

# Centre de Garderie SSMU Inc.

Educational Program Guide



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**SSMU Daycare**

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## FOUNDATIONS OF THE EDUCATIONAL PROGRAM

### Our Mission

The overall development of each child is our benchmark for success. Programs and activities have been put in place to support the different spheres of the development of the child, whether physical, motor, cognitive, language, social-emotional or moral.

Our educational approach allows each child to know their body better, to identify their thoughts and ideas, and to express their emotions and feelings. The ultimate goal is to have children acquire all of the necessary skills to enter school.

We do this by:

1. Creating a quality living and educational environment that meets the needs and interests of each child;
2. Promoting socialization;
3. Detecting and addressing developmental issues in children, so they may progressively advance in their skills.

### Objectives of the Educational Program

Program objectives of Early Childhood Education focus on enhancing each child's social, emotional, physical and cognitive development. It is important that each child develop a positive self-image that will be a foundation for their life. Through the use of age-appropriate materials and equipment, qualified early childhood educators guide and support the children as they participate in activities developed by the educators with the individual interests, abilities, and needs of the children in mind.

#### For the Child

- To provide an exceptionally high quality initial educational experience for young children;
- To provide a program which recognizes and respects individual differences in children, be it needs, interests, abilities, limitations, personality, etc...;
- To provide the stimulus with highly qualified teachers and promote and encourage growth in physical, emotional, and cognitive development;
- To create a wholesome environment and provide stimulating relationships for the social development of emerging personalities;
- To provide a safe and nurturing environment designed so that each child is able to meet with success in their activities;
- To foster a keener awareness and real enjoyment of the world around them through a variety of first-hand experiences such as creative arts, music, science, literature, and language that are geared to the needs and development of the young child.



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## For the Parents

- To provide affordable, licensed, quality childcare so that the parents may pursue their careers or academic interests;
- To work cooperatively with the parents in identifying and meeting the child's needs;
- To support the family by providing education through newsletters, parent information evenings, socializing with other parents of young children, and through parent-educator conferences by discussing progress or difficulties being experienced by the child;
- To welcome parents to visit the daycare and participate in the educational program in a variety of ways such as fundraising, assisting on field trips, sharing special talents or joining us for a meal.

## For the Community

- To help meet the needs of the community for an early childhood education facility;
- To enhance the role of the SSMU Daycare Centre (Centre) as an integral part of the community by inviting special guests to the Centre and through excursions into the community with the children. The program will also be linked with all appropriate social services and other community resources;
- To promote public awareness of the importance of sound educational, child care facilities for young children, which will help contribute to their wholesome growth and development as active participants of the community;
- To provide field placement and training for student teachers in Early childhood Education facilities such as the local college and university or high school students involved in family studies;
- To welcome volunteers into the program who will assist the staff in enhancing the learning experience and environment for the children; and
- To provide a setting where people of various backgrounds can work together for a common interest.

## Our Values

In order to achieve the objectives in our educational approach, we promote:

1. Respect for oneself, others, the community, and the environment;
2. Autonomy and self-esteem;
3. Creativity and critical thinking;
4. Mutual help and the spirit of cooperation; and
5. Collaboration between staff and parents.

All these values are conveyed in an environment that is welcoming, warm, stimulating and dynamic. Through this environment, relationships of trust are built with the people each child comes to know. The bond of attachment that results allows each child to develop healthy relationships and build self-esteem.



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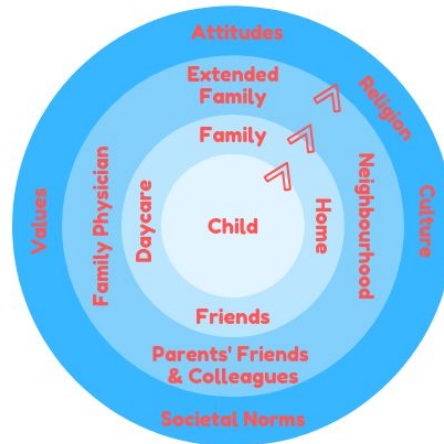
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## Theoretical Foundations of the Program

Our program aims to provide a curriculum that allows for optimal growth of children in all areas of development. Based on a comprehensive, child-centered approach, we nurture the child's personal development across the emotional, social, moral, cognitive, linguistic, physical, and motor levels. Supporting children in a safe, nurturing, and stimulating environment that promotes self-esteem and emphasizes child-selected and directed activities, is the cornerstone of our program. As such, we've integrated inspiration from all four of the Ecological, Attachment Theory<sup>1</sup>, Reggio Emilia, and HighScope philosophies<sup>2</sup> into our educational approach.

### The Ecological Approach

At the Centre, we believe that the child care environment plays an important role in the development of children. According to the ecological approach, the development of the child is influenced by its characteristics what is innate to them, their immediate environment and their physical, socio-economic and cultural context in which they live. All these contexts are intimately related to each other and influence each other (Ministère de la Famille et des Aînés, 2007, p. 12-13) .



In our Centre, the child can develop stable and secure relationships with Educators and staff members in an environment that is safe and stimulating. This approach must be taken into account in all aspects of the day care service, from the layout of the premises to the structuring of activities, through the quality of adult-child, child-child and adult-parent interactions.

### Attachment Theory

At the Centre, we aim to promote the stability and provide conditions conducive to establishing healthy and safe relationships between the child, the educator(s) and the parents. Stable and safe relationships promote children's confidence and motivation to explore the world around them.

<sup>1</sup> We follow the educational program developed by the Ministère de la Famille et des Aînés, "Meeting Early Childhood Needs: Quebec's Educational Program for Childcare Services."

<sup>2</sup> Crowther, I. (2005). Introduction to early childhood education: A Canadian perspective. Toronto: Thomson Nelson.



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This theory is centered on the quality of the relationship(s) that are established from birth, between the child and their parents or their caregivers, and on the importance of the quality of these initial ties for all subsequent relationships the child will establish. In the context of child care, educators must create conditions that are conducive to establishing a meaningful emotional connection with the child (Ministère de la Famille et des Aînés, 2007, p. 14-15).

## The HighScope Approach

The HighScope approach is based on the principles of active participatory learning that occurs during a consistent daily routine, in an organized classroom environment, and during meaningful adult-child interactions. Ultimately, children learn by doing. During the period of early childhood, children learn best when they are actively involved with people and their environment. In these environments, children develop initiative, autonomy and self-confidence (Crowther, 2005, p. 217).

