic Social Emotional Respect for Self & Others
	Alternate activities are planned for the infant when centre is observing or celebrating something outside of the child's family religion.	Adults speak respectfully to the child or with the child in regards to their family's religious beliefs.		
Children have the opportunities to share their experiences of religious observances and celebrations	Infants participate in seasonal celebrations For example infants ringing bells while the song jingle bells is being played.		Musical instruments suitable for infants	Creative Expression

INFANT COMMUNICATION

COMMUNICATION: INFANT ACTIVITIES

Verbal and Symbolic: Children will express themselves to be understood by others and to show their understanding of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children engage in communication for a variety of purposes with adults and peers where the foundations of conversation are established	Engage the infant with brightly coloured toys and books as they make responsive sounds imitate them with affection, to begin their understanding of turn taking .	Model by singing along with music, encourage and allow the infant to vocalize too.	Brightly coloured toys and books	Literacy Creative Expression Sensory
Children emulate good models of English from their environment	Use spoken language to describe what the infant is doing by providing a running commentary. For example, "You are playing with blocks. I see how high your tower is! Oops, it fell down when you bumped it!".	Adults use proper English in their dialogue and ensure that the volume of their voice is appropriate for the setting they are in.	Building toys Variety of toys that operate with cause and effect Stimulating visuals and toys	Creative Expression Movement Scientific Mathematical Technological
Children engage in a range of activities which aide in the develop of their non-verbal communication skills	Smile, clap hands and move body while playing with infants. Respond appropriately when infant uses gestures.	Adults initiate play as often as possible with infants both one on one and in small groups on the floor.	Soft, sterile play area where infants can interact on the floor as a small group	Movement Verbal & Symbolic Creative Expression
	Use puppets with the infant to entertain and stimulate..			
	Simple sign language can be used and encouraged to bridge the gap between nonverbal and verbal communication.			
	Initiate play with oral noises such as clicking of tongue, "ch..ch" sound and popping noises. Encourage infant when they attempt to imitate.			
Children develop as confident, fluent and clear speakers	Give the infant opportunity to babble and vocalize. When there is a break in vocalization, speak to the infant using simple, expressive language. Stop speaking, and wait, making eye contact with the infant, giving an expectation and opportunity for the infant to begin vocalizing once again.	Adults ensure each infant receives individualized interactions each day.	Phone to be used in play	Creative Expression Movement Verbal & Symbolic Listening
	Position baby where his/her eyes can meet speaker's eyes during exchanges. Use facial expressions that will draw attention to the speaker's face. Ensure that the speaker is making eye contact with the infant.			
	Engage the infant with an old or toy telephone. Model saying "hello" into the phone and engage the infant in role playing use of a phone for conversation.			

COMMUNICATION: INFANT ACTIVITIES

Verbal and Symbolic: Children will express themselves to be understood by others and to show their understanding of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have opportunities to expand their vocabularies through experiences that enable them to explore the meanings and sounds of new words in different contexts	Infants experience new and varied experiences throughout the day. Speak to infants as opportunities arise indoors and outdoors.	Provide commentary to infants regarding their indoor and outdoor experiences.		Creative Expression Respect for Environment Movement Mathematical Technological Social Sensory
	Talk with the infant in simple language throughout the day. Describe actions and objects around the infant. Vary descriptive words over time, and lengthen the sentences used as the child gets older.			

COMMUNICATION: INFANT ACTIVITIES

Listening: Children will be attentive and respond appropriately

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers	Lay on the floor beside the infant on it's tummy. Sing a little tune. Baby should turn to you, if they do not gently guide their head in your direction and smile. Switch sides and repeat. This activity can be varied by the location in which you interact (sitting on lap) or by the noise you use for attention (small bell, rattle).	Adults intentionally talk and sing to the children to engage them and begin building listening skills.	Small cause and effect toys such as rattles Small bell and some clean drink cartons remade into sound shakers	Verbal & Symbolic Movement Social Technological Sensory
	'Find the Bell' - place a small bell (or other noise maker) inside a small drink carton. Wrap this carton and two other cartons in decorated paper. Give the infant the carton with the noise and help them shake it, react to the noise. Help them discriminate by mixing the boxes and letting them find the one that has the sound inside.	Adults make a concentrated effort to develop infants auditory skills through play.		
Children develop behaviours that indicate that they are listening		Adults are attentive to the needs of infants, responding to their early attempts of communication.		Social Respect for Self and Others Health Verbal & Symbolic Sensory

COMMUNICATION: INFANT ACTIVITIES

Listening: Children will be attentive and respond appropriately

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience an environment where their thoughts, ideas and feelings are heard and valued and they are encouraged to display empathy for others	Play "Can You Find Me?" while the infant is in the crib, go to another part of the room and call it's name. As they turn in your direction move towards them and stroke their head gently saying the baby's name. Go to another part of the room and do it again.		Props for imitative play	Verbal & Symbolic Movement Sensory Health Creative Expression
	Copy Me – Sit on the floor with an infant and gesture for him to copy, <i>Tap the floor with your hands. Stick out your tongue and make silly sounds. Put a hat on your head. Open and close your fists...</i>	The actions you do are not as important as the talking you share while you perform the tasks.		
Children engage in practical experiences that encourage them to ask and respond to the questions of adults and peers		Encourage thinking and reasoning skills through interaction with adults and other infants.		
Children participate in a range of listening experiences such as stories, poetries, nursery rhymes and music, in groups and independently	Listen to classical music with the infants as you rock them to the music.		Various types of paper that produce noise such as wrapping paper, aluminum foil, and tissue paper Pre-recorded classical music Media player	Creative Expression Movement Sensory Mathematical
	Support older infants to create sounds using various types of scrap paper such as wrapping paper, aluminum foil and tissue paper. Crumple a piece for them and then invite the infant to help you demonstrating the sounds of each paper.			

COMMUNICATION: INFANT ACTIVITIES

Creative Expression: Children will experience and appreciate various forms of art, music, drama and dance valued in their own and other cultures that will amuse, comfort, delight, excite and inform

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children listen to, tell and read stories using props such as puppets, soft toys and real objects	Use stuffed animals, puppets and other props to act out familiar stories and nursery rhymes.		Nursery rhymes Stuffed animals Small puppets Props	Literacy Listening Movement Social Verbal & Symbolic
	Through the Hole – (eye/hand coordination) Put your thumb and index finger together to make a circle. Point one finger on your other hand and put it the finger through the circle. Say “Boo!” Recite the poem: <i>Wiggle your finger, one and two, Wiggle your finger, one and two, Wiggle your finger, one and two, Through the hole and BOO!</i>			
Children use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials	Infants see, hear and participate in creative and expressive experiences in their own way. For example, by putting a hand in paint, clapping hands, or squeezing play dough.	Infants are closely monitored as they play with safe (edible) dough and paints.		Sensory Verbal & Symbolic Health Movement Technological
Children imagine and recreate roles and experiences through drama and role play using props such as dress ups and real objects in groups and independently	Use different looking hats and initiate play by putting a hat on your head and talking in a silly voice. Put the hat on the infant’s head and say something in the same silly voice. Switch hats and switch voices. Invite the infant to make similar sounds while wearing the hat. Extend the activity using a mirror.	Adults engage infant sin imaginative roles while leading a game of pretend.	Props for imagining roles	Verbal & Symbolic Listening Movement Sensory Health Social
	Provide infants with the opportunity to pretend that they are talking on the phone.			
Children engage in music and dance from a variety of cultures. Provide experiences with different instruments, styles and rhythmic patterns so that they are inspired to experiment, imitate, enjoy and extend their own expressions	Infants are given opportunities to create music using spoons and exploring the sounds they make on different surfaces.	Adults intentionally engage infants into expressive dancing.	Age appropriate instruments Dancing props such as streamers, flags and hats Pre-recorded music Media player	Verbal & Symbolic Sensory Movement Technology Respect for culture
	Dancing Dolls - Tie a ribbon to the head of a stuffed animal or rag doll and demonstrate the toy dancing to music (you create). Show the infant how it can move side to side, back and forth, up and down. Allow the infant to play independently.	Adults provide age appropriate instruments for planned and independent exploration.		
Children recreate their experiences through painting, drawing, collage, clay and other art media	Infants are closely monitored as they play with safe (edible) dough.		Recipe for playdough	Sensory Technological Creative Expression
	Infants are closely monitored as they paint with safe (edible) paints.			

COMMUNICATION: INFANT ACTIVITIES

Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand marks, signs and symbols in the environment have a meaning and are able to talk about what they represent	Interpret and give meaning to the things infants show interest in.	Adults narrate the things they do and see.	Age appropriate books Visuals displayed around the room that stimulate communication	Verbal & Symbolic Listening Sensory Health
	Talk with infants about what you are doing so they will link words with actions.			
Children share and enjoy favourite books over and over again, especially those with repeated rhythmic text that they can actively participate in reading	Play hand games using poems such as <i>Open, shut them Open, shut them Give a little clap. Open, shut them Open, shut them, Put them in your lap. Creep them, creep them, creep them, creep them, Right up to your chin. Open up Your little mouth, But do not let them in.</i>	Age appropriate shared stories are provided daily.	A collection of simple finger plays Age appropriate books	Creative Expression Verbal & Symbolic Listening Movement Social
Children gain familiarity with an appropriate selection of stories and literature, valued by their cultures within their communities	Read and tell simple stories, rhymes and songs. Be mindful of the infant's culture, and attempt to include things special to their family/culture.		Collection of age appropriate books and rhymes	Verbal & Symbolic Listening Respect for culture & religion
Children develop book handling skills such as page turning, holding a book correctly and book care through modeling and experience books in their environment	Sit and look at books with infants. Draw their attention to pictures in the books.	Adults support infants to handle books.	Age appropriate books	Verbal & Symbolic Listening Health Movement Sensory
	Give infant the opportunity to express him/herself, while providing model of English for him/her.	Reading area is set up for infants to access books freely.		
Children develop their phonological awareness at their own pace through a variety of shared literacy experiences	Use finger play, rhymes and familiar songs.	Playful age appropriate songs are introduced that engage infants in indirect learning of phonemic skills.	Collection of finger plays and rhymes (see curriculum resources) Pre-recorded music Media player	Verbal & Symbolic Listening Creative Expression Movement Social Health
	Use different voices to tell stories and encourage infants to join in when they can.			

COMMUNICATION: INFANT ACTIVITIES

Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand that speaking and listening skills are valuable in their own right and essential to them developing phonological awareness.		Adults monitor infant's communication skills and intentionally plan experiences to develop each infant's abilities further.	Record of adult's observations and planning	
		Adults are attentive and meaningfully respond to each infant's attempts to communicate with their world.		

INFANT WELL-BEING

WELL-BEING:INFANT ACTIVITIES

Health: Children will have the ability to make safe and healthy decisions as they discover and learn about their bodies

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children demonstrate growing independence as they do things for themselves such as toileting dressing, feeding and resting	Place small pieces of food on the infant's high chair tray. Pick up the food and model eating it, saying "I am picking up the banana and putting it in my mouth. Yum, yum, yum". Take the baby's hand and guide them in the process and then allow them to independently practice the skill while you narrate (changing words as appropriate).	While attending to the infant, adult should allow encourage the infant when he/she shows signs of independence. Encourage infants gradually to share control of their physical needs.	Items of food Utensils	Movement Sensory Respect of Self & Others Listening
Children recognize and communicate their bodily needs as they develop an understanding of how their bodies function	Talk with the infant as their needs are being met, point out which need is being met, and what the adult is doing to meet the need. For example, when infant indicate he/she is hungry, adult could say, "You are hungry. I am fixing your bottle now. You will drink your milk and it will fill your tummy up".	Support children's growing independence as they begin to do things for themselves such as feeding or toileting.	Pictures of infants	Respect of Self & Others Emotional
Children participate in the preparation of healthy foods and are able to make independent healthy choices	During snack time, provide a cracker, small spoon and container of jam/jelly for older infant sitting in high chair. Guide infant in the spreading of jam and then allow infant to independently attempt the task.	Provide opportunities for increased independence, and praise efforts as is necessary.	Food items Pictures of healthy foods Utensils Plastic/disposable cups or bowls	Scientific Mathematical Reflection
	Sit with an older infant and place paper cups filled with dry cereal (such as dry round oat cereal) and show the infant how to pour the cereal from one cup to another. This can be modified using water.			
Children develop an understanding of good health in practice with regard to exercise, eating, sleeping and hygiene		Adults provide a daily routine which includes daily exercise, healthy meals, rest times and cleanings.	Resources for hygienic cleaning Places for rest Balanced nutrition Planned age appropriate exercise	Movement Respect for Self
Children have regular opportunity for exercise and free movement	Allow infants to kick and stretch freely on their stomach and their back.	Adults plan for floor time where children can explore the room safely and independently.	Soft, yet firm padding or foam tiles	Movement Sensory Creative Expression

WELL-BEING: INFANT ACTIVITIES

Emotional: Children will be able to identify and express their own needs and trust these will be positively responded to

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience an environment where their accomplishments are valued, encouraged and nurtured	Infants explore their environment in individual ways. Adults respond appropriately to infants' signals of pleasure, discomfort, fear and anger.	Adults observe the infant and get to know their individual preferences. Respect that each infant is different and their needs may have to be attended to in different ways.	Adequate adults and infant ratio is maintained to meet each infant's needs	Respect for Self & Others Verbal & Symbolic Social
	Familiar, relaxed routines for feeding, toileting, and diaper changing are established and carried out by familiar adults to foster security in infants.	Carefully monitor infant and encourage self accomplishment.		
Children develop a growing capacity to make choices, accept challenges, take considered risks, manage change and cope with frustration and the unexpected	Repeat infant's vocalizations and movements. This indicates to the infant that he/she is being "listened" to.	A familiar adult has primary responsibility for each infant's care, so that the infant can anticipate who will welcome and care for them.	Caring and flexible adults who understand the unpredictable moods of infants and respond with patience and affection.	Respect for Self & Others Verbal & Symbolic Social
		Demonstrate clear and consistent boundaries and reasonable yet challenging expectations.		
		Behaviour on good days and bad days is accepted without judgment, and the programme has sufficient flexibility to accommodate natural variation.		
Children show an increasing capacity to understand, self regulate and manage their own emotions as well as reflecting on the feelings and needs of others	Praise infant's attempts at tasks (e.g. attempting to walk and build a tower of blocks) even if they are unsuccessful.	Ensure that each infant is recognized as a valuable contributor to the group and celebrate cultural, religious and other experiences.	Age appropriate resources e.g. toys and books	Respect for Self & Others Verbal & Symbolic
	Read stories that shows things they like to do.	Each infant has a familiar sleeping space and meal area.		
Children acknowledge and expect critique and affirmation	Give the infant choices of healthy food and toys. Ensure that all choices offered are acceptable to adult and healthy.	Adults engage infants in imitative games that develop the infants consciousness to look for a response.	Age appropriate resources e.g. toys and books	Respect for Self & Others Creative Expression Verbal & Symbolic Listening Movement

WELL-BEING: INFANT ACTIVITIES

Emotional: Children will be able to identify and express their own needs and trust these will be positively responded to

