



DAYCARE CURRICULUM DOCUMENT

**Toddler Program
Pre-school Program**

TODDLER PROGRAM

The weekly program plans include indoor and outdoor play, quiet and active play, self-oriented and structured activities as well as individual and group experiences.

Children in the toddler room are able to develop and enhance skills in different areas of development. Some of those skills are referred to the Early Learning Framework (ELF) – Early Learning for Every Child Today (ELECT) which is a framework for Ontario’s Early Childhood Settings created by the Best Start Expert Panel on Early Learning ¹

- 1. Language:** Activities promote opportunities where children are encouraged to strengthen receptive and expressive language skills.
Increase vocabulary, and conversation.
Musical activities: Children explore the sounds of a variety of instruments, learn a variety of songs, and build skills in rhythm and dance.
- 2. Cognitive:** How to solve problems.
Cause-and- effect exploration.
Sorting.
Foster spatial problem solving and spatial exploration.
Increase memory and attention regulation skills.
- 3. Physical:** Gross Motor: Different options of gross motor activities and materials are provided to the children to increase balance, eye-leg and eye-arm coordination as well as jumping, walking and running skills.
During the day, the children spend two hours outside daily weather permitting. If they cannot go outside, they are brought to the gym.

Fine Motor: Activities are developed to support the children in dressing, eating, and using different tools such as brushes, markers, crayons, pencils, etc.
- 4. Social:** Increase social interest, perspective taking and parallel play.
Foster turn taking.
- 5. Emotional:** Expression of feelings and emotions.
Enhance self-regulation, and behavior regulation skills.
Promote identity formation and autonomy.
- 6. Sensory:** Children learn about their senses by feeling, touching, seeing, and smelling a variety of mediums.
Children build appreciation for creative expression taking part in art and craft activities using different materials.

¹ Early Learning for Every Child Today: A framework for Ontario early childhood settings. (January, 2007)
<http://www.edu.gov.on.ca/childcare/oelf/continuum/>

PRE-SCHOOL PROGRAM

The weekly program plans include indoor and outdoor play, quiet and active play, self-oriented and structured activities as well as individual and group experiences.

Children in the preschool room are able to develop and enhance skills in different areas of development. Some of those skills are referred to the Early Learning Framework (ELF) – Early Learning for Every Child Today (ELECT) which is a framework for Ontario’s Early Childhood Settings created by the Best Start Expert Panel on Early Learning².

- 1. Language:**
 - Exploration of books and reading stories.
 - Children are introduced to the letters of the alphabet and their corresponding sounds.
 - Musical activities: Children explore the sounds of a variety of instruments, learn a variety of songs, and build skills in rhythm and dance.

- 2. Cognitive:**
 - How to solve problem: observing, questioning, and discovering.
 - Explore cause and effect relations.
 - Classify, seriate, and match.
 - Use numbers and counts.
 - Identify patterns.

- 3. Physical:**
 - Gross Motor: Different options of gross motor activities and materials are provided to the children to increase coordination and endurance through walking, jumping, and hopping.
 - During the day, the children spend two hours outside daily weather permitting. If they cannot go outside, they are brought to the gym.

 - Fine Motor: Activities are developed to support the children in dressing, eating, and using different tools such as brushes, markers, crayons, pencils, etc.

- 4. Social:**
 - Ability to solve problems and conflicts.
 - Develop skills to make friends, to interact positively and respectfully with other children and with adults.
 - Taking another person’s point of view, empathy and helping skills.

- 5. Emotional:**
 - Enhance self-esteem, and self-concept.
 - Recognize and express emotions.
 - Regulate behavior and emotions.

- 6. Sensory:**
 - Children learn about their senses by feeling, touching, seeing, and smelling a variety of mediums.
 - Children build appreciation for creative expression taking part in art and craft activities using different materials.

² Early Learning for Every Child Today: A framework for Ontario early childhood settings. (January, 2007)
<http://www.edu.gov.on.ca/childcare/oelf/continuum/>

EMERGENT CURRICULUM APPROACH

At Hawthorn School Day Care, we strongly believe that children are able to achieve their maximum potential when their individual needs are supported and their strengths enhanced. In addition, if the children are in a setting where they are interested, engaged and motivated to learn, the learning process will have a positive lifelong impact.

Based on this premise, our programs are inspired by the Emergent Curriculum which is a child-initiated, teacher supported approach. This curriculum is flexible and dynamic. The educators take the role of facilitators and plan based on the interests and needs of the children.

Early Childhood practitioners observe children's interests, needs, and strengths to implement the daily activities. Educators interact with the children, spend time with them, while observing and listening to what they say. This enables the educators to plan individual and group learning opportunities, according to the stages of development of the age group they are working with.

The rooms are equipped with developmentally appropriate learning materials and are carefully and thoughtfully set up. They children are provided with many opportunities to explore, play and interact with the environment, encouraging the children's curiosity and imagination to learn and develop. Under the Emergent Curriculum approach the environment becomes a part of the curriculum.