## The Reggio Emilia Approach

The approach emphasizes the concept that children and adults learn through an active process of exploring their world together, exchanging ideas, and learning from and with each other. In the context of child care, this approach focuses on a few basic principles (Crowther, 2005, p. 226-228):

1. The importance of social experiences for children;
2. The educator and the parent are explorers of the world alongside the child. They support and accompany their discoveries;
3. Emphasis is placed on projects and workshops inspired by questions or interests of the children and families;
4. The child is the first educator, the adult (parents and staff) the second and the space or the environment, the third.

## Five Basic Principles of Child Development

In order to ensure the overall and harmonious development of each child, the Centre meets the '5 Basic Principles of the Educational Program,' stipulated by the Ministère de la Famille.

### Each child is unique

By developing an in-depth knowledge of each child, the adult who is responsible for the child is able to recognize and to respect each child's characteristics, the pace of development, needs and fields of interest.

### Children are the primary agents of their development

A child first learns spontaneously by experimenting, observing, imitating and talking with others as expressed by the child's own motivation and natural aptitudes. The adult guides and supports this process which leads to autonomy.

### Child development is a comprehensive, integrated process

Development affects all dimensions of a child's being: emotional, physical and motor, social and moral, cognitive and language. These dimensions come into play to various degrees within the





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context of the child's learning experiences. The interventions of the adult, the layouts/arrangements and the activities proposed in the Centre, call on all of these dimensions in multiple ways.

### Children learn through play

Basically the product of internal motivation, play is a means of choice for the child to explore the world and experiment. The various types of play activities in which the child engages – on their own or with others, motor, symbolic, etc. – call on, each in their own way, all of the child's dimensions.

### Cooperation between childcare personnel or home childcare providers and parents is essential for the harmonious development of the child

It is important that a good understanding and a relationship of trust exist between educators and parents. This reassures the child and fosters the creation of a privileged emotional bond between the child and the adult(s) who care for the child at the Centre.

## EDUCATIONAL INTERVENTION

Educational intervention is the process by which educators work with each child to best meet their needs.

### Observation

Observation is paramount in the framework of our educational interventions. Observations help in both the evaluation of each individual child, and the dynamics of the group. This practice makes it possible to adapt the material and type of activities offered to children. This way Educators can plan and proposed activities with the children's interests and needs in mind.

The observation of children also allows for Educators to better understand a child as a whole. Whether it be personality traits, temperament, interests, etc., this method allows Educators to be flexible and better tailor educational interventions and activities to support each child's level of development. Observations will be noted daily in each child's agenda.

#### Why observe a child?

- To get to know the child (their interests, strengths, abilities, skills, challenges, etc);
- To locate the zone of proximal development<sup>3</sup>;
- To identify objectives allowing the child to acquire new skills;
- To develop better educational intentions (strategies); and
- To record important elements that can be communicated to parents.

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<sup>3</sup> The difference between what a learner can do without help, and what they can't do; a concept coined by psychologist Lev Vygotsky.



## Planning and Organization

The observations are then used for planning activities and interventions that best meet the needs and interests of the children. The daily schedule respects the pace of children and although it responds to a structure, it remains flexible to adapt to different situations and needs that may arise.

Observations may prompt:

- The reorganization of transition activities or the proposal of new activities;
- The redevelopment of the classroom layout or schedule;
- Adding or removing materials, etc.

## Intervention

The planned activity is now implemented and the educators remain available and attentive. The educator enriches the children's games by proposing variants or by introducing new elements and ideas to build on, guiding them in their discoveries and their learning. The educator ultimately accompanies children in their activities and intervenes as needed to support and encourage them.

## Democratic Intervention

Children are inventive by nature, they explore and manipulate the material according to their choices and their skills, without imposing models. This sometimes brings them along the way, running into problems or difficulties while they are busy making plans.

The democratic intervention approach is the one advocated by our Centre. It refers to fostering free choice in children, and to involve them in decision making and conflict resolution. This style of democratic intervention favours the child's autonomy and self-confidence, while offering opportunities to socialize. They will develop, through the accompaniment of their educators, conflict resolution strategies and ultimately acquire skills in expressing their feelings, emotions, and needs.

This intervention method is consistent with the establishment of limits and the respect of instructions, rules, and others. It allows the child to share decision-making power with the educator and resolve conflicts by themselves. Educators support the child in their initiatives while respecting their pace of development. Their role is to support and encourage the child in their relationships with peers and help them foster a sense of autonomy and self-confidence. Educators do this by:

- Encouraging cooperation between children;
- Inviting children to verbalize and negotiate their problems;
- Guiding children in the appropriate expression of their feelings and intentions;
- Adopting an approach that stimulates problem solving; and
- Encouraging children to share their ideas and help each other.



## Reflection and Feedback

Awareness of the impact of our actions on the development and learning of children is a big step towards improving our practice. This last step allows the Educators to analyze and to question the progress of the previous steps and to be able to adjust accordingly in order to promote the optimal development of children. By reflecting on our practices and resources, educators are able to question and adjust their intervention techniques. It also allows them to evaluate all the elements that have been put in place to ensure the overall and harmonious development of children. For example:

- Does the equipment made available to the child offer different learning possibilities?
- Is the proposed material still appropriate for the level of development of the child?
- Does it favour all the dimensions of development?
- Are the proposed activities developmentally appropriate, age appropriate, individually appropriate...?
- How can we enrich the experiences?
- Can we improve the quality of our activities with the child?

## THE DEVELOPMENT OF THE WHOLE CHILD

Development is a complex process. All the domains of development and learning are important, as they are closely interrelated, and influence each other. Socio-emotional, physical, creative, and cognitive capacities are deeply intertwined and equally important in ensuring a child's wellbeing, learning, and growth.

### Physical and Motor Development

We provide children with various opportunities to practice and develop their fine motor skills through various art activities such as coloring, writing, collage and cutting with scissors, etc. With our outdoor play area, children are able to practice large motor skills and coordination through various activities (ie. Skipping, climbing, running, biking, crawling, throwing a ball etc.). Children can also develop their sensory perception through water and sand play, and various textural/sensory experiences.

### Social and Emotional Development

We believe that learning social and emotional skills early will allow children to better understand the world around them and lead to educational success in their future. By offering rewarding activities and opportunities for positive engagement with peers, Educators and parents, children will become more sociable, self-aware and be able to maintain healthy relationships. Through various games and group activities (ie. dramatic play, cooperative games) children will learn skills such as turn-taking, cooperation, communication, positive self-expression, collaboration, and negotiation.