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop the confidence and ability to express their emotional needs and know that these will be responded to	Adults engage infants in imitative games that develop the infants consciousness to look for a response.	Infants feel valued as adults respond in an appropriate manner.		Respect for Self & Others

WELL-BEING:INFANT ACTIVITIES

Social: Children will develop the skills to learn with and alongside others in a variety of contexts

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children show enthusiasm for participating in play and negotiating play spaces to ensure the safety and well-being of themselves and others	Adults engage infants one on one in games and conversation. Older infants have opportunities to interact with their peers under the supervision of centre adults.	Adults help infants navigate play spaces, and assist in solving conflicts that may arise during the day.	Adequate adults to offer quality care and attention to infants Large, safe play spaces Small stimulating toys Large stimulating, age appropriate climbing equipment	Verbal & Symbolic Movement Respect for Self & Others Sensory
Children understand that there are values and codes of behaviour for groups of people, including adults and children, in order to work together harmoniously	Infants have opportunities to share a play area with other infants.	Adults gently encourage infants to accept that the adult will also attend and care for other children. Adults should handle conflict between infants appropriately, modeling solutions to difficulties and gently helping the infants to accept the feelings of others.	Adequate adults to offer quality care and attention to infants Large, safe play spaces Small stimulating toys Large stimulating, age appropriate climbing equipment	Verbal & Symbolic Movement Respect for Self & Others
Children develop the ability to recognize discriminatory behaviors and to have the self-confidence to respond appropriately	Allow infants the chance to express protest, displeasure and dislike. All protests should be responded to within reason, or actively ignored.	Positive partnership is encouraged with parents to ensure that there is consistency in the behavioural measures at home and school.	Adequate adults to offer quality care and attention to infants	Verbal & Symbolic Communication Respect for Self & Others

WELL-BEING: INFANT ACTIVITIES

Reflection: Children will have the time and opportunity to reflect on their experiences

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can experience reflective conversations with adults and peers	Talk with the infant in simple, expressive terms about what is happening around them and why.	Acknowledge any vocalizations by the infant, giving him/her a chance to be expressive.		Respect for Self Respect for Others
		Adults engage infants in imitative games that develop the spontaneous reactive response.		
Children will be encouraged to reflect on their own actions and the consequences for others	Help infants navigate conflicts. Point out gently to them how their actions affected those around them. For example, "When you pull her hair, it hurts her and makes her cry. Let's try touching her gently". Acceptable alternatives should be modeled.	Opportunity is provided for infants to consider their actions and communicate in a suitable manner.		Respect for Others Verbal Communication
Children can feel confident about their social interactions and be able to express how they feel when interacting with others	Guide infants in putting labels on emotions. For example, if the child is crying because they miss their parent who has just left, say, "You are sad. Mommy just left. She will be back later and you can hug her then". Be mindful that the infant may not understand the words at first, however with time and consistent use, the infant will begin to identify emotions and will be able to use them to describe their feelings.	Allow infants to have opportunities to interact with other people, both adults and children of different ages. Be mindful that infants are observing and should have appropriate adult interactions modeled.		Respect for Others Verbal Communication
		Consistently model acceptable mode of behaviour.		

WELL-BEING: INFANT ACTIVITIES

Reflection: Children will have the time and opportunity to reflect on their experiences

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children will be encouraged to reflect on their emotional responses and supported as they develop resilience	Arrange space so that infant can enjoy moments of quiet play by him/herself and have ample space to move freely, sit, roll over, stand, attempt to crawl and move towards interesting objects.	Ensure that spaces are in a place where the child can sense privacy but also can be monitored at all times.	Suitable spaces for quiet and reflective activity Appropriate props such as bean bags, cushions	Respect for Self Respect for Others
		Ensure that private spaces in room are of adequate size that the child will be safe and accessible.		
		Ensure all spaces can be locked from the inside by the child, thus restricting access by the adult on the outside.		
	Infants have opportunity to “hide” quietly in little nooks and spaces in the classroom and outside, if they feel the need to.	Encourage infants to respect the privacy of other infants during their “hide away” quiet time.		

TODDLER

EXPLORATION

EXPLORATION: TODDLERS ACTIVITIES

Movement: Children will have independent and guided opportunities to move their bodies to develop their fine and gross motor skills

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have freedom to move, practice and perfect their skills	Games such as bend and stretch; toss and catch.	Provide equipment, space and daily opportunities for using whole body, arms and legs for indoor activities.	Spacious indoor and outdoor area Variety of age appropriate indoor and outdoor play equipment	Sensory Respect of Self & Others Environment Creative Expression Health Social
	Playing 'Simon Says'			
	Throw and bring back objects			
Children gain increasing control over their bodies and knowledge of rules for being safe in different environments through activities that encourage a variety of movements for various purposes	Respond to rhythm and music by means of gesture and movement.	Provide equipment, space and daily opportunities for using whole body, arms and legs for indoor and outdoor activities.	CD,DVD and tape players Musical instruments so that children can respond spontaneously to music Safe, open spaces indoor and outdoor	Creative Expression Listening Verbal and Symbolic Respect of Self & Others Health Environment
	Talk with toddlers about their movements and help them to explore new ways of managing their movement, such as squirming, slithering, and twisting on the ground like a snake .	Give as much opportunity as possible for children to move freely between indoors and outdoors.		
		Provide safe places where toddlers can move freely. Create 'zones' for certain activities and explain to children about the need for safety.		
Children's natural curiosity will be encouraged through the use of novelties within the indoor and outdoor environments	Riding on wheeled and other toys	Provide safe places where children can move freely. Create 'zones' for certain activities and explain to toddler about the need for safety.	Tricycles, wagons, steering toys	Sensory Creative Expression Listening Verbal and Symbolic Respect of Self & Others Health Environment
	Toddlers engage in activities that include pushing, pulling, lifting, climbing and balancing.	Provide equipment, space and daily opportunities for using whole body, arms and legs for indoor and outdoor activities.		
	Engage toddler in imitating animals encouraging the use of descriptive vocabulary for each movement.			
Children develop both fine and gross motor skills, through the use of toys and equipment that are easily accessible to very child	Set up activity centers that provide building toys and resources for toddlers to balance, nest and stack objects.	Encourage toddler to strengthen their arms and hands through the use of a variety of dough type media.	Building blocks (wooden, plastic, or cardboard) Legos or Mega Blocks Tinker or Bristle Blocks Articles with snaps, zippers, velcro Water equipment Sand equipment	Sensory Mathematics Technological Social Reflection Verbal & Symbolic Health Respect for Self & Others
	Undo snaps and pull zippers and Velcro within the Dress Up activity centre.	Monitor toddler's development and provide guided and independent opportunities to intentional refine specific skills.		

EXPLORATION:TODDLER ACTIVITIES

Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have an environment that is safe and sensitive to the stimulation caused by varying degrees of environmental factors like lighting, sound, temperature and texture		Ensure that temperature in the centre is comfortable for the toddlers. Be mindful that some children have different preferences and/or tolerances. Take note of this and care for the individual child according to their preference. Take note of volume of music, spoken words, and other adjustable factors. in the environment. Ensure that it is soothing and stimulating to the toddler.		
Children use their senses and increase their descriptive vocabulary during interactions and exploration of their indoor and outdoor environment	'Guess that Smell': blind fold children or create a smell box to engage children in exploring with the sense of smell.	Introduce various spices, flowers and other common smells to children through planned smelling investigations.	Variety of safe scents, textures and tastes	Environment Emotional Creative Expression Movement Verbal and Symbolic Scientific
	'Happy Feet' (eye/hand coordination) Provide safe opportunities for children to experience walking on different textures with bare feet such as smooth pebbles, sand, pillows, logs, grass, cement and bricks.	Plan activities that use the sense of feel without the sense of sight.		
	Use a feel box to allow children to investigate a toy by touch only. Give them multiple feels and then remove the toy, setting it beside a second toy object. Have the children guess which toy was in the box.			
Children use toys and equipment that stimulate and engage or require the use of multiple senses	Times are scheduled during the day for toddlers to interact with.	Activity Centres are designed/planned to stimulate multiple senses.		Movement, Scientific, Technological Health

EXPLORATION:TODDLER ACTIVITIES

Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience a variety of movements in space	Toddlers participate in swinging, riding, jumping, rolling activities everyday.	Activities should be varied to enable active transitions and mental breaks for children to transition into new learning.	Outside play equipment is provided that includes climbing, sliding, swinging and other active play movements	Heath, Movement Creative Expression
	Plan body tension activities such as stretching, reaching, curling, turning with and without music.	Movements are continually changed to maintain toddler's interest and increase their motor skill development.	Transition games and songs	
	Imitating animal movements like “slither like a snake”, “jump like a frog”.	Toddlers have daily access to safe outdoor spaces for active learning .	Balls, blocks, ropes and other moveable equipment is provided to enhance active play	
		Adults monitor and rotate moveable equipment within play spaces to maintain interest.		

EXPLORATION:TODDLERS ACTIVITIES

Scientific: Children will have independent and guided opportunities to inquire research, generate and modify their own working theories about their world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children make use of indoor and outdoor areas to allow opportunities for investigations of the natural world	Water play discovery: Using a water hose and provide some of the following: Spray a high arc in the are and let the toddlers run under it, spray the stream a few inches off the ground and encourage the toddlers to jump over it, raise the stream and have them crawl under it. Wiggle the water back and forth like a snake, look for a rainbow while you spray the water overhead.	Activity centres are set up in both indoor and outdoor spaces.	Safe outdoor areas Water hose Resources for the planned indoor and outdoor activity centres	Sensory Movement Respect for Environment Creative Expression Verbal & Symbolic
	Outdoor nature walk: Take toddlers on a nature walk outside providing directions such as “feel the wind in your hair”, “smell a flower”, “watch a butterfly”, “hold a worm in your hand”, “lie in the grass” and ‘look at the clouds”, “squish your toes in the mud...crunch the leaf”, “jump into a pile of leaves”, “taste fresh fruits and vegetables from the garden”.	Guide the toddlers through experiences .		
Children will investigate and closely observe similarities, differences and changes in a variety of resources	Blowing game: Introduce the toddler to blowing by touching/identifying lips. Then demonstrate blowing into their palm. Encourage them to try blowing on their hand. Introduce tissue and other light weight objects for them to try blowing across a table. Say “one, two, three ,blow!”.	Rotate themes in activity centres for toddlers to learn about and observe aspects of nature such as insects, plants, and life cycles.	Feathers Puff balls Wrapping paper Old magazines Tissue paper Aluminum foil	Sensory Verbal and symbolic Movement
	Tearing game: Toddlers are given old magazines, tissue paper, wrapping and foil and encouraged to tear while experiencing texture and sound.			
	Paper rain: Use old magazines and talk about the pictures, encourage them to tear the papers. Pick them up and put them in a container. Say “Here comes the rain.” Dump the container and let paper fall out, as it falls sing “rain, rain, go away...” pick up and start again.			
Children will organize, describe, interpret and make graphical or pictorial representations of results using a variety of resources	Plan 'sharing times' for toddlers – encourage them to reflect after investigations and share their findings (using visuals).	Adults model reflection after group investigations.	Writing and art supplies for centres	Reflection Social Emotional Mathematical Technological Verbal & Symbolic Listening
		Writing and art activity centres are provided and well resourced for toddlers to use during reflection.		

EXPLORATION:TODDLERS ACTIVITIES

Scientific: Children will have independent and guided opportunities to inquire research, generate and modify their own working theories about their world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children participate in a variety of rich, inquiry based experiences that enable them to investigate why things happen and how things work	Building Activity Centres are provided for free investigation.	Adults engage toddlers in conversation about why things happen, modeling inquiry based learning strategies.	Building toys and resources Paints, food coloring, crayons and markers Sand Water Age appropriate sand and water containers	Sensory Mathematical Technological Creative Expression Verbal & Symbolic Movement Reflective
	Toddlers are engaged in colour mixing experiences.			
	Sand and Water Tables are provided for free investigations.			
Children explore cause and effect and trial and error while applying reflective thinking to determine why things happen and what can be learnt from the experience	Building Activity Centres are provided for free investigation.	Adults engage children in conversation about why things happen, modeling reflection and its link to inquiry based learning strategies.	Building toys and resources Paints, food colouring, Crayons and markers Sand Water Age appropriate sand and water containers Supplies for establishing grow boxes	Sensory Mathematical Technological Creative Expression Verbal & Symbolic Movement Reflective Respect for Self & Others Respect for Environment
	Toddlers are engaged in colour mixing experiences.			
	Sand and Water Tables are provided for free investigations.			
	Grow Boxes.			

EXPLORATION: TODDLER ACTIVITIES

Mathematical: Children will have independent and guided opportunities to manipulate materials and explore concepts related to number, shape, space, measurement, time and classification

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can categorize objects according to their properties with increasing intent.	Sorting and matching: Using materials that are freely available to toddlers, such as large plastic fruit and vegetables, stacking rings, shape blocks, encourage toddlers to manipulate and sort the materials.	Adults discuss with the toddlers the properties of the materials using mathematical language, such as round, square, same, different, big, small, long, short, soft hard	Plastic fruit and vegetables Stacking rings Variety of blocks Hard toys Soft toys Hoops for sorting	Sensory Verbal and symbolic
	Hard and Soft: Sit with the toddlers in a circle and introduce some soft toys. Each time you pick up a toy say “soft” then pass it to the toddlers and encourage them to feel and say “soft”. Introduce some hard toys in the same manner. When they have experiences a few of each type item begin to ask the toddlers to give you something that feels “soft” alternate your request. Extend by laying out hoops on the floor and ask them to put the soft ones in a hoop and the hard ones in the other hoop.			
Children will have spatial understandings including an awareness of how objects can be moved or fitted together.	Puzzle Pieces: Use old cardboard decorations from parties or old holiday greeting cards and cut into different shaped pieces. Sit with a toddler and give them one piece and lay out the rest on the floor. Talk about the colour and size of the piece they have and guide them through reassembling the picture. Continue guidance until they are solving independently.	Adults ensure that there are a variety of age appropriate puzzles for the children to access.	Old cardboard decorations Old greeting cards	Sensory Verbal and Symbolic
Children will use everyday language to describe comparisons and measures and time	Sand and water are available daily, inside and outside	Adults support toddlers to explore the properties of sand and water using mathematical language such as full, empty, pour, big, small.	Containers that can be used to hold sand and water that will not leak and allow for two children to play simultaneously Sand Water	Sensory Movement Creative Expression Scientific Verbal and Symbolic
Children can make predictions and generalizations about their activities and observations and communicate these using mathematical language and symbols.	Unwrapping Game: Wrap a ball or toy in colourful paper. Show toddlers the toy that is wrapped and ask them “What do you think this is inside?” Give the toy to a child and let them open it. Talk about the paper as they open and describe the sounds it makes. Talk about the toy – was it what they predicted? Rewrap the toy in front of them and support them to unwrap it again.	Adults support toddlers to use mathematical language when exploring the properties of the toys.	Old wrapping paper Familiar toys	Sensory Literacy Health
	Building a tower, stacking and restacking when they fall.	Adults support children to stack blocks, counting the blocks .	Blocks	

EXPLORATION: TODDLER ACTIVITIES

Mathematical: Children will have independent and guided opportunities to manipulate materials and explore concepts related to number, shape, space, measurement, time and classification