EARLY LEARNING FOR EVERY CHILD TODAY (ELECT) - SUMMARY OF SKILLS

TODDLER PROGRAM

Social	Emotional	Communication, language and Literacy	Cognitive	Physical
1.1 . Social Interest	2.1. Expression of feelings	3.1. Receptive language	4.1. Self-regulation Attention regulation	5.1. Gross motor Balance Jumping Walking and running Climbing Riding toys
1.2. Perspective Taking	2.2. Self-regulation. Emotion Regulation. Behavior regulation. Attention regulation	3.2. Expressive language Words Sentences Vocabulary Questions Conversation	4.2. Problem solving	5.2. Fine motor Eating Dressing Tool use Making a mark Pincer grasp
1.3. Parallel Play	2.3. Empathy		4.3. Cause-and-effect exploration	5.3. Senses Sensory exploration Sensory discrimination Sensory motor integration
	2.4. Sense of self		4.4. Spatial exploration	
	2.5. Autonomy		4.5. Spatial problem solving	
	2.6. Identity formation		4.6. Temporal	
			4.7. Symbolic thought, representation and root skills of literacy	
			4.8. Memory	
			4.9. Sorting	

EARLY LEARNING FOR EVERY CHILD TODAY (ELECT) - SUMMARY OF SKILLS

PRESCHOOL PROGRAM

Social		Emotional	Communication, language and Literacy		
1.1. Making friends	1.8. Taking another person's point of view	2.1. Self-concept	3.1. Using verbal and non-verbal communication	3.8. Using and understanding power and literacy	
1.2. Conflict resolution and social problem skills	1.9. Interacting with adults	2.2. Identity formation	3.2. Using English and child's home language	3.9. Retelling stories	
1.3. Peer group entry skills		2.3. Self-esteem	3.3. Vocabulary	3.10. Phonological awareness	
1.4. Helping skills		2.4. Recognizing and expressing emotions	3.4. Conversing with peers and adults	3.11. Letter recognition	
1.5. Interacting positively and respectfully		2.5. Regulating attention, emotions and behavior	3.5. using descriptive language to explain, explore and extend	3.12. Understanding orientation and familiar convention of print	
1.6. Co-operating		2.6. Positive attitudes towards learning	3.6. Listening to others	3.13. Matching spoken words with written ones	
1.7. Empathy				3.7. Enjoying literacy	3.14. Beginning to write letters of alphabet and some high-frequency words

PRESCHOOL PROGRAM (cont)

Cognitive			Physical
4.1. Self-regulation	4.8. Communicating findings	4.15. Representing numbers	5.1. Increasing levels of activity, endurance and variation in types of activity and skills
4.2. Problem solving	4.9. Reasoning logically	4.16. Describing and determining ordinal number and position	5.2. Gross motor skills (Walking, jumping, hopping, galloping, throwing, riding, movement and expression)
4.3. Representation	4.10. Classifying	4.17. Understanding two-dimensional and three-dimensional shapes	5.3. Fine motor skills (dressing, eating, tool use, drawing)
4.4. Questioning	4.11. Seriating	4.18. Identifying patterns	5.4. Auditory skills and music
4.5. Observing	4.12. Counting	4.19. Measuring length, weight and capacity, temperature, time	
4.6. Collecting and organizing information	4.13. Determining quantity	4.20. Completing simple number operations	
4.7. Reflecting and reaching conclusions	4.14. Comparing quantities	4.21. Using number symbols	
		4.22. Using spatial relations, directions, maps	

TODDLER ROOM DAILY SCHEDULE

7:30 a.m.	Arrival time / Free choice in activity areas
8:00 – 8:45 a.m.	Snack time
9:00 – 9:30 a.m.	Art/ Creativity activities / Activity areas - Examples of activities are dramatic play, sensory exploration, science and nature, building with blocks, fine motor- manipulatives Diaper change routine
9:30 - 9:45 a.m.	Preparation to go outside
9:45 – 10:30 a.m.	Outdoor play
10:45 – 10: 55 a.m.	Circle time
11:00 - 11: 35 a.m.	Lunch time
11:40 - 1:40 p.m.	Sleep time/ quiet activities for non-sleepers or/and early risers. Diaper change routine after the children wake up
2:00 – 2:25 p.m.	Snack time
2:25 - 2:40 p.m.	Preparation to go outside
2:40 - 3:55 p.m.	Outdoor play
4:10 - 4:20 p.m.	Circle time
4:20 - 5:00 p.m.	Activity areas - Examples of activities are dramatic play, sensory exploration, science and nature, building with blocks, fine motor-manipulatives. Diaper change routine.
5:00 - 5:15 p.m.	Small snack
5:15 – 5:45 p.m.	Free choice in activity areas
5:45 – 6:00 p.m.	Departure

HAWTHORN SCHOOL DAY CARE

PRESCHOOL ROOM DAILY SCHEDULE

7:30 a.m.	Arrival time / Free choice in activity areas
8:00 – 8:45 a.m.	Snack time / Toilet routine
8:45 - 9:00 a.m.	Preparation to go outside
9:00 – 10:00 a.m.	Outdoor play
10:00 – 10:20 a.m.	Circle Time
10:20 – 11:00 a.m.	Art/ Creativity activities / Activity areas - Examples of activities are dramatic play, sensory exploration, science and nature, building with blocks, fine motor manipulative Toilet routine
11:00 - 11:10 a.m.	Preparation for lunch
11:10 - 11: 40 a.m.	Lunch Time
11:40 1:40 a.m.	Sleep time/ quiet activities for non-sleepers or/and early risers. Toilet routine after the children wake up
2:00 – 2:30 p.m.	Snack time
2:40 – 3:15 p.m.	Activity areas - Examples of activities are dramatic play, sensory exploration, science and nature, building with blocks, fine motor manipulatives
3:15 - 3:30 p.m.	Preparation to go outside
3:30 – 4:30 p.m.	Outdoor play
4:40 - 5:00 p.m.	Toilet routine
5:00 - 5:15p.m.	Small snack
5:15 – 5:30 p.m.	Circle time
5:30 – 5: 45 p.m.	Free choice in activity areas
5:45 – 6:00 p.m.	Departure