## Cognitive Development

Our program offers children opportunities for cognitive growth by learning fundamental cognitive skills such as memory, critical thinking, problem-solving, cause-and-effect, spatial relationships, number sense, symbolic play, etc. These skills can be learned through various activities, block play, puzzles, matching, and counting games.

## Language Development

We offer stimulating experiences throughout the day to encourage the development of vocabulary, self-expression, auditory awareness and early reading and writing skills. Children learn language through songs, stories, discussions, writing, and dramatic play.

## Means & Types of Activities to Support Development

### Space

At our Centre, our spaces are designed to be warm and inviting, reflect the cultures of the families they welcome and the communities in which they live. Our learning environment is organized and welcoming, and conducive to various types of activities. We maximize learning and independence by organizing our classroom into learning centres.

### Learning Centres

LEARNING CENTRE	AREAS OF DEVELOPMENT	MATERIALS
<b>Reading Corner</b>	<ul style="list-style-type: none"><li>• Language Development (vocabulary, literacy)</li><li>• Emotional Development (learning about emotions through characters)</li><li>• Physical Development (acting out stories)</li></ul>	<ul style="list-style-type: none"><li>• Dolls, pillows, puppets, various books (ie. factual, nature and science, picture books, audio books, books on diversity/culture, etc.)</li></ul>



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<b>Block Play</b>	<ul style="list-style-type: none"><li>● Motor Development (grasping, hand manipulation, balance, eye-hand coordination)</li><li>● Cognitive Development (space, shape, size, order, length, pattern)</li><li>● Language Development (describing shapes, structures, planning with peers)</li><li>● Social and Emotional Development (sharing ideas, following rules, negotiation)</li></ul>	<ul style="list-style-type: none"><li>● Wooden blocks (various shapes and sizes), interlocking blocks, cars, figures, animals, etc.</li></ul>
<b>Tables Games &amp; Manipulatives</b>	<ul style="list-style-type: none"><li>● Social/Emotional Development (sharing, communicating, taking turns)</li></ul>	<ul style="list-style-type: none"><li>● Puzzles, board games, peg boards, beads, string, sorting games, etc.</li></ul>
<b>Art</b>	<ul style="list-style-type: none"><li>● Motor Development (eye-hand coordination)</li><li>● Cognitive Development (colours, shapes)</li><li>● Emotional Development (representation of experiences, creativity)</li></ul>	<ul style="list-style-type: none"><li>● Coloured pencils, crayons, paper, scissors, glue, erasers, washable markers, finger paints, paint brushes, magazines, recyclables, glitter, buttons, pipe cleaners, playdough, etc.</li></ul>
<b>Gross Motor Play</b>	<ul style="list-style-type: none"><li>● Physical Development (kicking, running, throwing, crawling, jumping etc.)</li></ul>	<ul style="list-style-type: none"><li>● Balls, climbing equipment, jump ropes, mats, tunnels, hula hoops, wagons, wheelbarrows, tricycles, etc.</li></ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"><li>● Language Development (singing songs)</li><li>● Motor Development (dancing)</li><li>● Emotional Development (connection to music)</li></ul>	<ul style="list-style-type: none"><li>● Musical instruments, ribbons scarves, radio, microphones, tapes, CDs, etc.</li></ul>
<b>Sand and Water Play</b>	<ul style="list-style-type: none"><li>● Fine Motor Skills (eye-hand coordination)</li><li>● Cognitive Development (early math, measuring, sensory development, sinking/floating)</li></ul>	<ul style="list-style-type: none"><li>● Dishes, bowls, buckets, shovels, funnels, colanders, aprons, sponges, sifters, spray bottles, measuring cups, spoons, bottles, rakes, trucks, play animals/fish/figures, etc.</li></ul>

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	<ul style="list-style-type: none"><li>• Social and Emotional Development (cooperative play, sharing materials,</li></ul>	
<b>Math</b>	<ul style="list-style-type: none"><li>• Cognitive Development (measuring, patterns, counting, geometry, spatial sense, development)</li></ul>	<ul style="list-style-type: none"><li>• Play money, clock, counters/sorters, etc.</li></ul>
<b>Nature and Science</b>	<ul style="list-style-type: none"><li>• Cognitive Development (language, abstract thought, problem solving, cause and effect)</li></ul>	<ul style="list-style-type: none"><li>• Rocks, leaves, shells, pine cones, compost, garden, maps, factual books, magnifying glass, magnets, pulleys and levers, plastic insects,</li></ul>
<b>Dramatic Play</b>	<ul style="list-style-type: none"><li>• Language Development (early literacy, writing skills)</li><li>• Social Development (cooperation, negotiating roles and themes)</li><li>• Physical Development (putting on costumes, manipulating props)</li></ul>	<ul style="list-style-type: none"><li>• Dress up clothes, child-sized appliances, table and chairs, dolls, play food, plates, utensils, etc</li></ul>

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## Activities

Selected activities can be related to a theme or project with broader objectives that integrate all dimensions of global development, emphasize creativity and focus on the interests of the children. Our objective is to provide a variety of activities for children that are developmentally appropriate and that foster learning through play.

A list of activities, by age group, that promote the development of each domain, can be found in **Annex C**.

## ADAPTATION AND INTEGRATION TO COMMUNITY LIFE

For a child, attendance at the Centre often marks the beginning of participation in community life. In order to facilitate the integration of the child, we suggest that parents come with their child in order to foster a sense of security. When children experience warm, responsive, and secure relationships, it builds their confidence, sense of identity and trust in the world.



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We believe that the whole community has an essential role to play in the growth and development of its children. Adaptation and integration to community life means preparing children to become socially competent individuals, that can function successfully in society and be effective in their interactions with others. Through meaningful experiences and interactions, children will be able to solidify their connection with others and their environment. Daily routines that gradually teach children to develop social skills and competence as they learn to integrate into their environment, live with others, share common resources and partake in rewarding experiences in the community. Our program offers various opportunities for the children to acquire skills allowing them to perceive themselves as a person belonging to a group, and to establish and build unique and stable relationships with others.

## Means & Types of Activities

### Space

At the Centre, we believe that it is essential to create a secure environment, where children can be integrated into a social context.

We do this by:

- Providing each child with their own cubby;
- Displaying photos depicting all racial groups, abilities, and various occupations;
- Displaying children's artwork and projects (to promote self-identity); and
- Creating learning Centres that promote sharing, problem solving and collaboration.