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children will predict and use trial and error to find solutions to their problems	Spend time with toddlers manipulating the shape ball or box. Support toddlers towards independence.	Adults support toddlers to manipulate shapes into a shape ball or box.	Shape ball	
Children will use symbols and representations to communicate their math ideas	Block play: Toddlers have opportunities to sort, stack and layer blocks	Adults support toddlers to count their blocks, up to the number 5		

EXPLORATION: TODDLER ACTIVITIES

Technological: Children will have independent and guided opportunities to experiment with tools, materials and equipment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can make representations using modeling clay, play dough and other materials	Dough, shaped cutters, child sized rolling pins and small containers are available to toddlers on a daily basis.	Centre is well resourced with material and tools with which toddlers are allowed to experiment freely with.	Modeling clay Play dough Blocks Collage material	Sensory Creative Expression
		Adults praise toddlers attempt at making a creation.		
		Adults monitor toddlers closely as they use modeling materials. Toddlers may still mouth objects, so the risk of choking is possible if not closely monitored.		
Children can represent their discoveries using creative and expressive media and the technologies associated with them	'Who's Voice Is That?' - Allow each toddler to record their voice on a tape or other recording machine. In small groups, allow them to play the voices back. See if the toddlers can recognize their own voices, or that of their peers.	Ensure that each toddler is allowed to participate.	Voice recording device	Verbal Social Listening
Children have access to freely explore objects like magnifiers, photographs, cameras, construction tools, collage and natural materials	Provide child safe magnifying glasses for toddlers to investigate the natural environment outside.	Have age appropriate equipment that the toddlers can investigate and experiment with without fear of easily damaging it.	Child safe magnifying glasses Child friendly building tools such as hammers, screw drivers, small hand tools and malleable materials.	Movement Sensory Creative Expression Scientific
	Toddlers explore a construction activity centre at which they use appropriate building tools.			
Children will explore simple equipment like knobs, buttons, scissors, zippers, levers and open ended construction materials	Toddlers can freely explore scissors and simple art equipment in the Art activity centre.	Observe how toddlers explore equipment, for example, by pressing buttons, lifting lids, and turning knobs. Develop new activities from your observations.	Age appropriate scissors Paint brushes Hole punchers Housekeeping equipment that includes knobs, levers and buttons Dress up clothes that require various forms of closure	Movement Listening Scientific Health Creative Expression
	Toddlers are encouraged to use common simple household equipment such as knobs, levers, faucets, in the housekeeping centre.			
	Toddlers use dress up props that promote the practice of basic dressing such as zippers, buttons, hooks and snaps.	Offer commentary on how toddlers are using technology – such as, "Look, you pulled the string and made it come closer to you!"		

TODDLER

RESPECT

RESPECT: TODDLER ACTIVITIES

Self: Children will have knowledge of who they are, an understanding of their own rights and an awareness of their uniqueness

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have knowledge of the limits and boundaries of acceptable behaviour	Engage toddlers in discussion as they gain a better understanding of how their actions affect themselves and others,	Toddlers have opportunities to identify and discuss boundaries, so that they understand appropriate behavioural expectations.	Collection of story books, visual prompts and media clips are readily accessible to stimulate discussion on good social skills	Literacy Social Verbal & Symbolic Emotional Listening
		Adults respond positively to children's behaviour modeling how children should respond to each other.		
		Foster positive relationships with parents through collaboration in order to maintain consistency between home and the centre.		
Children are affirmed as individuals and can appropriately manage their personal needs	Create photo albums with pictures brought in by parents . Share them with the toddler and talk about them using the toddler's name in the story line. Toddlers are actively involved in setting up and clearing away activities. Provide opportunities for children to be curious, enthusiastic, engaged and tranquil based on their own needs.	Observe the toddlers and get to know individual preferences.	Photo albums for each toddler with pictures from home	Verbal & Symbolic Respect for Others Reflection
		Toddlers should be praised for their efforts in managing their personal needs, and using and returning resources appropriately.	Strong home and setting connection	
		Use experiences from stories, visits and teachable moments to explain how children's needs and reactions differ.	Pillows and soft textures should be available for toddlers seeking quiet time	
		Area should be designated in the room for children who need quiet alone space and active zones should also be identified for children who need further stimulation.	Stimulating textures and manipulatives should be available for children seeking to expend excess energy	
Children acknowledge and expect their ideas and questions are listened and responded to appropriately	Provide opportunities for children to share their feelings and talk about why they respond to experiences in particular ways.	Toddlers receive affirmation from their caregivers.	Collection of shared stories	Verbal & Symbolic Respect for Others Reflection
	Shared stories are read that lend themselves to question and answer sessions for further discussion.			

RESPECT: TODDLER ACTIVITIES

Self: Children will have knowledge of who they are, an understanding of their own rights and an awareness of their uniqueness

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children will independently choose their activities	Toddlers to pour their own drink; serve their own food; or choose their learning activity.	Activity centres are provided for children to choose their preferential activity.	Resources are provided according to activity centre Snack and drink items are available for children as needed.	Social Respect for Others Health Emotional Listening
		Activity centres are monitored and rotated regularly to maintain interest and optimize learning.		
Children know who they are and understand how they impact the world around them	Have discussions with toddlers regarding specific aspects of culture, belief and celebrations. Help them to identify cultural similarities and differences.	Toddlers are introduced to the likenesses within cultures, beliefs and celebrations.	Visual aids, media clips and books on cultures, religions and celebrations should be available	Social Respect for Others Health Emotional Listening
	Plan show and tell experiences for toddlers to share their respective culture	Toddlers choose their learning with confidence and are proud of their outcomes.		

RESPECT: TODDLER ACTIVITIES

Others: Children will have knowledge of their roles within their communities and how their roles impact on the lives of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children recognize the needs of others and respond with care, empathy and respect	Shared reading - read stories that address similarities and differences, emotions and social interaction.	Toddlers are supported by giving them opportunities to both speak and listen in group discussions, expressing their emotions with respect to the emotions of others.	Visual aids, media clips and shared stories are available that address similarities and differences, emotions and social interaction	Listening Verbal & Symbolic Social Creative Expression Reflection
	Plan opportunities for toddlers to assist others in need or who are less fortunate within their community.	Toddlers are commended for showing affection and concern through acts of kindness.		
Children understand the need to interact, establish and build relationships with people within their community	Play 'Can You Catch Me?' (Tag)	The environment intentionally welcomes and encourages children to interact openly and confidently with each other.	Visual aids, media clips and shared stories are available that address being part of a family, a group, a team and a setting	Movement Health Verbal and Symbolic Respect for Religion & Culture Literacy Social Creative Expression Listening Verbal & Symbolic
	Play 'Hide and Seek'			
	Toddlers are free to share their life events for example, birthday celebrations, death, birth, holidays.	Parents and family members are invited to the centre to share special events.	Multi-cultural resources are available in the activity centres	
	Invite people from a range of cultural backgrounds to talk about aspects of their lives or things they do in work or as a volunteer within the community.	Toddlers are given opportunities to interact with a variety of people from different backgrounds, community roles and occupations.	A list of appropriate centre visitors and locations for field trips is accessible to all adults	
	Dramatic play activity centre.		Craft items for card making Community helper costumes and props	
Children participate in group activities taking turns and sharing fairly	Games are organized to encourage toddlers to take turns through positive interaction.	Toddlers are learning to understand the need to share and follow rules as they interact with others.	Collection of simple organized games with the necessary equipment.	Social Respect for Self Creative Expression Emotional Movement Mathematical Technological Scientific Listening Verbal & Symbolic
	Activity centres are resourced to encourage sharing of tools, props, and materials so that toddlers can practice turn taking and be respectful to others.	Adults ensure that toddlers know how to keep safe.	Variety of activity centre resources Visual aids that encourage sharing, turn taking and playing fair	

RESPECT :TODDLER ACTIVITIES

Others: Children will have knowledge of their roles within their communities and how their roles impact on the lives of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand their role and the role of others in the community	Plan field trips for toddlers so they can interact with people within the community who vary in cultural background and occupation.	Children are supported to establish ongoing relationships with people within the community.	Transportation for field trips List of appropriate visitors	Respect for Self, Culture & Religion Social Listening Verbal & Symbolic
	Invite people from the community who vary in cultural background and occupation to visit the centre to interact with the toddlers.	Visitors are invited in and field trips are planned for optimum learning of community roles.		

RESPECT: TODDLER ACTIVITIES

Environment: Children will act responsibly and play their role in the preservation of their natural world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand the need to reduce, reuse and recycle	Learning experiences are planned where children use Items that would normally be waste.	Reusable items are provided for the children and introduced as intentional reusing for the benefit of the environment.	Visual reminders for recycling	Listening Literacy Verbal & Symbolic Technological Mathematical Creative Expression Social Respect for Self & Others
	Toddlers are engaged in recycling efforts while in their learning setting, for example washing yogurt pots for re use.	Recycling stations are set up within in the setting and direct communication through words and visuals are evident.	Paper, plastic containers, egg cartons, toilet/towel paper rolls	
	Shared stories are provided that illustrate and educate ways to reduce, reuse and recycle.		Labeled containers for sorting recycled materials	
Children explore their natural environment through planned and spontaneous activities	Toddlers are engaged in scavenger hunts within the natural world to encourage classification and observation.	Toddlers have daily access to safe outdoor spaces for active learning and play.	Areas of landscaping around setting which children are safe and free to play in	Scientific Mathematical Technological Movement Social Respect for Culture
	Toddlers are intentionally introduced and give opportunity to interact with indigenous (Caymanian) plants.	Visit parks on field trips	Transportation to visit parks Local indigenous plants	
Children learn and experience how to care for and protect their environment	Toddlers are supported to develop and maintain grow boxes and harvest their crops.	Adults share the tasks of preparing, planting and maintaining healthy grow boxes. Adults support toddlers to harvest and prepare their crops for eating.	Soil, wood, child sized gardening tools, seeds and plants, watering containers	Creative Expression Verbal & Symbolic Scientific Movement Health Reflective
Children gain an awareness of and appreciation for their own environment and environments around the world	Toddlers are engaged in learning about their own natural environment though planned opportunities to explore their surroundings, including field trips.	Toddlers background and expressed interests are considered in the planning and provision of new learning experiences.	Field trips Expert visitors to come in Displays of Cayman habitats Internet, books and other printed materials, media clips and visuals.	Verbal & Symbolic Scientific Mathematical Technological Creative Expression Literacy Respect for Self & Others Social
	Shared stories are provided that illustrate or educate on the local environment and other environments around the world.	Toddlers keep a scrapbook/record of their learning and care for the environments.		
	Toddlers develop and maintain habitats for other animals such as class pets.			

RESPECT: TODDLER ACTIVITIES

Culture: Children will understand and respect their own and other cultures

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children gain an awareness of and appreciation for their own culture and cultures around the world	Toddlers are able to interact with people from the community who vary in cultural background, occupation and volunteer work.	Visitors are invited to visit and field trips are planned for optimum learning of community roles.	List of appropriate visitors	Social Respect for Others & Religion Literacy Creative Expression Verbal & Symbolic Listening
	Shared reading experiences are planned with multicultural stories introducing cultural celebrations or events.	Multicultural dolls, foods, books, puzzles and other manipulatives are included in the activity centre's.	Multi-cultural books that educate about celebrations and events within a culture. Multi-cultural dolls, play foods, books and puzzles	
Children explore their own culture and past traditions	Toddlers are able to experience past traditions such as preparing Caribbean recipes, thatch work and games.	Toddlers have the opportunity to interact with knowledgeable people within their community to learn more about the Cayman Culture.	National Trust, Pedro St. James, National Museums, and other community historians Traditional food recipes Traditional games Traditional craft work supplies	Social Respect for Self, Others, Environment & Religion Creative Expression Literacy Verbal & Symbolic Listening Mathematical
Children make connections and links with their family, their culture and the wider world which are affirmed and extended	Create a display with toddlers to share their cultural understanding through artifacts or photos of their presentations.	Display pictures of the national symbols and pictures that reflect the cultural heritage of our islands and the other cultures represented by your children.	Pictures of national symbols	Respect for Self, Others, & Religion Creative Expression Verbal & Symbolic Listening
	Toddlers and family members are invited to share about the culture they come from.			
Children develop a sense of belonging to their own community and place	Dramatic play area and home play centre's provide resources for children to experience Cayman Culture and various other cultures.	Rotate the themes/props of the dramatic play area to provide experiences for toddlers that vary in culture and community locations.	Multi-cultural dress ups and props Caymanian dress ups and props	Creative Expression Respect for Self, Others, Religion & Environment Social Verbal & Symbolic Mathematical
	Dramatic play experiences are designed so toddlers can pretend to be different roles within the community such as store owners, customers, school teachers and students.	The centre has a culture that accepts every culture and celebrates all positive roles within the community.	Community helper dress ups and props	

RESPECT :TODDLER ACTIVITIES

Culture: Children will understand and respect their own and other cultures

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children actively engage in cultural observances and celebrations	Planned Heritage Day engages toddlers in actively learning about Cayman Culture.	Maintain a monthly celebration board that highlights cultural practice in the Cayman Islands and around the world.	Display board Internet, books, visuals and other media that can be used to learn about and create displays for cultural events and celebrations.	Social Respect for Others & Religion Literacy Creative Expression Verbal & Symbolic Listening
	Planned International Day actively engages toddlers in learning about various cultures represented within the centre.			
	Culture celebrations are provided through out the year so that children learn about special days honoured around the worlds.			

RESPECT: TODDLER ACTIVITIES

Religion: Children will understand and respect their own and other religions

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have an awareness of and respect for their own and other religions	Religious early childhood care and education settings provide daily devotional exercises for children to learn more about their beliefs and practices.	Adults and toddlers are encouraged to be respectful of other religions.	Religious resources Shared books and activity centre's	Respect for Self, Others & Culture Social Creative Expression Listening Literacy Verbal & Symbolic
	Shared reading of bible stories with planned activities linked to the story.	Religious early childhood care and education settings encourage respectful participation in their devotional exercises.		
Children are confident that their religious beliefs will be respected within the daily program	Discussions are provided for toddlers to share their family religions practice and feel valued for who they are.	Activities or foods are provided for toddlers that are respectful of their family's religious beliefs.	Age appropriate visual aids, stories and media clips that will enhance discussions about the religious beliefs represented in the centre.	Listening Verbal & Symbolic Literacy Respect for Self & Others
Children have the opportunities to share their experiences of religious observances and celebrations	Toddlers participate in role play during religious observances and celebrations.	National religious observances and celebrations are observed	Age appropriate role play dress ups, props and scripts for religious observances and celebrations. Calendar of centre approved religious celebrations and observances.	Verbal & Symbolic Creative Expression Literacy Social Respect for Self, Others & Culture Listening Emotional Reflection
	Religious early childhood care and education settings provide opportunities for toddlers to experience applicable observances and celebrations within the setting's faith.	Display toddlers contributions to the religious learning through artifacts or photos of their presentation.	List of religions represented within the setting and approved visitors who could share more about the faith during special times.	