### Materials

- Puppets;
- Musical Instruments;
- Blocks;
- Books;
- Board Games;
- Cars;
- Dress-up Clothes;
- Family references, photos of family, a comforting object (doll, blanket...)
- Sand toys (shovels, buckets etc.).

### Activities

- Pretend play (various roles/themes: ie. post office, doctor's office, fire station, etc.);
- Cooperative block play;
- Reading books about friends, cooperation, occupations, roles, helping others, emotions, and empathy;
- Practice sharing and turn-taking during routines (snack, lunch, group activities);
- Making music as a group;
- Small group discussions and conflict resolution;



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- Outdoor/active games (tag, hide and seek, Simon says etc.).

## Meaningful and Enriching Experiences

We organize enriching and meaningful activities for the children to explore the community and make sense of the world around them, whether it be:

- Using public transportation;
- Creating games and activities that foster learning of values, norms, social rules, responsibilities, diversity, and that develop tolerance and respect for others.
- Offering activities that promote autonomy and development of their self-identity;
- Visits to the local park and/or surrounding neighbourhood;
- Visit to the University library;
- Visits to the local grocery store and/or farmer's market;
- Visits from professionals in the community: firefighters, police officers, etc.

## Parental Collaboration

Good parent-Centre partnerships are one of the best ways to support children's learning, development and wellbeing. Throughout the year, there are many opportunities for parents to get involved in the Centre:

- Parents' Committee;
- Volunteering (outings, classroom, field trips, etc.);
- Attending and participating in organized meetings and workshops;
- Fundraisers;
- Daily communication with Educators (agenda, intervention, observations, ideas/themes, reports, etc...)

## Partnerships within the Community

By participating in the community life of our region, we promote the exchange of services and respond

effectively to the needs of all. Some of our partnerships include:

- Sharing a community garden with the McGill Daycare and Indigenous First Peoples' House
- Collaborating with McGill University and the Students' Society of McGill University for holiday themed events (ie. Halloween).

## DAILY SCHEDULE

The schedule of the day includes routines that are regular and predictable events (ie. arrivals, departures, meals, snacks, periods of rest and relaxation, care and hygiene). These routines represent valuable learning moments in all spheres of global development, are slowly integrated into the program of activities and respect the biological rhythm of children, individually and collectively.





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## Routines

A daily routine gives children a sense of security and stability. The Centre provides a program that is play-based offering children a variety of activities that are developmentally appropriate and engaging. Our program schedule is flexible as we take into account the interests of the children and their individual needs, as well as the weather, and various themes.

Indoor play will replace outside activities in the case of rain or extremely cold temperatures (- 15 C or less). The wind factor is also considered when deciding if it is too cold to go out. Otherwise all the children are expected to go out twice daily without exception.

A newsletter is sent out to the parents highlighting monthly themes, special activities, outings, and invitations for involvement. Our program focuses on providing children with opportunities for active exploration and play that help foster children's development in the social, physical, moral, cognitive and language domains.

For infants in the Nursery, a routine will slowly be integrated in order to provide the children with a sense of security and stability. The Centre will provide opportunities for exploration and play time, and focus on hygiene, feeding, and napping routines. As the infant's age, they are well adjusted to the routines, which makes for an easier transition into Daycare.

### **Infants (4-17 months) and Toddlers (18-23 months): Annex (A)**

These young children follow a schedule that responds to their individual needs, but is structured enough to ensure feelings of security and predictability. There is a balance of indoor and outdoor, restful and active activities. One to one quiet times is especially important for the 0-17 month groups. Routines for playtime, eating, toileting routines, and resting are gradually introduced into their day.

### **Children 24-59 months: (Annex B)**

These children follow a general schedule designed to meet their developmental needs and interests, with room for flexibility and spontaneity. A predictable and consistent routine for toddlers and preschoolers provide the sense of security they need to make choices and take risks, paving the way for captivating learning opportunities.

The schedules at the Centre are flexible and change to meet the needs of the children. Additional programs and special activities take place within the basic daily routine. These include weekly music and occasional multicultural holiday celebrations. Parents are informed of these special programs or themes in advance through the periodic newsletters sent home by the Centre.

## Transitions

Transition activities refer to the gradual transition from one educational activity to another. They must be dynamic and fun by involving children in small tasks or in more active games that engenders more energy. There is a need for different transition activities when planning the daily schedule.



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Teachers plan meaningful learning experiences for these times, which keeps children engaged and minimizes disruption.

## Integration

All the new children are encouraged to have a scheduled visit to the childcare Centre before the fall program begins. Parents are invited to view the facility and participate in a three day integration process with their child(ren). Parents will spend an hour in the classroom with their child(ren) on the first two days in order to familiarize them with the space, Educators and their peers. On the third day, the child will attend a half day at the Centre. This gradual integration process will continue to increase according to the rhythm of the child. These visits will introduce the child to their classroom and educators. It is hoped that through this gradual integration, these children will be prepared to attend on a full-time basis once the new session begins.

## STRUCTURING OF ACTIVITIES

Well-planned activities contribute to the overall development of the child and materials adapted to the level of development of each child allows them to progress at their own pace. At the Centre, the schedule and structuring of activities is carefully balanced so that children can explore a variety of play experiences that promote their overall development.

## Active/Physical Activities

Active play is an important part of our program. Young children need plenty of time to run, jump, climb and freely play regularly throughout the day. The practice and repetition of a variety of motor games and activities will develop children's movement, balance, coordination, agility and muscle tone. The Centre aims to provide children a number of ways to partake in active gross motor play throughout the day, giving opportunities for children to be active both indoors and outdoors. Active games such as: Simon says, freeze dance, and follow the leader, can be played indoors on a rainy day, and activities such as: kicking or tossing ball, playing hopscotch, and running can be done freely outdoors.

## Outdoor Play

Outdoor activities promote the physical and motor development of the child through activities such as: climbing, running, skipping, hopping, throwing, catching, crawling, etc. Playing outside also allows children to explore and develop their senses through sand and water play and materials found in nature. As the children develop and master these skills, they become more confident individuals. These activities also allow the child an opportunity for fresh air and exercise.

The Centre also manages a community garden where children are able to plant, grow, and harvest various fruits, vegetables and plants. This provides our staff with an educational tool to help children cultivate healthy eating habits, establish environmental sensitivity and learn about our ecosystem.