TODDLER

COMMUNICATION

COMMUNICATION: TODDLER ACTIVITIES

Verbal and Symbolic: Children will express themselves to be understood by others and to show their understanding of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children engage in communication for a variety of purposes with adults and peers where the foundations of conversation are established	Group and individual discussions after reading a shared text are planned for.	Adults intentionally converse with children to develop their conversation skills.	Age appropriate books in large print format such as big books Activity centres	Listening Respect for Self & Others Social Creative Expression Literacy
	Toddlers are encouraged to interact while investigating and enjoying activity centres.	Toddlers are encouraged to freely communicate with adults and peers during a variety of activities.		
Children emulate good models of English from their environment	Toddlers are encouraged to use the listening centre to hear stories, music and poetry in standard English.	Adults use clear models English and take opportunities to interact with toddlers regularly, reflecting their language attempts in full and correct sentences.	Age appropriate stories for shared readings English courses and tutoring for centre adults for whom English is an additional language.	Listening Literacy Reflection Creative Expression
	Toddlers are supported to imitate adults using good models of English during shared reading activities.			
Children engage in a range of activities which aide in the development of their non verbal communication skills	Songs and finger plays are introduced that provide paired verbal and symbolic communication.	Toddlers are able to communicate their needs with non-verbal cues and be understood by the adults caring for them.	Collection of songs and finger plays that have movements and encourage reciprocity.	Health Creative Expression Literacy Movement
Children develop as confident, fluent and clear speakers	Neighborhood Walk: Take the toddlers for a walk and as you pass interesting things stop and talk to them. For example "Hello bug. My name is Susie. We are taking a walk today. Bye Bye." Encourage the toddlers to greet interesting things.	Adults intentionally converse with toddlers to develop their conversation skills.		Sensory Scientific Creative Expression Listening
Children have opportunities to expand their vocabularies through experiences that enable them to explore the meanings and sounds of new words in different contexts	Body Part Game: Demonstrate and engage toddlers by saying "I am touching my ears. Can you touch your ears?" identify different body parts each time. If they touch a different body part give them the correct name for that part.	Adults plan games and hands on activities to support toddlers in their language learning.		Health Sensory Listening Literacy
	Shared stories include repetitive text , rhyming words and other plays on sounds.			

COMMUNICATION:TODDLER ACTIVITIES

Listening: Children will be attentive and respond appropriately

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers	Nature Walk – Take toddlers on a walk in the outside area. Encourage them to listen to and describe what they hear.	Toddlers are supported through modeling to develop listening skills and behaviors.	Visual cues for good listening	Verbal & Symbolic Environment Movement Social Respect for Self and Others
		Praise children for demonstrating good listening.		
Children develop behaviours that indicate that they are listening	During shared stories children are encouraged to respond and interact with the story.	Adults actively communicate to each child that they are valued through taking the time to listen to their developing ideas.	Activity centres Stories with repetitive text Chart paper and markers	Visual & Symbolic Respect for Self & Others Reflection Literacy
	Learning investigations and activities are concluded with group discussions so children can share their thoughts, ideas and feelings concerning their work.			
Children experience and environments where their thoughts, ideas and feelings are heard and valued and they are encouraged to display empathy for others	Play guessing games like “Doggy, Doggy, Where’s Your Bone?”	Adults model open and closed questioning when engaging in conversations with the children and other adults.	Props for guessing games Feely box and items to investigate	Verbal & Symbolic Movement Sensory Social Respect for Self & Others
	Feely box: Create a container that you can not see into but can reach into. Place an item into the container and allow toddlers to take turns touching, describing and guessing what the object is.			
Children participate in a range of listening experiences such as stories, poetries, nursery rhymes and music in groups and independently	Musical experiences are offered that required toddlers to move based on sound or volume.	Activity centres include props that require and encourage listening.	Media player with multiple headphones Age appropriate stories for a variety of reading purposes	Creative Expression Verbal & Symbolic Respect for Self and Others Social Environment Literacy Technological
	Nature Walk – take the toddlers on a walk through a safe place. Encourage them to listen to and share what they hear.	Toddlers use special listening ears , for example headbands in the shape of mouse ears to encourage them to listen closely.		
	Shared stories with simple repetitive , rhythmic text followed by planned activities are part of the programme every day.	Ensure toddlers are exposed to a variety of songs, stories, poetry and nursery rhymes during the day.		
	Toddlers have access to listening centre's to encourage their listening skills.	Use specific audible transition cues such as “Clean up...clean up...” or clapping of hands.		

COMMUNICATION: TODDLER ACTIVITIES

Creative Expression: Children will experience and appreciate various forms of art, music, drama and dance valued in their own and other cultures that will amuse, comfort, delight, excite and inform

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children listen to, tell and read stories using props such as puppets, soft toys and real objects	Art activity centres are set up so toddlers have free access to various arts and crafts materials to express their thoughts, ideas and feelings.	Toddlers are able to freely create using their own ideas.	Variety of paints; papers including card; brushes and painting tools; clays and dough; chalk, crayons, markers, colored pencils; scissors and hole punches; glue types. Easels and clear, flat working surfaces Smocks for protecting clothes	Reflection Emotional Verbal &Symbolic Respect for Self
		Toddlers are praised for their creations and encouraged to discuss their work during the creative process.		
		Toddlers creations are captured in photos that are both displayed and included in their learning portfolios.		
		Adults monitor craft materials to ensure the centre is clean and well stocked.		
Children use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials	Painting with hands and feet: Spread a large sheet of paper outside and set some large, shallow trays next to the paper. Pour tempera paint into the trays and encourage children to dip their feet and hands into the paint and assist them as they walk across the paper. Modify by using a ball to roll across the paint or cut sponges and other materials to make imprints.	Learning experiences should be planned to include the safe use of art media and materials and time should be given for free exploration.	Basket of natural resources Sponges	Sensory Movement Health Respect for Self & Others Technology Mathematical Emotional Environment Reflection
		Art media and materials can be placed in activity centres for children's independent exploration.		
Children imagine and recreate roles and experiences through drama and role play using props such as dress ups and real objects in groups and independently	Toddlers are supported to retell shared stories using costumes or props.	Dramatic play, house and puppet activity centre's are stocked with materials and resources that relate to the stories being shared.	Shared story books and props	Verbal & Symbolic Listening Respect for Self and Others Emotional Literacy
	Toddlers are supported to use props during action song activities and puppet stories.			

COMMUNICATION: TODDLER ACTIVITIES

Creative Expression: Children will experience and appreciate various forms of art, music, drama and dance valued in their own and other cultures that will amuse, comfort, delight, excite and inform

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children engage in music and dance form a variety of cultures, through experiences with different instruments, styles and rhythmic patterns so that they are inspired to experiment, imitate, enjoy and extend their own expressions	Plan guided sessions with musical instruments, commercial and home made such as shakers, drums, tambourines.	Engage in making music with toddlers	Rhythm sticks Age appropriate instruments dance pops Variety of multicultural music, books and media clips for both child and caregiver's	Mathematical Movement Listening Verbal & Symbolic Respect for Self & Others Social Respect for Culture Scientific Technology Emotional
	Provide guided sessions for children to engage in dancing using scarfs and ribbons	Set up a music and movement centre as part of the regular classroom environment so children can practice their skills.		
	Provide rhythm experiences with instruments and props.			
Children recreate their experiences through painting, drawing, collage, clay and other art media	Toddlers use torn paper and other materials to create a collage of texture.	Toddlers can freely create with the materials provided in the art centre	Variety of paints; papers including card; brushes and painting tools; clays and dough; chalk, crayons, markers, colored pencils; scissors and hole punches; glue types. Easels and clear, flat working surfaces Smocks for protecting clothes	Reflection Emotional Verbal & Symbolic Self
	An art activity centre is available so toddlers have free access to various arts and crafts materials to express their thoughts, ideas and feelings.	Adults praise them for their creations and provide opportunities for then to discuss their work.		

COMMUNICATION: TODDLER ACTIVITIES

Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand that marks, signs and symbols in the environment have a meaning and are able to talk about what they represent	The mail is here: Deliver a bag of mail and engage toddlers by encouraging them to open the letters. Letters can be junk mail and should include pictures, textures, advertisements and words to stimulate extended investigation.	Discuss the contents of the envelopes and junk mail with the toddlers pointing to the pictures and using descriptive language.	Junk mail Envelopes	
Children share and enjoy favourite books over and over again, especially those with repeated rhythmic text that they can actively participate in reading	Share familiar finger plays, songs and rhymes with the toddlers and encourage them to join in.	Infuse each day with guided literacy experiences as well as independently chosen opportunities.	A variety of book suitable for toddlers including card books.	Sensory Verbal and Non Verbal Creative Expression
	Plan for toddlers to experience listening to and enjoying shared stories and to explore books independently.			
Children gain familiarity with an appropriate selection of stories and literature, valued by their cultures within their communities	Introduce locally written pieces of work such as short stories and songs.	Support toddlers to lead shared story times with familiar books.	Library corner with a variety of books that can be enjoyed by the toddlers independently or shared with the small groups. Book bag activity sets (purchased as a kit or made) Picture cards Variety of small toys, puppets and props	Listening Verbal & Symbolic Respect for Self and Others Social Culture Religion Movement Creative Expression
	Toddlers have opportunities to interact further with storybooks through activities provided in book bags.	Create book bags with activities, manipulatives, puppets, and props relevant to the shared story.		
		Invite community members, parents and guardians in to share favourite story books from home.		
Children develop book handling skills such as page turning, holding a book correctly and book care through modeling and experience books in their environment	Sit with toddlers in small groups modeling book handling skills while they hold the books themselves.	Adults model appropriate book care at all times.	Variety of books for shared readings	Respect for Self and Others Social Emotional Movement Verbal & Symbolic Listening Creative Expression
	Intentionally talk about how you are holding a book or turning the page during shared stories.			

COMMUNICATION: TODDLER ACTIVITIES

Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop their phonological awareness and phonics knowledge and skills at their own pace through a variety of shared literacy experiences	Toddlers engage in familiar finger rhymes and songs with adult support.	Adults engage toddlers in activities that focus on listening and remembering repeated sounds.	Shared books Finger rhymes and songs	Respect for Self and Others Social Emotional Movement Verbal & Symbolic Listening Creative Expression
	Toddlers are encouraged to engage in shared reading through the use of simple rhythmic texts .			
Children understand that speaking and listening skills are valuable in their own right and essential to their own development of phonological awareness	Toddlers speaking and listening skills are encouraged through planned speaking and listening activities such as shared songs and stories.	Adults provide toddlers with open ended opportunities to speak with peers and adults while modeling proper English language structures.	Activity centres	Respect for Self and Others Social Emotional Movement Verbal & Symbolic Listening Creative Expression
	Toddlers speaking and listening skills are encouraged through interactions with adults and peers while they are engaging in free play throughout the day.			

TODDLER

WELL-BEING

WELL-BEING:TODDLER ACTIVITIES

Health: Children will have the ability to make safe and healthy decisions as they discover and learn about their bodies.

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children demonstrate growing independence as they do things for themselves	Free choice role play is provided daily for toddlers to practice their growing independence.	Self help skills are informally monitored by adults and targeted independent support is provided as necessary.	Dress ups with a variety of fasteners	Respect for Self Emotional
	Toddlers are encouraged to feed themselves, receiving assistance when new skills are being developed.	Toddlers have free access to a toileting area to develop their independence.	Comfortable provisions for rest	
		A comfortable rest area is provided for children who need it.		
Children recognize and communicate their bodily needs as they develop an understanding of how their bodies function	Touching Game: Recite the following poem inviting children to touch different body parts each time. Can you touch your head? Can you touch your head? One, two, three, Can you touch your head? Heads, shoulders, knees and toes.	Adults are responsive to toddlers attempts to find their body parts and use the language associated with this activity.	Band aids; stickers of different shapes and sizes; tape; labels	Sensory Verbal & Symbolic
	Body Stickers: Present children with a variety of sticky things such as band aids, stickers, tape, labels, and post it notes. Give one to each child and show them how to stick it on their body. Then begin the game. Tell the children to stick it on their tummy...then push their tummy in and out. Cheek – puff it in and out, Toes – wiggle them, elbows – move them up and down, palms – open and close.	First aid kits are well stocked and teacher assist toddlers in meeting their simple medical needs (band aids, ice, and gauze).		
		Meal/snack/water is available when a child has a need for nourishment.		
Children participate in the preparation of healthy foods and are able to make independent healthy choices	Teddy Bear Sandwich: Support toddlers to cut out heart shapes from whole wheat bread using a cookie cutter. Cut the point off the bottom of the heart and draw attention to it looking like a bear. Allow the child to spread apple butter onto the bread and decorate using raisins or other nutritional foods for the face.	Centre menus are planned with the best nutrition in mind.	Heart shape cookie cutter; whole wheat bread; healthy spread ; raisins and other small nutritional foods	Health Respect for Self Verbal & Symbolic Sensory Creative Expression Listening
		Toddlers are able to select their snack/meal whenever possible.		
	Muffin Man Game: Place muffins in a basket on the table. Engage toddlers in singing: Do you know the muffin man, the muffin man, the muffin man? Do you know the muffin man that lives on Drury Lane? Select a child to pick from the basket while you sing: Yes I know the muffin man, the muffin man, the muffin man. Yes I know the muffin man that lives on Drury Lane. Support everyone to have turn, then enjoy eating the muffins.	Nutritionists are invited in to talk with the toddlers and to advise the centre on healthy meal preparation.	Muffins in a basket	
House activity area is stocked with props to role play food preparation and healthy eating.				

WELL-BEING:TODDLER ACTIVITIES

Health: Children will have the ability to make safe and healthy decisions as they discover and learn about their bodies

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop an understanding of good health in practice with regard to exercise, eating, sleeping and hygiene	Shared stories are provided that encourage healthy choices.	Toddlers have regular opportunity for exercise and free movement.	Variety of children's books that illustrate healthy habits	Respect for Self & Others Literacy Movement
	Learning environments are arranged to enable toddlers to engage in activities of their choice, including the provision of quiet spaces and activities.	Comfortable quiet areas are available for children needing rest.	Activity centre's	
	Planned large motor games that support toddlers to practice new movements are provided daily.	Adults provide toddlers with access to the outdoors and give them the opportunity for regular exercise and free movement daily.		
	Toddlers have the opportunity for regular exercise and free movement.			

WELL-BEING: TODDLER ACTIVITIES

Emotional: Children will be able to identify and express their own needs and trust these will be positively responded to

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience an environment where their accomplishments are valued, encouraged and nurtured	Sharing time: Share the art work of each toddler over the week in a small group gathering.	Display toddlers creations allowing them to choose which pieces are displayed where possible		Creative Expression Respect for Self
	Engage toddlers in discussions that celebrate the achievements of their peers.			
Children develop a growing capacity to make choices, accept challenges, take considered risks, manage change and cope with frustration and the unexpected	Free choice of play and activity centres.	The learning environment actively promotes child ownership of their learning.	Well stocked activity centre's Large motor moveable equipment	Creative Expression Social Verbal & Symbolic Health Exploration
	Obstacle course: Prepare an obstacle course that is a challenge for the toddlers in your centre. Use planks, steps, hoops and boxes. Encourage the toddlers to go around the course taking turns.	Activity centre's are monitored and well resourced to maintain interest.		
Children show an increasing capacity to understand, self regulate and manage their own emotions as well as reflecting on the feelings and needs of others	Free choice of play and activity centres.	Free choice opportunities are available on a regular basis for children to self select and regulate their participation.	Activity centres	Respect for Self Social Verbal & Symbolic
	Opportunities for toddlers to give to people within their community, for example a painting for grandma.	Photographic evidence of toddlers enjoying their activities with and alongside others.		
	Role Play with adults supporting toddlers to display altruism to their friends.			
Children acknowledge and expect critique and affirmation	Adults spend time with children one on one to communicate with them individually about their activities.	Adults support toddlers to gain confidence in seeking guidance through positively responding to toddlers in their interactions.		Respect for Self & Others Verbal & Symbolic Social
		Adults actively give feedback or further guidance in a positive way.		
Children develop the confidence and ability to express their emotional needs and know that these will be responded to	Actively engage toddlers in expressing their thoughts, feelings and ideas through guided conversations.	Adults are responsive to the cues of toddlers, supporting them to express their needs and meeting these positively.	Shared books that illustrate emotional support and feelings.	Respect for Self & Others Verbal & Symbolic Social
	Provide shared stories that will demonstrate adults caring and meeting the emotional needs of children in their care.			

WELL-BEING: TODDLER ACTIVITIES

Social: Children will develop the skills to learn with and alongside others in a variety of contexts

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children show enthusiasm for participating in play and negotiating play spaces to ensure the safety and well-being of themselves and others	Engage toddlers in building things with you such as a train or house with blocks. Talk about how you put one and they put one.	Adults participate in group games and activities, role modeling cooperation and sharing in play.	Activity centres Toys that lend themselves to cooperative play such as blocks, dolls, house, dress ups	Respect for Self and Others Verbal and Symbolic Creative Expression
	Free choice and activity centres.	Adults monitor play spaces to ensure safety and change mobile resources and equipment regularly to maintain interest.		
Ways of working together peacefully are modeled and children have opportunities to practice these	Opportunities to play together, making choices and practicing social skills, such as with the blocks and cars. Activity centres	Adults are aware that they are role models for the children and model cooperation and sharing .		Respect for Self and Others Verbal and Symbolic
Children have opportunities to work as part of a group, taking turns and sharing fairly	Stories which portray cooperative play and sharing are read with toddlers. Taking turns on the slide and other play equipment is actively encouraged.	Adults are aware that they are role models for the children and model cooperation and sharing .	Shared books Play equipment	Respect for Self and Others Verbal and Symbolic Health Literacy
Children understand that there are values and codes of behaviour for groups of people, including adults and children, in order to work together harmoniously	Play turn taking games such as Ring Around the Rosie, London Bridges Falling Down, Tisket A Tasket, Duck, Duck Goose	Adults support toddlers in developing beginning turn taking skills, praising and encouraging their efforts.	Variety of shared books that promote positive behaviour	Respect for Self and Others Verbal and Symbolic Health Literacy
	Engage children in conversation during snack time and meal times. Call them by name and talk to them about the foods they are eating and things they enjoy.	Adults are consistent in their positive management of toddlers if conflict occurs.		
		Stories are provided for shared reading that support character education.		
Children develop the ability to recognize discriminatory behaviours and to have the self-confidence to respond appropriately	Provide shared stories that open discussion about discrimination such as "The Sneeches" By Dr. Seuss.	Adults actively engage children in talking about how people's feelings and behaviour is connected.		Respect for Self and Others Verbal and Symbolic Health Literacy
	Use role play to enable children to learn positive ways to respond or intercede for others.			

WELL-BEING: TODDLER ACTIVITIES

Reflection: Children will have the time and opportunity to reflect on their experiences

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can experience reflective conversations with adults and peers	Meal time conversations: Adults sit down and spend meal time with toddlers, engaging and modeling conversation for meals.	Adults support toddlers to relax during meal times by being responsive to their conversations.		Health Verbal and symbolic Respect for others
	One on one talks: Engage children during free choice times and ask them about their day, their feelings or what they like. Model taking turns talking and asking questions age appropriate to toddlers.	Adults engage toddlers in conversation at their level.		
Children reflect on their own actions and the consequences these actions have on others	Making Gifts: Provide creative experiences with the aim of giving the finished product to someone else. Talk about how the receiver will feel and how it feels to give to others.	Adults support toddlers in developing their relationships with others through positive interactions.	Creative resources and tools	Creative expression Verbal and symbolic Respect for others
Children are confident about their social interactions and are able to express how they feel when interacting with others	Feelings: Share pictures of people expressing a variety of feelings. Model to toddlers how to make that emotion and use the language of feelings in discussions.	Support toddlers to share their feelings as they move towards growing independence.	Picture cards	Health Respect for self and others
		Adults recognize when toddlers need to express their emotions and they or another adult support the toddler.		Verbal and symbolic
Children will be encouraged to reflect on their emotional responses and supported as they develop resilience	During free play and activity time, adults interact with toddlers in small groups talking with them about what they are doing and what they like best about the activity.	Adults are responsive to the emotional needs of toddlers and support them to share their emotions.	A special item for passing during circle times to identify the speaker.	Health Verbal and Symbolic
	Provide art activities daily where children can express their feelings using a variety of media with support when needed.	Encourage adults to model reflection on emotional responses.	Drawing paper, drawing supplies (free art activity centre)	Creative Expression Respect Self

YOUNG CHILD

EXPLORATION

EXPLORATION: YOUNG CHILD ACTIVITIES

Movement: Children will have independent and guided opportunities to move their bodies to develop their fine and gross motor skills

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have freedom to move, practice and perfect their skills	Free play. Children have scheduled time within the day to interact and exercise as they choose.	Children have daily access to safe outdoor spaces for active learning and play.	Open space in/outdoors	Sensory
	Free choice at activity centres.	Adults monitor activity centres and equipment is rotated often to maintain children's interest and engagement.	Mobile open-ended play equipment that can be used indoor/outdoors	Respect of Self & Others
		Adults provide indoors and outdoors activity centres to allow for a variety of inspiration.	Stationary and moveable equipment that requires a variety of large motor activity	Environment
			Learning centres and their necessary resources	Creative Expression Health Social
Children gain increasing control over their bodies and knowledge of rules for being safe in different environments through activities that encourage a variety of movements for various purposes	Follow the Leader - Children are engaged in large group games that incorporate both fine and large movements.	Adults share the leadership roll first by example and then support the children to take turns leading the group.	Scheduled time for large and small group activities	Creative Expression
	Children are engaged in organised and free opportunities to explore movements as they relate to rhythm and music, for example dance, finger plays and games.	Adults support children to utilize both indoor and outdoor spaces for games and use large equipment and resources in different ways, for example obstacle courses.	Specialized game equipment	Listening
	Children have opportunities to experience playing a variety of organized sports such as ball games.	Adults record of children's movement development through photographs and observations and these are stored in children's individual portfolios.	Dance ribbons Small musical instruments	Verbal and Symbolic Respect of Self & Others Health Environment
Children's natural curiosity will be encouraged through the use of novelties within the indoor and outdoor environments	Mathematical activity centre	Adults ensure that items related to topics that reflect the children's interests are freely available within the environment.	Posters/visuals	Sensory
	Investigative and experimental activity centre		Small models	
	Dramatic play centre		Manipulative equipment which can be freely investigated in activity centres	
	Creative expression centre	Activity centres are provided indoors and out to support children to engage in various forms of independent learning within the natural world.	Factual texts	

EXPLORATION: YOUNG CHILD ACTIVITIES

Movement: Children will have independent and guided opportunities to move their bodies to develop their fine and gross motor skills

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop both fine and gross motor skills, through the use of toys and equipment that are easily accessible to every child	Children engage in planned activities that include opportunities to draw, paint, cut, color, paste, and tear.	For each new art media introduced to children there should be: • Introductory sessions where proper care for equipment and resources are modeled • Guided opportunities where new skills are practiced and • Independent sessions where these experiences are provided for children to choose within activity centres.	Safety scissors; finger paints; water paints; paint brushes; crayons; markers; pencils; pens; variety of paper including different colors and textures; glue Blocks; Lego; bristle blocks; age appropriate books and magazines; head phones and prerecorded stories; counting objects; 2D and 3D shapes; and dress up clothes and props	Sensory Mathematics Technological Social Reflection Verbal & Symbolic Listening Literacy Creative Expression
	Children have access to manipulative resources to develop fine and large motor skills in activity centres such as building, reading, arts, listening, math and dramatic play.	Riding toys, climbing equipment and balance beams are provided to develop balance in movement.		
		Adults provide balls and bean bags to develop kicking, catching and throwing skills.		
		Puzzles and blocks are provided to develop hand and eye coordination.		

EXPLORATION:YOUNG CHILD ACTIVITIES

Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have an environment that is safe and sensitive to the stimulation caused by varying degrees of environmental factors like lighting, sound, temperature and texture		Room temperatures are set at a comfortable temperatures for the children.	Air conditioning units	Health Movement Emotional
		Furnishings are age appropriate and child friendly.	Natural lighting	
		Lighting is ample for activities children are engaged in but not glaringly bright.	Child sized furniture	
		Background noise is kept to a minimum to enable children to focus and feel comfortable.		
Children use their senses and increase their descriptive vocabulary during interactions and exploration of their indoor and outdoor environment	Children are engaged in shared reading activities that include sensory experiences.	Adults plan for the new vocabulary that will be introduced to as part of the learning experiences and model this naturally.	Large and small format books with planned activities	Literacy Technological Creative Expression
	Children experience finger painting with a variety of medium including gloop, slime and paint.	Sensory experiences are provided as a regular part of the daily programme and adults monitor resources and replenish as needed.	Book activity bags	
	Children have opportunities to create collage with a range of textured materials.		Finger paints, gloop, slime Textures: sand, cotton, dry leaves, shells, reusable junk	
Children will use toys and equipment that stimulate and engage or require the use of multiple senses	Children engage daily in planned activity centres that use a variety of different resources, including art and craft materials, blocks, puzzles, cooking and tasting.	Adults provide activity centres where children can independently investigate using their senses such as listening, music, science and IT centres that are equipped with appropriate resources.	Headphones Tape/CD players Musical instruments Rotating selection of materials and manipulatives	Technological Scientific

EXPLORATION: YOUNG CHILD ACTIVITIES

Sensory: Children will have independent and guided opportunities to make sense of their world through active exploration with all of their senses

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience a variety of movements in space	Children are engaged in planned activities that include swinging, riding, jumping, rolling .	Adults ensure that activities are changed regularly to ensure variety.	Outside play equipment is provided that includes climbing, sliding, swinging and other active play movements. Transition games and songs Balls, blocks, ropes and other moveable equipment	Movement Creative Expression
	Children are engaged in planned body tension activities such as stretching, reaching, curling, turning with and without music.	Children have the opportunity to select and lead movement activities.		
	Activities are provided where children experience imitating animal movements like “slither like a snake”, “jump like a frog”.	Movements are continually changed to maintain children’s interest and further their physical development.		
		Children have daily access to safe outdoor spaces for active learning .		
		Adults monitor and rotate moveable equipment within play spaces to maintain interest.		

EXPLORATION: YOUNG CHILD ACTIVITIES

Scientific: Children will have independent and guided opportunities to inquire research, generate and modify their own working theories about their world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children make use of indoor and outdoor areas to allow opportunities for investigations of the natural world	Children are engaged in planned indoor and outdoor scavenger hunts.	Adults support children engage with the natural world as they are learning about it.	Visual Aids	Movement
	Children are engaged in planning and experiencing a camping trip within the centre grounds.		Props	Sensory
	Children participate in planned field trips to see and interact with animals and natural fauna.	Adults ensure that children have the time and resources to develop gardens, care for pets and engage with the natural world	Planter boxes, soil, seeds, plants	Environment
	Children have opportunities to plant , care and monitor the growth of plants including an edible garden.		Class or centre pet and food	Scientific
	Children can participate in the care of centre pets.			Respect: Others
Children will investigate and closely observe similarities, differences and changes in a variety of matter	Children have opportunities to demonstrate the use of their own observation skills through recording similarities, differences and change in their environment.	Adults plan and model appropriate vocabulary prior to experience so that learning is intentional as well as spontaneous.	List will vary according to the identified and planned activities	Environment Sensory
	Weather watching activities are part of the daily programme.	Records are kept of children’s activities through photographs and observations		
	Children have opportunities to design, build and plant grow boxes.			
	Children and adults engage in catch and release insect hunts.			
	Children experience the different textures nature provides through rubbings of leaves and outdoor textures.	Identified investigations are resourced appropriately and monitored to ensure adequate provision for all children.		
Children will organize, describe, interpret and make graphical or pictorial representations of results using a variety of resources	Planned opportunities are provided for children to measure and record the growth of plants and their own height and weight.	Adults support children to discuss and use their observations in various ways to illustrate what has been learned, for example pictographs.	Art supplies	Environment
	Children experience planned opportunities to represent aspects of their lives that can be recorded such as transportation, families, foods they eat and pets.	Children’s pictorial and graphical representations are displayed and stored in their learning portfolios.	Recycled junk for construction	Creative Expression
	Children experience planned opportunities to create life size silhouettes.	Adults monitor resources to replenish and ensure adequate provisions for all children.	Large sheets of paper	Technological

EXPLORATION:YOUNG CHILD ACTIVITIES

Scientific: Children will have independent and guided opportunities to inquire research, generate and modify their own working theories about their world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children participate in a variety of rich, inquiry based experience that enable them to investigate why things happen and how things work	Children are supported to share what they already know about a topic, investigation or object.	Investigations are driven equally by learning objectives and children's curiosity. Allow time for children to fully investigate.	Portfolio for each child	Verbal &Symbolic Creative Expression Technology Social Respect of Self, Others and Environment
	Children have opportunities to wonder about their investigations and ask questions as they explore.	Adults pose investigative questions such as: Why is this bag heavier? What makes a truck move? Why does it rain? Why do we have hurricanes? Where does sand come from? What is the dog saying when he barks?	Resources for children to record their investigations.	
	Mixing colors: Children have the opportunity to investigate colour mixing using droppers of food colouring; paints and brushes, dough and finger paints	Children assist in monitoring their own learning by including representations of their inquiries in their learning portfolio and displays.	Resources for each inquiry will vary according to the investigation identified.	
Children can explore cause and effect and trial and error while applying reflective thinking to determine why things happen and what can be learnt from the experience	Open ended manipulative materials are provided in activity centres.	Adults ensure that children have time to investigate and discuss their findings.	Open ended materials that children find interesting.	Self Verbal & Symbolic Creative Expression Technology Social Respect of self, others and Environment
	Children are encouraged to investigate freely and have access to materials to create visual records of their investigations to share.	Children document their investigations and include this in their learning portfolio.	Art supplies	
	Science experiments are planned so that children can work to solve problems and discuss cause and effect.	Adults observe what has been used by children to identify what materials are provided next to encourage children's further learning.		
	Children have bones, shells, sea fans and other natural materials to investigate and explore.	Adults monitor and replenish necessary resources to ensure adequate provision for all children.		