We take pride in our play space and community garden and we maintain a safe and healthy environment for our children by:

- Examining the play space for any potential dangers;
- Keeping equipment, materials and toys in good condition;
- By storing equipment and outdoor materials safely;
- Helping children dress appropriately according to season and weather conditions;
- Applying sunscreen and bug spray to children (when needed; with authorization); and
- Ensuring scheduled daily opportunities for outdoor play in a secure, stimulating and developmentally appropriate environment.

## Learning Centres

Young children learn best in an active hands-on environment. At the Centre, learning centres are established within the classroom. These areas promote learning through peer interaction, cooperative learning, teacher/child interaction, individual exploration and learning through play. When designing the centres, educators make sure to match the developmental level, interests, and experiences of the specific children in the classroom.

## Quiet/Relaxing Activities

The classroom environment can sometimes be over stimulating. Setting aside a defined period of quiet, solitary play allows children to relax and rest their body and mind. Quiet and relaxing activities such as: yoga, reading books, listening to calming music, and table games can help children transition throughout the day and help them learn to be attuned to their bodies.

## Small and Large Group Activities

### Small Group Time

Small group time allows children to learn various skills in an intimate setting. During this time, a small group of children meets with an educator to experiment with materials, try out new skills and solve problems. Educators develop a small-group activity based on children's interests and particular skills, materials, or content areas that suit children's developmental learning needs. Though the adult plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.

### Large Group Time

These are usually planned and facilitated by educators, who suggest direction without imposing it. Large-group time builds a sense of community. Up to 20 children and two educators come together for movement and music activities, interactive storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of a leader.



## Free Play and Exploration Activities

Time is allocated whereby the child is able to determine what they wish to do. Educational materials, toys, and games are available within the child's reach. Clearly defined storage areas are intended to encourage the children to tidy up after an activity. For the child, it allows the opportunity for free exploration of the room environment and to make choices of activities as well as of friends to share a particular activity with. At this time, the child may prefer to read or draw by themselves or play in a small group. For the educator, it allows for time to greet parents and children at the beginning of each day, to aid in the integration of new children to the group, to give individualized attention to each child, to observe and identify progress made and to communicate daily with parents.

## Outings & Field Trips

Outings and field trips are an important part of the Centre's program. They provide opportunities for the children to explore their surrounding community through trips to the library, parks, markets and walks around the neighborhood. Field Trips also foster many learning experiences for young children, as they begin to learn about society, transportation, community and various roles. Educational field trips enrich the daily lives of children and provide them with hands-on experiences that help them make sense of the "real world". Parents are always welcome to join in and share a meaningful experience with their children and their child's group.

## PROMOTING HEALTHY EATING HABITS

The eating habits formed in early childhood significantly influence our eating habits as adults. Children's growth and development play a key role in determining their readiness for food as well as their interests in food and socializing. Young children are acquiring new skills and learning about the world around them and this includes establishing healthy eating habits. Healthy eating can be defined as "eating habits or behaviors that promote the improvement or maintenance of a complete state of physical, mental and social well-being" (WHO, 2016).<sup>4</sup> Children need a varied diet to get the right nutrients for their age, size, and activity level and to meet any special dietary needs.

## Ensuring the Quality and Variety of Foods

Eating food containing important nutrients helps children grow, and is essential for children's mental and physical development. At the Centre, we apply the Canadian Food Guide and serve the recommended portions for each food group according to the age of the children with respect to their dietary needs, allergies, and intolerance. We ensure that children are provided with a variety of healthy foods, filled with essential vitamins, minerals and other nutrients needed to support optimal growth and development.

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<sup>4</sup> Constitution of WHO: Principles. (2016, September 01). Retrieved from <https://www.who.int/about/mission/en/>



At the Centre, we make sure that adequate food is available to satisfy hunger with meals and to supplement food intake with snacks. We make sure to gradually introduce new foods and offer it more than once over the course of the week so that children become familiar with the new food. At meal times, food is always arranged to be visually appealing and appetizing to the children.

Lastly, selection of the right food is the first step to ensure a safe and good quality diet. We ensure quality control by:

- Checking food routinely;
- Choosing food from approved food sources; and
- Storing, preparing and serving products using proper procedures (including good sanitation and hygiene practices).

## Fostering pleasant and educational moments during meals

At the Centre, our objective is to use educational strategies that promote the development of healthy habits, a positive body image and a healthy relationship with the food. Educators maintain a pleasant climate during meals and snacks, taking the opportunity to discuss nutrition, where food comes from, health and hygiene habits, as well as different types of foods, their texture, taste and smell. During meal times, Educators can foster educational moments that are integral to the context of healthy eating by:

- Encouraging autonomy (ie. giving children opportunities to tidy up, prepare for a meal clear their plate, put away their dishes, set the table, wash their hands before and after meals etc.);
- Promoting friendly conversation;
- Respecting signs of hunger and satiety;
- Emphasizing similarities between new foods and other familiar foods;

## Role of the educator(s)

Educators are responsible to help children foster a healthy and positive relationship with food. Their dispositions, modeling, and effective engagement help shape children's eating habits and allow them opportunities to be autonomous and establish a positive attitude towards food and healthy habits.

We strive to:

- Never use food as a reward or as a punishment;
- Provide children with a supportive nutrition environment (stress-free);
- Never pressure a child to eat a food or to eat more or less of something (e.g., rewarding, praising, punishing, scolding, coaxing, forcing);
- Respect the likes and dislikes of the children;
- Respect a child's ability to know when they are hungry and when they are full;
- Engage with children during meals and choose foods from the same meal being offered;
- Be aware of foods that may cause foodborne illness, anaphylactic reactions or discomfort (intolerances);



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- Ensure close supervision of children while they eat, and are aware of potential choking hazards (prevention);
- Talk about the colour, taste, texture, shape and smell of the food;
- Practice appropriate hygiene and food safety when preparing or handling food;
- Model healthy eating habits by eating in accordance with Canada's Food Guide;
- To create activities and/or opportunities for the children to practice or adopt healthy eating habits and learn about nutrition (ie. including them in meal preparation, cooking activities, grow a garden etc...);
- Encourage and model good manners and carefully handle food that is going to a child with an allergy or intolerance and/or respect food restrictions;
- Change children's clothing, bibs etc. as needed;
- Make sure distractions are at a minimum and the atmosphere is relaxed;
- Assist children with hygiene (washing face and hands);
- Establish a routine for children to transition into meal times;
- Clean and disinfect the tables, chairs, high-chairs, utensils, cups, and dishes after meals;
- Introduce new foods and prompt children to discuss their thoughts and ideas with the group;
- Encourage children to drink water throughout the day to keep hydrated;
- Prepare foods in an attractive way (colourful, various textures etc.)
- Clearly post all children's food allergies and intolerances in areas where food is being served.