EXPLORATION: YOUNG CHILD ACTIVITIES

Mathematical: Children will have independent and guided opportunities to manipulate materials and explore concepts related to number, shape, space, measurement, time and classification

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can categorize objects according to their properties with increasing intent	Children have opportunities to freely sort and classify objects according to size, color, shape and other observable characteristics as part of the daily programme.	Adults provide open ended materials for children to sort and the opportunity to explain the manner in which they sorted the objects.	Variety of manipulatives, varying in size, color and shape	Scientific Verbal & Symbolic Health Emotional Respect Creative Expression Reflection
Children will have spatial understandings including an awareness of how objects can be moved or fitted together	Children have opportunities to use 2 and 3 dimensional shapes for creating designs and identifying shapes within pictures, for example shape blocks, mosaics and pegs	Adults ensure that 2 and 3 dimensional shapes and puzzles for varying levels of ability are freely available for children to choose to use during activity times.	Tan grams and picture cards 2 and 3D shapes Peg , floor, mat and other puzzles	Scientific Verbal & Symbolic Health Emotional Respect of Self and Others Creative Expression Technological Reflection
	Children have opportunities to manipulate and describe 2 and 3 dimensional shapes.	Adults engage with children while they are exploring shapes and puzzles, discussing their characteristics.		
	Children are encouraged to make shapes with their bodies.			
Children will use everyday language to describe comparisons, measures and time	Children engage in pouring activities using pourable materials such as sand and water.	Adults support children to discuss their learning and observations using mathematical vocabulary.	Visual calendar	Scientific Verbal & Symbolic Health Emotional Respect of Self and Others Creative Expression Technological Reflection
	Measuring activities are planned for children to experience using different forms of measurement such as paper clips, their own hands and feet, crayons and rulers.	Adults use activities to introduce vocabulary such as measure, weight, volume, pour, bigger then, smaller then, heavy, light, long and short.	Age appropriate math vocabulary	
	Children have opportunities to engage in games such as What's the time Mr. Wolf and Red Light, Green Light.	Children are aware of the routines and rhythm of their live within and outside of the centre.	Multi-sized containers Pictorial visuals aids of mathematical measures and comparisons.	
	Volume is explored through pouring, weighing with scales and using multi-sized containers.		Sand and water equipment Scales and balances	

EXPLORATION: YOUNG CHILD ACTIVITIES

Mathematical: Children will have independent and guided opportunities to manipulate materials and explore concepts related to number, shape, space, measurement, time and classification

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can make predictions and generalizations about their activities and observations constructing patterns and communicate these using mathematical language and symbols	Children have opportunities to predict and discuss the happenings in their world such as the weather, weight, sinking and floating, changes to materials caused by mixing, cooking, freezing and melting.	Adults support children to predict and make connections and to describe these connections using mathematical terms.	Time	Scientific Verbal & Symbolic Health Emotional Respect Creative Expression Technological Reflection
		Adults model describing connections within learning and then guided children into independence.		
Children will predict and use trial and error to find solutions to their problems	Children will have opportunities to investigate materials and ideas and ample time to thoroughly explore these, such as building block towers, making sand creations, working with different art media.	Adults will ensure that children have time to fully engage in activities without interruption.	Stackable blocks Socio-dramatic play	Scientific Verbal & Symbolic Health Emotional Respect of Self and Others Creative Expression Technological Reflection
	Children have opportunities to engage in real life activities such as real and imaginary shopping trips, baking and preparing food using recipes and investigating the properties of everyday items.	Adults observe and engage with children during their investigations. Scaffolding may be needed as children develop their skills.		
Children will use symbols and representations to communicate their math ideas	Children can represent numbers using fingers, marks on paper, pictures, and models for example modeling clay representations.	Adults ensure that books incorporating numbers or mathematical representations are available to children.		

EXPLORATION: YOUNG CHILD ACTIVITIES

Technological : Children will have independent and guided opportunities to experiment with tools, materials and equipment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can make representations using modeling clay, play dough and other materials	Children have opportunities to engage in dramatic and home play centres that include home made play dough, clay and salt dough.	Photo records are kept of children's work and stored in their learning portfolios	Various forms of dough and clay Clay tool Common cooking/baking tools	Creative Expression Verbal & Symbolic Reflection Emotional Respect of Self
	Children have regular opportunities to use dough and clay to make models of their ideas.			
Children can represent their discoveries using creative and expressive media and the technologies associated with them	Children have opportunities to engage with familiar software to represent their ideas, for example cameras and printers.	Adults support children in experiencing specific media software.	Computer Camera	Creative Expression Verbal & Symbolic Reflection Emotional Respect of Self and Others Scientific
		Adults monitor and replenish resources often to ensure adequate provision for all children.	A variety of age appropriate software	
Children can represent their discoveries using creative and expressive media and the technologies associated with them	Children have opportunities to engage in construction with wood using child size woodworking tools and glue in liquid, stick and hot glue form.	Learning experiences should be planned to include the safe use of appropriate construction technology and time should be given for free exploration in the technology's initial introduction.	Magnifying glasses Photographs Cameras Construction tools Collage and natural materials Magnets Basket of natural resources	Creative Expression Verbal & Symbolic Reflection Emotional Respect of Self and Others Scientific Mathematical
	Children are able to use cameras to record their own learning.			
	Children are able to use magnifying glasses and tools to investigate a variety of natural materials.	Children recognize that tools and equipment can be used for multiple purposes.		
	Children have opportunities to experiment with magnets and discuss their developing working theories with adults and peers.	Photographs are kept to visually record students work.		
	Collage activity centre is stocked with baskets of natural resources children can use in building, constructing and creating.	Adults monitor and replenish resources often to ensure adequate provision for all children.		

EXPLORATION: YOUNG CHILD ACTIVITIES

Technological: Children will have opportunities to experiment with tools, materials and equipment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have access to freely explore objects like magnifiers, photographs and cameras, construction tools, collage and natural materials	Children have opportunities to experience sewing, threading, weaving, plaiting with laces, buttons, straws, threads, Silver Thatch Palms and cloth materials.	Adults support children to use dress ups, to build with real age appropriate tools and to manipulate every day equipment.	Dress ups with buttons, snaps, zippers, hooks, and ties Simple construction tools Functional age appropriate scissors Home equipment that include child size home appliances Threading cards Beading sets A variety of dolls	Creative Expression Verbal & Symbolic Reflection Emotional Respect of Self and Others Mathematical
	Opportunities are provided that support children to develop their self help skills and independence in areas such as dressing.	Adults ensure that home and role playing activity centres are well stocked with resources that provide children opportunities to practice self help skills such as dressing with a variety of closures, housekeeping and cleaning skills, and child care.		
	Creative activity centres are equipped with age appropriate scissors and a variety of construction materials including paper, card, tubes and boxes.	Photographs are kept to visually record students work.		
Children will explore simple equipment like knobs, buttons, scissors, zippers, levers, and open ended construction materials	Children have free access to activity centres that provide independent, self-selected investigations with various tools and equipment.	Photo records are kept of children's work and stored in their learning portfolios	Well -resourced activity centres	Creative Expression Verbal & Symbolic Reflection Emotional Respect of Self and Others Mathematical Scientific
	Children engage in discussion with adults and their peers about the tool or piece of they are using .			

YOUNG CHILD

RESPECT

RESPECT:YOUNG CHILD ACTIVITIES

Self: Children will have knowledge of who they are, an understanding of their own rights and an awareness of their uniqueness

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have knowledge of the limits and boundaries of acceptable behavior	Children have opportunities to identify and discuss routines and boundaries and learn the purpose for them.	Children and adults work together to establish and maintain age appropriate boundaries.	Visual representations of the class routines	Literacy Social Verbal & Symbolic Emotional Listening
	Engage children in discussion as they gain a better understanding of how their action affect themselves and others,	Have agreed procedures that outline the manner in which adults responds to children's behaviour and how children should respond to each other.	Shared stories	
		Adults foster positive relationships with parents through collaboration in order to maintain consistency between home and the setting.		
Children are affirmed as individuals and can appropriately manage their personal needs	Children are actively involved in setting up and putting away activities.	Adults offer real and meaningful praise to children for their efforts to manage their personal needs and use and return resources appropriately.	Shared books that show inclusive practices	Literacy Social Creative Expression Reflective Verbal & Symbolic Emotional Listening
	Children are supported to manage their own needs through planned role play and shared reading activities.	Adults share through stories, visits and teachable moments how children 's needs may differ.	Pillows and soft textures	
	Children have opportunities to be curious, enthusiastic, engaged and tranquil during the day based on their own needs.	Areas are designated in the room for children who need quiet alone space and active zones for children who need further stimulation.	Stimulating textures and manipulatives	
Children acknowledge and expect their ideas and questions are listened and responded to appropriately	Children engage in activities that support them to share their feelings and talk about why they respond to experiences in particular ways.	Children receive affirmation from adults who are responsible for them.	A collection of shared stories and games	Literacy Verbal & Symbolic Listening Creative Expression Social Emotional
	Children are engaged in shared reading activities that engage their curiosity and promote questions and discussion.	Adults ensure that opportunities to ask and answer questions are incorporated through out the learning experiences.		

RESPECT:YOUNG CHILD ACTIVITIES

Self: Children will have knowledge of who they are, an understanding of their own rights and an awareness of their uniqueness

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children will independently choose their activities	Children have opportunities for independent practice, for example pour their own drink; make and serve their own food; choose their own activity and chose the books they engage with.	Children are given opportunities to choose their own activities and to make decisions within adult-facilitated activities.	Activity centers are part of the every day environment Snack and drink items are available for children to access independently	Social Respect of Others Health Emotional Listening
	Children are supported to develop their own working theories of the world and solve their own challenges alongside adults and their peers.	Adults plan activity centres that engage children's diverse learning styles.		
		Adults monitor activity centres, rotating the resources regularly to foster children's interests.		
		Adults support children to choose their own learning experiences with confidence and are proud of their outcomes.		
Children know who they are and understand how they impact the world around them	Children engage in activities linked to their own culture, including celebrations that are part of their community.	Adults acknowledge the importance of culture and the respective celebrations within different cultures.	Artifacts valued in the children's culture Specially invited guests	Social Respect of Others Health Emotional Listening

RESPECT:YOUNG CHILD ACTIVITIES

Others: Children will have knowledge of their roles within their communities and how their roles impact the lives of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children recognize the needs of others and respond with care, empathy and respect	Children are supported to express their feelings with respect to the feelings of others through opportunities to both speak and listen during group discussions,	Adults ensure that children have opportunities to interact with infants and toddlers during the day, especially with their siblings if they attend the centres.	Visual aids, media clips and shared stories that show similarities and differences, emotions and social interaction. Relationship with local community charities, businesses and groups are established for children's outreach opportunities.	Listening Verbal & Symbolic Social Creative Expression Reflection
	Children are encouraged to show affection and concern through acts of kindness to adults and their peers.			
	Opportunities are arranged for children to assist others who are less fortunate, for example painting pictures to display at the hospital.			
Children understand the need to interact, establish and build relationships with people within their community	Children have opportunities to share their family stories in a small group Children have opportunities and are supported to share their life events with adults and their peers, for example birthdays, births, holidays, visits.	Adults and the environment are welcoming and encouraging, supporting children to interact openly and confidently with others. Parents and family members are invited to the centre to share special events.	Visual aids, media clips and shared stories Multi-cultural resources in the activity centres	Social Emotional Verbal & Symbolic Religion Culture
Children participate in group activities taking turns and sharing fairly	Children are supported to engage in organized games that encourage turn taking and positive interaction as they develop an understanding of the rules of the games.	Adults support children to understand sharing and follow rules as they apply to games and activities.	Collection of simple organized games and the necessary equipment	Social Respect for Self Creative Expression Emotional Listening
Children understand their role and the role of others in the community	Children are able to interact with people from a range of backgrounds to talk about aspects of their work within the community.	Adults provide children with opportunities to interact with a variety of people from different backgrounds, community roles and occupations.	A list of appropriate school visitors and locations for field trips Craft items for card making Community helper costumes and props Transportation for field trips	Culture Social Creative Expression Literacy Listening Verbal & Symbolic
	Make cards for elderly citizens and visit retirement homes to sing for the residents.	Adults invite visitors and arrange field in the community.		
	Children can take on the role of people within the community in the dramatic play activity centre while adults support children to discuss their role play.	Adults ensure that children are given opportunities to select places and people to go and visit or to invite into their setting.		

RESPECT:YOUNG CHILD ACTIVITIES

Environment: Children will act responsibly and play their role in the preservation of their natural world

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand the need to reduce, reuse and recycle	Children are actively involved in discovering ways to reduce the amount of natural resources they use every day.	Adults invite discussion with children to identify ways to conserve natural resources like water.	Visual reminders of conservation	Listening Literacy Verbal & Symbolic Technological Mathematical Creative Expression Social Respect for Self Respect for Others
	Children are actively and intentionally reusing items which normally would be waste in their learning experiences, for example egg containers, boxes, yogurt and plastic water containers.	Reusable items are provided for the children and introduced as reused for the benefit of the environment when appropriate.	Paper, plastic containers, egg cartons, paper towel rolls, yogurt containers, shoe boxes	
	Children are engaged in recycling efforts while in their learning setting, for example washing containers for reuse.	Recycling stations are set up within the setting with visuals to show their use.	Labeled containers for sorting recycled materials	
	Children make edible gardens using 4 gallon water containers cut in half.		Containers reused for storage and as play items	
	Children enjoy shared stories that illustrate ways to reduce, reuse and recycle.		Soil and plants	
Children explore their natural environment through planned and spontaneous activities.	Children are engaged in scavenger hunts within the natural world to encourage intentional observation and discussion.	Adults prepare visual lists for children to use when exploring outside.	Areas of landscaping around setting that are safe	Scientific Mathematical Technological Movement Social Cultural
	Children are introduced to and given opportunity to explore a variety of plants including those that are indigenous to the Cayman Islands.	Native and imported plants are part of the outdoor environment.	Transportation to visit parks and community gardens	
	Children have designated, safe, natural outdoor spaces where they can play among trees and plants to experience natural habitat environments.	Adults arrange to visit parks on field trips .	Local indigenous plants	
Children learn and experience how to care for and protect their environment	Children engage in discussion with people who work to protect the environment everyday.	Visits are arranged with representatives from the Department of Environment and the Department of Environmental Health.	Transportation to natural environments	Verbal & Symbolic Scientific Movement Health
	Children develop and maintain grow boxes.		Plants, soil, grow boxes	
Children gain an awareness of and appreciation for their own environment and environments around the world	Children have opportunities to engage in learning about natural environment of the Cayman Islands through visits and the re-creation of Cayman habitats in the centre.	Adults support children to re-create environments at the creative centre.	Field Trips Expert visitors Displays of Cayman habitats in photographs and books; on the Internet and in media clips Camera	Verbal & Symbolic Scientific Technological Creative Expression Literacy Respect for Others and Self Social
	Children are supported to keep a scrapbook record of their care of the environments.	Adults encourage children to photograph their environment, especially on field trips.		
	Children enjoy shared stories and factual texts that illustrate the local environment and environments around the world.			