## Means & Types of Activities to Support Healthy Eating

### Space

At the Centre, we believe that it is essential to create a warm, inviting atmosphere so children will enjoy eating in that space. We do this by:

- Creating space dedicated to meal times that is quiet, free of distractions and furnished with appropriately sized furniture.

*We also support and encourage breastfeeding, by providing a quiet and comfortable space for mothers to visit and breastfeed their child throughout the day (ie. Comfortable chair, etc.)*

### Materials

- Recipe cards for the children to take home;
- Various measuring cups and spoons (promotes early math skills and eye-hand coordination);
- Books about cooking, and nutrition, ie. *Stone Soup* by Jon J Muth, *Green Eggs and Ham* by Dr. Seuss, *Cloudy with a Chance of Meatballs* by Judi and Ron Barrett, *The Very Hungry Caterpillar* by Eric Carle, *Allie the Allergic Elephant* by Nicole Smith, etc.;
- Dramatic Play area includes a variety of pretend food and age-appropriate utensils, dishes, pots and pans. Recyclable items such as cereal boxes, etc., are also included;
- Glasses, plates and utensils that are unbreakable and child-sized;
- Posting Canada's Food Guide and Weekly Menus.



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## Activities

- Small group cooking and baking activities;
- Reading literature about new foods, picky-eating, where food comes from, etc. is a great way to discuss nutrition with children in a calm and relaxed way;
- Movement and Music activities that include songs about various foods;
- Children engage in sustainable practices by helping grow a herb/vegetable garden outdoors;
- Visiting the local supermarket.

## Supporting Parental Awareness

At the Centre, we ensure that all families know about what and how our service promotes healthy eating and good nutrition for children. We aim to provide parents with relevant information, policies and procedures at enrolment. Furthermore, we offer parents healthy eating information, resources and access to community services and encouraged them to comment on and ask nutrition questions in regards to the program and their child's nutrition. On some occasions, we will invite professionals such as a child health practitioners, dieticians, or nutritionists, to speak at information nights for families. Information regarding nutrition will also be provided to parents through monthly newsletters, and they will be encouraged to accompany our classes on field trips and outings related to cooking and food preparation (ie. Apple Picking).

Moreover, the Centre strongly encourages families to cook with their children at home. We are more than happy to provide parents with guidelines to cooking with their young ones safely and effectively, as well as give them healthy recipes to try at home. Parents can simply give their child(ren) tasks to help them in food preparation such as washing fruits and vegetables or helping them make a 'grocery list' giving children an opportunity to foster healthy eating habits, expand their learning and ultimately strengthen their bond with their parents.

*Parents are also encouraged to share information about their culture, religion and traditions, as these values are represented at the Centre.*

## Promoting Healthy Lifestyles

We believe that good lifestyle habits develop from a very young age. At the Centre, we offer a healthy living environment that promotes physical activity and hygiene, by providing children with a schedule of balanced routines and activities that are diversified throughout the day. To prevent a sedentary lifestyle and health related problems, we help children become aware of the importance of developing healthy lifestyle habits. We do this by modelling the enjoyment of physical activity by joining children in ball play, dancing, games, and other activities and by adopting good behaviors to encourage active play in stimulating and safe environment. By doing so, educators offer the children favorable conditions for the development of these healthy lifestyle habits.



## Define “Healthy Lifestyle”

At the Centre, we encourage a healthy balanced lifestyle approach by encouraging children to participate in physical activities, to eat nutritious meals, practice healthy hygiene and to rest on a daily basis. In a child care context, we define a healthy lifestyle as behaviours and habits that support the body, mind and spirit that are learned and conserved in adulthood. These lifestyle habits ultimately advocate the well-being and health of a child on a global scale, by positively supporting their physical, emotional and mental state. This can be achieved through healthy eating, getting regular physical activity, adopting healthy hygiene habits, and participating in environmental activities.

## Physical Activity

Participation in regular physical activity promotes gross motor development, improved fitness, cardiovascular health, healthy bone development, and improved sleep, maintenance of healthy weight, and improved mood and sense of well-being

### Means & Types of Activities to Promote Physical Activity

#### Space

- Providing open areas (uncluttered), both indoor and outdoor, with adequate space that encourages free play and activity;
- Providing handholds for infants to pull themselves up.

#### Materials

- Riding Toys (ie. Tricycles);
- Balls;
- Bouncers (infants);
- Hula-hoops;
- Tunnels;
- Push and Pull Toys (ie. Wagons, carriages, etc.);

#### Activities

- Tummy time (infants);
- Dancing to music;
- Obstacle courses;
- Parachute games;
- Cooperative games: ie. Tag
- Structured gross motor play that includes walking, running, throwing, and kicking,
- Riding toys, obstacle courses, or jumping.





## Means & Types of Activities to Promote Periods of Relaxation

At the Centre, we recognize that children need periods of quiet and relaxation. Children can get overwhelmed in an environment that offers continual stimulation. With that in mind, we aim to provide children with the means to recognize their need for rest.

### Space

- A secluded/quiet corner, away from active learning centres.

### Materials

- Soft cushions, chairs and dolls;
- Books;
- Puzzles, and table games;
- Manipulatives for counting, sorting or building;
- Coloured pencils/crayons/paper.

### Activities

- Yoga and/or stretching;
- Reading or listening to a story;
- Listening to calm, relaxing music (ie. Classical);
- Drawing and colouring.

## Hygiene

The Centre aims to empower children to increase control and improve their overall health. This includes learning good hygiene habits. Our environment offers favorable opportunities for the development of healthy lifestyle habits and routine periods devoted to hygiene that promote important social experiences between the child, their Educator and their environment.

## Means & Types of Activities to Promote Periods of Hygiene

### Space

- Area dedicated to toileting;
- Area dedicated to hand-washing;
- Dramatic Play area: Dentist, Doctor, etc.;
- Waterplay area (ie. Bathing dolls).

### Materials

- Access to sink/soap;
- Infographics regarding germs, dental hygiene and a guide to hand-washing are clearly posted;
- Kleenex;
- Books;



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- Toothbrushes;
- Dolls.

## Activities

Children can develop healthy hygiene habits by:

- Washing hands before and after meals, after using the washroom and playing outdoors;
- Washing their face and brushing their teeth;
- Toilet training;
- Blowing their nose and/or coughing in their elbow;
- Learning about hygiene through small group discussion, books and/or songs;
- Exploring topics related to hygiene through dramatic play activities.

## Supporting Parental Awareness

The Centre advocates the adoption of a lifestyle physically active in our facilities and have an important role to play in raising awareness of parents so that they too can adopt healthy lifestyle at home. We do this by:

- Making parents aware of events and activities likely to encourage families to do outdoor activities;
- Provide information to parents that guide them in making healthy and active lifestyle choices (ie. newsletter, infographics, articles, etc.);
- Indicating the physical activities and hygiene practiced by the child in their agenda;
- Allocating moments to exchange goals for a healthy and active lifestyle habits at meetings etc.

## APPLICATION OF OUR EDUCATIONAL PROGRAM

### Parents

The Centre believes that by working closely with parents, we can achieve the goals of our educational program and bring the child to develop their full potential. When registering children and visiting the Centre, our team will introduce our platforms to parents and respond to their questions. Parents will also be provided with a “Parents Guide” that will provide them about the details of our educational program and explore the framework of our practices.

Finally, our parents are regularly informed about the activities, themes, and objectives of the educational program within the Centre. Whether it be at information meetings, activities or outings organized by the Educators or by written communication, parents will be consistently encouraged to be involved, allowing them to fully comprehend the aims of program through active participation. This team spirit facilitates its implementation and its development within our Centre. Additional resources and publications are also always available to the families at our Centre.



## Educators

Educators are guided by the principles and beliefs on which this program is based, with an emphasis on respecting the unique needs and particularities of each child and their family. To ensure coherence and continuity, we hold training and meetings with the aim to effectively outline our educational program and to ensure that our Educators meet the requirements of its framework.

Upon employment, staff members are given an employee handbook, as well as the 'Educational Program Guide'. These documents will help foster an understanding of the Daycare Centre and Nursery as a whole, as its' values, objectives, expectations and educational approach are clearly defined. Ultimately, Educators are provided with the tools and guidance for a successful adjustment to the new job, cultivating a positive working relationship and allowing for democratic participation in the application of the educational program to all groups in our Centre.

## Supplemental Resources

At our Centre, we believe development is not only important for our children but for our Educators. With that in mind, various resources are made available to all Educators to support their professional development and continually expand their knowledge and skills to implement the best educational practices. These resources include:

- A library with a variety of quality books and publications directly related to the world of early childhood education;
- A computer made available to Educators with access to educational sites such as Éducatout, The Center of Excellence for Child Welfare (André Foundation Chagnon), Petit Monde, Yoopa, pédaGo.ca, etc.;
- A bank of activities grouped into a collection;
- Themed activities;
- The support and daily presence of the Director; and
- Monthly team meetings and support of team members.

Educators also benefit from training and workshops that are offered over the course of the year that allows them to network with other professionals in the community.

## All Groups of Children

We apply the "Québec's Educational Program for Childcare Services" to all children entrusted to us, whether at the Nursery or in multi-age groups at the Daycare Centre. Theoretical foundations, guiding principles, and development objectives overall are similar across the age groups, however we aim to apply an age-appropriate and developmentally appropriate practices at all times. The application remains flexible with regard to the schedule, as it is adapted to the needs and interests of the children, their age and abilities. For a list of our developmental objectives for each age group, please refer to Annex B.



## ANNEX A (Daily Routine)

The schedule below shows a typical one-day routine. The hours of activities may change depending on the activities planned by the educators.

<b>7am</b>	<ul style="list-style-type: none"><li>● Arrival of the Educators</li><li>● Drop-off period and communication with parents</li></ul>
<b>7-9am</b>	<ul style="list-style-type: none"><li>● Greetings</li><li>● Free Play</li><li>● Clean-up</li></ul>
<b>9-9:30am</b>	<ul style="list-style-type: none"><li>● Diaper Changes (as needed)</li><li>● Toileting</li><li>● Hand-washing</li><li>● Snack Preparation</li></ul>
<b>9:30-10am</b>	<ul style="list-style-type: none"><li>● Snack Time/Feeding (bottles)</li></ul>
<b>10-10:30am</b>	<ul style="list-style-type: none"><li>● Small Group Activity (planned)</li><li>● Circle Time</li><li>● Sensory Play</li><li>● Games</li><li>● Song</li><li>● Stories</li><li>● Art</li></ul>
<b>10:30-10:45am</b>	<ul style="list-style-type: none"><li>● Diaper Changes (as needed)</li><li>● Toilet</li><li>● Hand-washing</li></ul>
<b>10:45am-11am</b>	<ul style="list-style-type: none"><li>● Preparation for outdoor play</li></ul>
<b>11am-11:45am</b>	<ul style="list-style-type: none"><li>● Outdoor Play (weather permitting) or Gross-Motor Play Indoors</li></ul>
<b>11:45am-12pm</b>	<ul style="list-style-type: none"><li>● Diaper Changes (as needed)</li><li>● Toileting</li><li>● Hand-washing</li><li>● Lunch Preparation</li></ul>
<b>12pm-12:30pm</b>	<ul style="list-style-type: none"><li>● Lunch Time/Feeding (bottles)</li></ul>
<b>12:30-12:45pm</b>	<ul style="list-style-type: none"><li>● Diaper Changes (as needed)</li><li>● Toileting</li><li>● Hand-washing</li></ul>



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<b>12:45-1pm</b>	<ul style="list-style-type: none"><li>● Quiet Games</li><li>● Stories</li><li>● Nap preparation/Prepare Bottles (as needed)</li></ul>
<b>1-3pm</b>	<ul style="list-style-type: none"><li>● Nap Time</li></ul>
<b>3-3:15pm</b>	<ul style="list-style-type: none"><li>● Progressive wake-up</li><li>● Quiet Time/Games</li><li>● Diaper Changes (as needed)</li><li>● Toileting</li><li>● Hand-washing</li><li>● Snack Preparation</li></ul>
<b>3:15-3:45pm</b>	<ul style="list-style-type: none"><li>● Snack Time/Feeding (bottles)</li></ul>
<b>3:45-4pm</b>	<ul style="list-style-type: none"><li>● Hand-washing</li><li>● Clean Eating area</li></ul>
<b>4-5pm</b>	<ul style="list-style-type: none"><li>● Prepared Activity and/or Free Play</li><li>● Table Top Games, Puzzles</li><li>● Art</li><li>● Play dough</li><li>● Block Play</li><li>● Books</li></ul>
<b>5-5:15pm</b>	<ul style="list-style-type: none"><li>● Diaper Changes (as needed)</li><li>● Toileting</li><li>● Hand-washing</li><li>● Preparation for outdoor play</li></ul>
<b>5:15-5:45pm</b>	<ul style="list-style-type: none"><li>● Outdoor Play (weather permitting) or Gross-Motor Play Indoors</li></ul>
<b>5:45-6pm</b>	<ul style="list-style-type: none"><li>● Diaper Changes (as needed)</li><li>● Toileting</li><li>● Hand-washing</li><li>● Free play in activity areas</li><li>● Preparation for departures</li></ul>