RESPECT:YOUNG CHILD ACTIVITIES

Culture: Children will understand and respect their own and other cultures

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children gain an awareness of and appreciation for their own culture and cultures around the world	Children are able to interact with people from the community who vary in cultural background.	Adults invite visitors from various cultural background to visit the setting, especially during that cultures celebration times, for example the Chinese new year.	List of appropriate visitors	Social Respect Literacy Verbal & Symbolic Listening
	Children have opportunities to enjoy shared stories and planned experiences that introduce cultural celebrations and events.		Multicultural books about celebrations and events within a culture. Multicultural dolls, play foods, books and puzzles	
Children explore their own culture and past traditions.	Children compare experiences in their own life with those of other generations through pictures, books, internet and field trips to local museums.	Adults gather resources from old Cayman to share with children.	Transportation National trust, Pedro St. James, National Museums and other community historians.	Social Religion Respect Creative Expression Literacy Verbal & Symbolic Respect for Environment
	Children are able to experience past traditions such as preparing Caribbean recipes, thatch work and traditional games.	Children are given the opportunity to interact with knowledgeable people within their community to learn more about the Cayman Culture.	Traditional food recipes Traditional games	
		Field trips to historical homes such as Pedro St. James or the Bodden Town Mission Home are organized.	Traditional craft work supplies	
Children make connections and links with their family, their culture and the wider world are affirmed and extended.	Children and family members are invited to share about their own culture.	Display Caymanian artifacts and artifacts from the cultures represented by the children.	Cultural artifacts Pictures of National Symbols	Religion Social Respect Creative Expression Verbal & Symbolic Listening
	Children engage in regular singing of the National Song so they can learn the words and share the song with their families at setting gatherings.	Display pictures of the national symbols that reflect the cultural heritage of our islands as well as the other cultures.	Words to Beloved Isle of Cayman	
		Display children’s contributions to the culture learning through artifacts and art works they have shared.		

RESPECT:YOUNG CHILD ACTIVITIES

Culture: Children will understand and respect their own and other cultures and the cultures of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop a sense of belonging to their own community and place	Children have resources in the dramatic play and house areas that reflect the Cayman Islands culture.	Adults rotate the themes and props of the dramatic play area to provide varied community and cultural experiences for children.	Multicultural dress ups and props Caymanian dress ups and props Community helper dress ups and props	Creative Expression Respect Social Religion Verbal & Symbolic Environment
	Dramatic play experiences are designed so children can pretend to be different roles within the community such as store owners, customers, school teachers and students alongside their peers.	The setting has a culture that is accepting of other cultures and celebrates with their community.		
Children actively engage in cultural observances and celebrations	Children are actively involved in planned Heritage Day activities, within the setting and the community.	Adults maintain a monthly celebration board that highlights cultural practice in the Cayman Islands and around the world.	Multicultural books about celebrations and events	Social Respect for Others Literacy Creative Expression Movement Religion Verbal & Symbolic Listening
	Children are actively involved in a planned international day that reflects the cultures represented within the setting.			
	Children are engaged in cultural celebrations through out the year that reflect the cultures represented at the setting.			

RESPECT:YOUNG CHILD ACTIVITIES

Religion: Children will understand and respect their own and other religions

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children have an awareness of and respect for their own and other religions	Children are engaged in shared reading opportunities that highlight religious beliefs and practices, for example bible stories such as Noah's Ark and nativity stories.	Adults encourage children to be respectful of their own and other religions. Religious early childhood care and education settings provide daily devotions for children to learn more about their beliefs and practices.	Religious resources Shared reading stories that have characters of various religions	Cultural Respect Social Creative Expression Listening Literacy Verbal & Symbolic
Children are confident that their religious beliefs will be respected within the daily programme	Children are supported in their family's religious practice and feel valued for who they are, for example dietary differences are catered for.	Adults ensure that alternative foods are provided for children whose family's religious beliefs have dietary requirements.		Listening Verbal & Symbolic Literacy Respect for Self & Others
Children have the opportunities to share their experiences of religious observances and celebrations	Children are encouraged to share their religious experiences with adults and peers, for example sharing songs and dances.	National religious observances and celebrations are observed.	Age appropriate role play dress ups and props Calendar of religious celebrations and observances that reflects the religions represented at the setting	Verbal & Symbolic Creative Expression Literacy Social Respect for Self and Others Listening Culture Emotional Reflection
	Children participate in role play during religious observances and celebrations, for example nativity scenes during Christmas celebrations.	Settings provide opportunities for the children to experience applicable observances and celebrations.		
	Children engage in singing songs of celebration, for example Christmas songs.	Adults provide children and their families with opportunities to celebrate together.		

YOUNG CHILD

COMMUNICATION

COMMUNICATION:YOUNG CHILD ACTIVITIES

Verbal and Symbolic: Children will express themselves to be understood by others and to show their understanding of others

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children engage in communication for a variety of purposes with adults and peers where the foundations of conversation are established	Children develop questions and take turns interviewing classmates and special visitors.	Adults support children to identify who is talking and how children can signal they also would like a turn to speak such as a discussion wand or bear and raising of hands.	Shared stories in large format Activity centres with props that encourage conversation	Listening Respect for Self & Others Social Creative Expression Literacy
	Children have regular opportunities to learn the foundations of conversation through echo songs such as Who Ate the Cookie from the Cookie Jar and shared stories that require interactions such as Dear Zoo.	Adults support children to freely communicate during all aspects of their day, for example to problem solve during cooperative learning.	Prop to identify who is speaking in group discussion.	
Children emulate good models of English from their environment.	Children are encouraged to use the listening centre to hear stories, music, and poetry in standard English.	Adults pre-read shared stories to ensure the correct pronunciation of words in standard English.	Visual Aids	Listening Literacy Creative Expression Social Respect
		Adults employed at the centre model proper English in the presence of children.	English courses for adults for whom English is an additional language	
Children engage in a range of activities which aide in the develop of their non-verbal communication skills.	Charades – individually, the children do body actions and/or sounds that will give hints to the group as to which animal/action/scenario they are portraying. The group reads the body cues and makes guesses.	Adults ensure that children are supported to communicate their needs with non-verbal cues when necessary.	Shared stories	Listening Creative Expression Social Respect Scientific Movement
	Children are supported to identify sounds from sound clips in a shared listening activity.		Pre-recorded media clips of common sounds (including animals) Props for Role Play	
Children develop as confident, fluent and clear speakers.	Children have regular opportunities each week to show items of interest and tell their peers about a variety of things such as a story, a picture or a favorite toy.	New discussion and presentation opportunities are introduced to the children through out the year to enable them to further develop their speaking skills.	Story Sequencing cards	Listening Creative Expression Social Respect for Self & Others Literacy
	Children have opportunities to sequence pictures and give or retell the stories illustrated.		Shared stories	
Children have opportunities to expand their vocabularies through experiences that enable them to explore the meanings and sounds of new words in different contexts.	Children engage in activities planned around shared stories, poetry and nursery rhymes that encourage children to interaction with new words.	Adults model appropriate pronunciation and use of words.	Shared stories	Creative Expression Literacy Culture Respect for Self & Others Social Mathematical
		Adults introduce new words in context on a regular basis.		

COMMUNICATION:YOUNG CHILD ACTIVITIES

Listening: Children will be attentive and respond appropriately

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers	Nature Walk – take the children on a walk through a safe place. Encourage them to listen to the things they hear. Ask them to repeat the sounds and represent these creatively using art media or dough. Children could make listening ears to wear on their walks.	Adults support children to practice their listening skills, for example being quiet, ears ready, body still.	Visual cues for good listening Art materials Head bands	Verbal & Symbolic Sensory Environment Movement Social Respect for Self and Others
	Rescue – One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Support the other children to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quieter as the rescuer moves further away from the teddy. Alternately you could vary the speed of the song as the listening cue for the rescuer.	Adults support children to make listening ears on headbands in the shape of mouse ears or similar to remind them to listen closely.		
	Mystery Box – Turn a box on its side with the opening facing away from the children. One by one, place between four and six familiar noisy items, for example a set of keys, squeaky toys, blocks to bang together, into the box, pausing to name them and demonstrate the sound each one makes. Singing to the tune of Old MacDonald Had A Farm – _____ has a box E I E I O and in that box she as a... Stop and gesture, asking the children to listen. Make a noise using one of the objects in the box. The children can take turns to guess which objects is making the sound. Continue the song by imitating the sound using your voice. Support the children to take a turn at making a noise from inside the box and use their names as you sing together.	Adults model good listening strategies. These include looking at the person speaking, and actively showing they are listening through gestures and responses.		
		Adults use specific praise for children as they demonstrate good listening skills.	Mystery box and contents	
Children develop behaviors that indicate that they are listening.	During shared stories children are encouraged to respond to and interact with the story, for example reading along with the teacher in familiar parts of the story like the Bear Hunt swishy grass.	Adults actively communicate to each child that they are a valued member of the group.	Activity centres Shared stories	Literacy Verbal & Symbolic Respect of Self & Others Social Emotional
	Children have opportunities to engage in learning investigations and activities where they can share their thoughts, ideas and feelings.	Adults write children's thoughts and ideas surrounding their learning on classroom displays.		

COMMUNICATION:YOUNG CHILD ACTIVITIES

Listening: Children will be attentive and respond appropriately

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience an environment where their thoughts, ideas and feelings are heard and valued and they are encouraged to display empathy for others	Children are engaged in shared reading activities where the book shared expresses a character's thoughts and emotions.	Adults show children that they are actively engaged in their conversations. Adults are model empathy, ensuring that they extend care and understanding to others.		Respect of Self and Others Social
Children can engage in practical experiences which encourage them to ask and respond to the questions of adults and peers	Mystery bottles-Partially fill opaque plastic bottles with noisy materials (e.g. rice, peas, shells, beans). Ask the children to shake the bottles and identify what is inside from the sound that the item makes. From the sound of the noisy materials, encourage the children to predict and talk about the sounds they hear.	Adults model questioning and children are encouraged to ask questions of their peers and make predictions about their learning investigations.	Mystery bottles Feely bag Noise makers Musical Instruments	Creative Expression Scientific Verbal & Symbolic Sensory Literacy Respect of Self and Others Social
	Sound Makers – Children have the opportunity to use several small musical instruments, for example maracas, triangles, shakers. Place one set of the sound makers in a feely bag. The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, play a matching sound maker. The child with that sound maker can make the same sound. This activity can be adapted by playing the sound maker behind a screen so that the children have to identify the instrument by sound alone.	Musical Instruments – provide instruments for each child and allow them to engage in songs keeping rhythm or playing notes. Musical instruments can also be used to add sounds into a shared story using word cues.		
Children participate in a range of listening experiences such as stories, poetries, nursery rhymes and music, in groups and independently.	Children engage in musical experiences that provide opportunities to alter movements based on sound or volume, for example musical chairs and statues.	Activity centres include props that encourage listening.	Media player with multiple headphones	Creative Expression Verbal & Symbolic Respect for Self and Others Social Environment Literacy Technological
	Outside walk– take the children on a walk in the outside environment. Encourage them to talk about what they hear.	The class has special listening ears on headbands that they could wear to listen closely.	Shared stories	
	Children recite and act nursery rhymes along with adults, for example Humpty Dumpty and Ring a Rosy.	Adults ensure that the plan for the day has songs, stories, poetry and nursery rhymes.	Computers that can be used by the children independently.	
	Children have access to listening posts and computers to engage in listening activities.	Use specific audible transition cues such as the Clean up song or clapping rhythms.		

COMMUNICATION:YOUNG CHILD ACTIVITIES

Creative Expression: Children will experience and appreciate various forms of art, music, drama and dance valued in their own and other cultures that will amuse, comfort, delight, excite and inform

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children listen to, tell and read stories using props such as puppets, soft toys and real objects	Children have access to dramatic play and puppet activity centres that they can use to retell and reenact familiar stories independently.	Adults ensure that a story corner is set up that is comfortable, in a quiet area and where age appropriate books are easily accessible to the children.	Role play props	Literacy Verbal & Symbolic Respect for Self and Others Social Emotional Movement Technological
	Children engage in planned activities linked to shared stories including opportunities for them to retell stories with costumes or props.		Puppets	
	Children engage with a variety of animal props or toys and a range of instruments and discuss matching sounds to the animals. Children can choose from two or more instruments to represent their chosen animal. Ask the children to choose which sound is the better fit.	Listening activity centre is present in the room with media player and multiple headphones for children who want to listen to music or a story independently.	Stuffed animals Musical instruments Books for children's free access	
Children use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials	Construction with wood and child size woodworking tools.	Adults plan learning experiences that include the safe use of appropriate construction technology and time is allowed for free exploration of the technology and resources.	Magnifying glasses	Technology Movement Scientific Respect for Self and Others Mathematical Emotional Environment Health Reflection
	Construction with glue in liquid, stick and hot glue forms. Children have access to a variety of boxes, cardboard tubes, wool, cotton material, bottle tops and other re useable materials.		Photographs	
	Children are supported to record their world through photography, taking and printing the photo for discussion and display.		Cameras	
	Children are supported to use magnifying resources to investigate their natural world, including bug hunts, leaf rubbings and looking at the properties of minerals and rocks.	Construction tools		
	Children are supported to explore the properties of magnets, for example classifying and sorting magnetic and non magnetic materials.	Collage and natural materials		
	The collage activity centre is stocked with baskets of natural resources children can use in building, constructing and creating.	Magnets		
		Basket of natural resources		
	Adults provide equipment in activity centres for children's independent exploration.			

COMMUNICATION:YOUNG CHILD ACTIVITIES

Creative Expression: Children will experience and appreciate various forms of art, music, drama and dance valued in their own and other cultures that will amuse, comfort, delight, excite and inform

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children imagine and recreate roles and experiences through drama and role play using props such as dress ups and real objects in groups and independently	Children engage in planned activities linked to shared stories including opportunities for them to retell stories with costumes or props.	Dramatic play, housekeeping and puppet activity centres are stocked with materials and resources that relate to the stories being shared.	Shared story props Role play scripts Age appropriate media clips of dramas, plays and operas	Verbal & Symbolic Listening Respect for Self and Others Emotional Literacy Movement Technology
	Children have planned opportunities to participate in role play during assemblies and other centre and community celebrations.			
	Media clips of others role playing are shared with children to inspire further dramatic play.	Adults ensure that props and dress ups are added to and activity centres are changed regularly to maintain children's interest.		
Children engage in music and dance from a variety of cultures, through experiences with different instruments, styles and rhythmic patterns so that they are inspired to experiment, imitate, enjoy and extend their own expressions	Children are supported through guided practice to learn traditional arts using clay, sewing and weaving, painting and other visual arts media.	Adults introduce children to a wide range of music, painting and sculpture.	Rhythm sticks Age appropriate instruments Dance props Variety of multicultural music, books and media clips for both child and adult's enrichment.	Mathematical Movement Listening Verbal & Symbolic Social Respect for Culture Respect for Religion Environment Scientific Technological Emotional
	Children are supported through guided practice to learn age appropriate traditional folk dances.			
	Children are supported through guided practice to engage in rhythm experiences with instruments and props.	Adults establish music, listening and creative expression centres as part of the regular classroom environment so children can develop their skills.		
Children recreate their experiences through painting, drawing, collage, clay and other art media	Children to have free and guided access to various arts and crafts materials to express their thoughts, ideas and feelings.	Adults ensure that children freely create without intervention.	Variety of paints; papers including card; brushes and painting tools; clays and dough; chalk, crayons, markers and coloured pencils; scissors and hole punches; glue types Easels Smocks for protecting clothes	Reflection Emotional Verbal & Symbolic Self
		Adults praise children for their creations and ensure that they have opportunity to openly discuss their finished product.		
		Adults and children capture their creations in photos that are displayed and kept in a scrapbook.		
		Adults continuously monitor craft materials to ensure the centre is well stocked for all children to use.		

COMMUNICATION:YOUNG CHILD ACTIVITIES

Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children understand that marks, signs and symbols in the environment have a meaning and are able to talk about what they represent	Children are supported to identify signs and symbols in their environment, for example during travel for field trips and looking at classroom signs.	Children are immersed in a print rich environment that includes displays of their own work.	Visual aids and media clips	Verbal & Symbolic Listening Technology Respect for Self and Others Social
	Children have opportunities to share stories, songs and poetry that use familiar signs and symbols and have time to engage in these independently, for example Ten in a Bed and Five Little Ducks.	Visuals of the alphabet, upper and lower case; numbers and other important symbols are displayed within the learning environment.	Book bag activity sets Writing centre Reading centre	
Children share and enjoy favourite books over and over again, especially those with repeated rhythmic text that they can actively participate in reading	Children are encouraged to join in reciting repetitive text, providing sounds or motions and engaging in the overall excitement of the story during shared readings, for example Going on a Lion Hunt.	Adults support children to lead shared story times with familiar books.	Shared stories Book bag activity sets	
	Children are engaged with the story through book bags with activities that relate to the story.	Adults ensure that children have free access to book bags that have activities and resources including manipulatives, puppets, and props that relate to the shared story.	A variety of books are provided that the children can access individually or request for shared reading.	
	Children have access to a variety of fiction and non fictions books they can engage with independently.	Public library resources are used to provide a variety of stories.		
Children gain familiarity with an appropriate selection of stories and literature, valued by their cultures within their communities	Children are introduced to locally written or re told stories and songs.	Adults invite community members, parents and guardians to share favorite story books from home.	Access to the public library	Emotional Cultural Religion Verbal & Symbolic Listening Creative Expression Health Respect for Self & Others Social
	Children have the opportunity to engage with books that provide information about their topics of interest.	Adults provide library containing a variety of fiction and non fictions books for children to freely access.		
	Children have access to shared stories that introduce positive social skills and healthy choices.			

COMMUNICATION:YOUNG CHILD ACTIVITIES

Literacy: Children will understand that symbols can be read and used to represent ideas for information and enjoyment

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children develop book handling skills such as page turning, holding a book correctly and book care through modeling and experiencing books in their environment	Children have opportunities to engage in small group guided reading sessions where they can practice their book handling skills.	Adults model appropriate book handling skills when reading to children and storing or moving books.	Cushions, book shelves, boxes of books	Technology Verbal & Symbolic Self Listening Emotional Creative Expression Reflection
		Adults ensure that a comfortable reading activity centre is available that includes visual reminders of good book handling skills.		
Children develop their phonological awareness and skills at their own pace through a variety of shared literacy experiences	Please refer to the Phonological Awareness Activity Resource in the Literacy Section	Adults recognise that children learn phonemic skills through a variety of experiences, including songs, shared stories and listening activities.		Social Emotional Movement Verbal & Symbolic Listening Creative Expression
Children understand that speaking and listening skills are valuable in their own right and essential to their own development of phonological awareness	Children are encouraged to engage in meaningful conversations with adults and peers during activity centres time, for example role playing in the dress up area and group building projects with blocks and props	Adults keep records of children's learning through photographs and work samples. These can be stored in children's individual learning portfolios.	Activity centres	Respect for Self and Others Social Emotional Movement Verbal & Symbolic Listening Creative Expression
	Children have opportunities to recite familiar shared stories and play with words that rhyme, for example making up nonsense songs and chants that rhyme.	Adults observe children's speaking and listening skills and plan next steps using this information.		
	Children have opportunities to show their art work to adults and peers and tell their audience about their work.			

YOUNG CHILD
WELL-BEING

WELL-BEING:YOUNG CHILD ACTIVITIES

Health: Children will have the ability to make safe and healthy decisions as they discover and learn about their bodies

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children demonstrate growing independence as they do things for themselves	Children have daily opportunities to practice life skills through free choice role play.	Adults ensure that dramatic play and house activity centres are resourced with a variety of dress ups, and props that reflect every day life skills.	Dress ups with buttons, snaps, zippers, hooks, and ties.	Exploration Communication Respect
		Self help skills are informally monitored by adults and targeted independent support is provided as necessary.	Props for housekeeping that include age appropriate life like appliances.	
Children recognize and communicate their bodily needs as they develop an understanding of how their bodies function	Children are able to freely serve themselves from a safe drinking supply when they feel thirsty.	Centre routines include a system for children to access a toilet when necessary.	Child friendly drinking water supply.	Respect: Self
	Children are encouraged to seek the necessary first aid if they are injured.	First aid kits are well stocked and teachers assist students in meeting their simple medical needs (band aids, ice, and gauze).	Visual aids/cues for children to communicate their needs .	
		Meals, snacks and water are available when a child has a need for nourishment.	Well stocked first aid kits in office and play areas.	
Children participate in the preparation of healthy foods and are able to make independent healthy choices	Children have regular opportunities to take part in cooking experiences	Adults and children are encouraged to make healthy food choices.	Visual aids, media clips and story books that promote healthy eating.	Technology
	Children are able to select their snack and meal whenever possible.	Shared readings include stories and information on healthy eating and food preparation.	Student charts and stickers to celebrate healthy food choices.	Mathematical
	Children can earn stickers on a chart when they bring healthy food choices.	Nutritionists are invited in to talk with the children and to advise the centre on healthy meal preparation.		Literacy
	Children experience where some of their food comes from through field trips to the grocery store and local farms	House area is stocked with props to role play food preparation and healthy eating.	Transportation for field trips	Respect: Self Verbal & Non Verbal
Children develop an understand the need for exercise, healthy eating, sleeping, good hygiene and to promote good health	Children engage in shared stories that promote healthy practices, for example Goodnight Bear and The Very Hungry Caterpillar	Adults ensure that a healthy, age appropriate daily routine is in place.	A variety of stories on healthy choices.	Movement
		Clean, healthy toileting areas are provided and stocked with soap, toilet paper and paper towels.	Resources for organized games	Respect: Self Listening
	Planned large motor games such as Follow the Leader, obstacle courses and organized sports are provided for children on a regular basis.	Adults ensure that comfortable quiet areas are available for children needing rest.	Restroom supplies Soft furnishing for rest area	Literacy
Children engage in exercise and free movement	Children have the opportunity for regular exercise and free movement.	Adults ensure that children have ample opportunity to engage in outdoor play where they can run, jump, climb, swing, and move in ways that strengthen and stretch their muscles and build their skills.	Outdoor area Play equipment	Movement Respect: Self

WELL-BEING:YOUNG CHILD ACTIVITIES

Emotional: Children will be able to identify and express their own needs and trust these will be positively responded to

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children experience an environment where their accomplishments are valued, encouraged and nurtured	Children are supported to choose work for display and engage in displaying their work.	Adults ensure that portfolios of children's progress are kept and regularly shared with children and their families.	Prop to pass during circle sharing to identify who is talking	Creative Expression Respect for Self and Others Social Verbal and Symbolic Health
	Children are free to invite others (adults, parents and friends) to admire their work.	Adults ensure that positive reinforcements are used to support children in their learning.	Materials for work displays	
	Sharing opportunities are planned for children to talk about their learning and share their work.	Whole class, small group, buddy partnering and teacher conferences are part of daily practice.	Portfolios	
Children develop a growing capacity to make choices, accept challenges, take considered risks, manage change and cope with frustration and the unexpected	Children have free choices in the activities they are enjoying.	Adults ensure that the learning environment actively promotes a child's ownership of their learning.	Well stocked activity centres	Creative Expression Social Verbal and Symbolic Health Exploration
	Children have opportunities to engage in organised games where they learn about turn taking and supporting their peers			
	Children enjoy opportunities to role play with their peers and adults, practicing coping skills such as sharing.	Activity centres are monitored and well resourced to maintain interest.		
Children show an increasing capacity to understand, self regulate and manage their own emotions as well as reflecting on the feelings and needs of others	Children engage in shared stories that address emotions and feelings and have time to discuss these.	Adults ensure that quiet, safe places are accessible to children who recognise they need time away from others during the day.	Story books that discuss emotions and feelings	Respect for Self Social Verbal and Symbolic Creative Expression Literacy
	Children have opportunities to give to people within the community to build their awareness of how to support people in need, for example baking cookies and taking these to the hospital.	Picture records are kept of children's involvement when meeting other's needs, such as a centre book about a sharing activity.	Community Links	
Children acknowledge and expect critique and affirmation	Children are able to engage in one on one time with adults when they want feedback on their work.	Adults ensure that children are encouraged to ask questions and compliment each others work respectfully.	Shared stories	Respect for Self and Others Verbal and Symbolic Social
	Children engage in shared stories that discuss critique and affirmation and give strategies for response.	Positive feedback is part of the centre ethos and all centre adults participate in providing gentle guidance for the children.		
Children develop the confidence and ability to express their emotional needs and know that these will be responded to	Children have opportunities to solve their own problems, including mediating with peers.	Adults support children to solve their own problems while being mindful of conflict situations in the centre.	Shared books that discuss emotional support and feelings	Respect for Self and Others Verbal and Symbolic Social Literacy
	Children engage in shared stories with role play for introducing and practicing positive social problem solving techniques.			

WELL-BEING:YOUNG CHILD ACTIVITIES

Social: Children will develop the skills to learn with and alongside others in a variety of contexts

Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children show enthusiasm for participating in play and negotiating play spaces to ensure the safety and well-being of themselves and others	Children have opportunities to lead large group motor activities like Follow the Leader and obstacle courses.	Adults ensure that responsibilities are shared through jobs that will enable children to practice supporting the needs of others.	Activity centres that are well stocked both indoors and outdoors	Respect for Self and Others Verbal and Symbolic Health Literacy Creative Expression
	Children are supported to demonstrate that they understand the safety rules and are able to be responsible for monitoring the safety of their peers.	Adults monitor play spaces to ensure safety and change mobile equipment to maintain interest.	Resources for large motor activities.	
	Children have daily access to safe outdoor play spaces for active learning and play.			
Ways of working together peacefully are modeled and children have opportunities to practice these	Children experience opportunities for free play choice daily.	Adults engage in group games and activities with children, role modeling cooperation and sharing.		Respect for Self and Others
Children have opportunities to work as part of a group, taking turns and sharing fairly	Children enjoy playing simple board games such as Snakes and Ladders and Candy Land small groups.	Adults scaffold children to turn take with their peers when they are learning new games.	Board games	Respect for Self and Others
	Children share responsibilities for keeping their play areas tidy and take turns at leading this routine.	Adults support children to engage in tidying their play areas.		
		Adults encourage children to share resources while ensuring that each child has adequate time with equipment and resources. Adults are consistent with their sharing expectations.		
Children understand that there are values and codes of behavior for groups of people, including adults and children, in order to work together harmoniously	Children are given opportunities to work as part of a group, taking turns and sharing fairly.	Ways of working together peacefully are modeled and children have opportunities to practice these.	Shared stories that promote pro social behaviour	Respect for Self and Others Verbal and Symbolic Health Literacy
	Children engage in shared stories that are used to start discussions on positive social skills.	Adults are role models for positive behaviour.		
	Children experience opportunities to role play different social scenarios and practice their skills.	Adults ensure they have a consistent response to children's actions.		
Children develop the ability to recognize discriminatory behaviors and to have the self-confidence to respond appropriately,	Children have opportunities to engage in shared stories that introduce them to the importance of non-discriminatory behaviours and positive interactions with others who may be different to them.	Adults encourage to support the rights of others.	Story books that discuss discrimination in age appropriate formats such as Dr. Seuss' "The Sneeches"	Respect for Self and Others Verbal and Symbolic Health Literacy

WELL-BEING:YOUNG CHILD ACTIVITIES

Reflection: Children will have the time and opportunity to reflect on their experiences

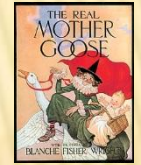
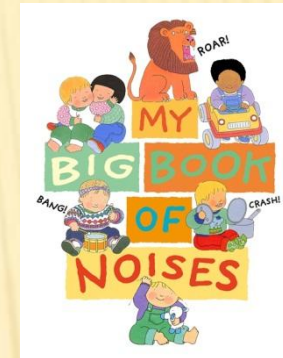
Learning Outcome	Activity	Practice	Resources	Curriculum Connections
Children can experience reflective conversations with adults and peers	Children have opportunities to reflect on their learning through group discussions after their activities or events.	Adults encourage and support children to share their thoughts, ideas and feelings in response to activities or events.	Shared stories	Health Verbal and Symbolic Respect for Others
	Children engage in shared stories that promote discussion and reflection in a group discussion or through drawings.	Adults model reflective thoughts when appropriate.		
		Adults are available to engage in reflective discussions initiated by children		
Children will reflect on their own actions and the consequences these actions have on others	Children are engaged in problem solving activities and discussions about how their actions impact on others.	Adults have consistent responses to unacceptable behaviour that supports children to self manage their actions.	Shared stories	Creative Expression Health Verbal and Symbolic Respect for Others
	Children are engaged in activities and discussions that enable them to develop an understanding that their actions evoke feelings in other people, including shared stories and role play.	Adults use teachable moments as they arise to support children to engage in positive responses to others, for example praising a child for positive behaviour in front of their peers.		
		Adults ensure that reflection is a regular part of every learning activity.		
Children are confident about their social interactions and be able to express how they feel when interacting with others	Children have opportunities for discussions where they share their feelings with others.	Adults actively encourage children to express their feelings in a positive manner.	A special item for passing during circle times to identify the speaker	Health Respect for self and others Verbal and Symbolic
	Children are supported to talk about their feeling with their peers, especially in conflict situations.			
Children will be encouraged to reflect on their emotional responses and supported as they develop resilience	Children have opportunities to creatively express their feelings, especially following major events and life changes such as the birth of a sibling.	Adults are sensitive to the needs of children undergoing difficult home situations and support them to relax and enjoy their time at the centre.	A special item for passing during circle times to identify the speaker	Health Verbal and Symbolic Creative Expression Respect for Self
	Children have opportunities to engage in group activities and discussions when major events take place, for example hurricanes.	Adults actively engage children in reflective discussion individually or in small groups.	Art supplies such as drawing paper, paint, playdough and crayons	



sand and water trays with equipment



book bags



books



counters



dress up costumes



puzzles



pull toys



scales



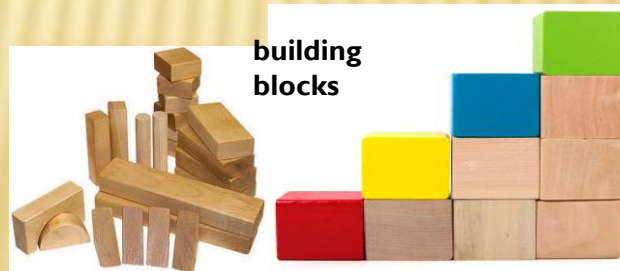
musical instruments



pop up toys



shape sorter



building blocks



house toys