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## Schedule at the Daycare: 0 to 18 Months

<b>7am</b>	<ul style="list-style-type: none"><li>● Arrival of the Educators</li><li>● Drop-off period and communication with parents</li></ul>
<b>7-9am</b>	<ul style="list-style-type: none"><li>● Free play time, progressive start and clean up</li></ul>
<b>9:30-9:45am</b>	<ul style="list-style-type: none"><li>● Change diapers</li></ul>
<b>9:45-10am</b>	<ul style="list-style-type: none"><li>● Morning snack</li></ul>
<b>10-10:15am</b>	<ul style="list-style-type: none"><li>● Preparing to go outside</li><li>● Outdoor play in the park or outdoor play space</li></ul>
<b>11-11:15am</b>	<ul style="list-style-type: none"><li>● Changing diapers as needed</li><li>● Clean up, hand washing and lunch preparations</li></ul>
<b>11:15-11:30am</b>	<ul style="list-style-type: none"><li>● Prepare the infants for lunch time (ie. Bibs, highchairs, etc.)</li></ul>
<b>11:30am-12pm</b>	<ul style="list-style-type: none"><li>● Lunch</li></ul>
<b>12-12:15pm</b>	<ul style="list-style-type: none"><li>● Table games and sensory play</li><li>● Change diapers as needed</li></ul>
<b>12:15-12:45pm</b>	<ul style="list-style-type: none"><li>● Story time</li><li>● Affection and comforting interactions (hugs)</li><li>● Prepare bottles for nap</li></ul>
<b>12:45-1pm</b>	<ul style="list-style-type: none"><li>● Feeding (bottles)</li><li>● Place infants in their cribs</li></ul>
<b>1pm-3pm</b>	<ul style="list-style-type: none"><li>● Rest (nap)</li></ul>
<b>3-3:30pm</b>	<ul style="list-style-type: none"><li>● Change diapers</li><li>● Progressive wake-up</li></ul>
<b>3:30-3:45pm</b>	<ul style="list-style-type: none"><li>● Snack</li></ul>
<b>3:45-4pm</b>	<ul style="list-style-type: none"><li>● Wash hands/face</li><li>● Clean the eating area</li><li>● Prepare and give bottles</li></ul>
<b>4-4:30pm</b>	<ul style="list-style-type: none"><li>● Prepared activity: ie. water games, painting, etc.</li></ul>
<b>4:30-4:45pm</b>	<ul style="list-style-type: none"><li>● Wash hands</li><li>● Change diapers as needed</li></ul>
<b>4:45-5:15pm</b>	<ul style="list-style-type: none"><li>● Free play: building blocks, imitation game, reading books, puppets, ball games, etc.</li></ul>
<b>5:15-5:30pm</b>	<ul style="list-style-type: none"><li>● Small snack</li><li>● Table games and progressive departure</li></ul>
<b>5:30-6pm</b>	<ul style="list-style-type: none"><li>● Free games and progressive departure</li></ul>
<b>6-6:30pm</b>	<ul style="list-style-type: none"><li>● Disinfect toys and surfaces</li><li>● Clean carpets</li></ul>



## Schedule at the Daycare: 1 ½ to 3 Years

<b>7am</b>	<ul style="list-style-type: none"><li>● Arrival of the Educators</li><li>● Drop-off period and communication with parents</li></ul>
<b>7-9am</b>	<ul style="list-style-type: none"><li>● Diaper changes and toileting for those who are already in potty-training</li><li>● Free play time and clean up</li></ul>
<b>9-9:10am</b>	<ul style="list-style-type: none"><li>● Singing dancing and interacting together,</li><li>● Listen to a story, familiar sounds recorded</li><li>● Imaginary games with obstacle course (ie. cross a forest and meet various animals)</li></ul>
<b>9:10-9:20am</b>	<ul style="list-style-type: none"><li>● Assist with potty-training and changing diapers as needed</li><li>● Hand washing and snack</li></ul>
<b>9:20-10:20am</b>	<ul style="list-style-type: none"><li>● Preparing to go outside (ie. park or free play in the yard)</li><li>● Outdoor Play (weather permitting)</li><li>● Clean up</li></ul>
<b>10:20-10:30am</b>	<ul style="list-style-type: none"><li>● Hand washing and distribution of refreshments</li><li>● Changing diapers as needed</li><li>● Preparation for a "structured" activity</li></ul>
<b>10:30-10:40am</b>	<ul style="list-style-type: none"><li>● Table Games (ie. Puzzles,, modeling clay etc.)</li></ul>
<b>10:40-10:45am</b>	<ul style="list-style-type: none"><li>● Clean up and washing hands</li></ul>
<b>10:45-11:15am</b>	<ul style="list-style-type: none"><li>● Free play period</li><li>● Diaper changes and toileting for those who are already in potty-training</li><li>● Hand washing</li></ul>
<b>11:15-11:30am</b>	<ul style="list-style-type: none"><li>● Clean up, hand washing and lunch preparations</li></ul>
<b>11:30am-12pm</b>	<ul style="list-style-type: none"><li>● Lunch</li></ul>
<b>12-12:30pm</b>	<ul style="list-style-type: none"><li>● Diaper changes and toileting for those who are already in potty-training</li><li>● Hand washing</li><li>● Nap preparation and story time</li></ul>
<b>12:30-2:30pm</b>	<ul style="list-style-type: none"><li>● Nap</li></ul>
<b>2:30-3pm</b>	<ul style="list-style-type: none"><li>● Progressive wake up, mattress storage and diaper changes and toileting for those who are already in potty-training as needed</li></ul>
<b>3-3:15pm</b>	<ul style="list-style-type: none"><li>● Washing hands and snack</li></ul>
<b>3:15-4:30pm</b>	<ul style="list-style-type: none"><li>● Free play and clean up</li></ul>
<b>4:30-5:15pm</b>	<ul style="list-style-type: none"><li>● Preparations for outdoor play and games in the yard (group activity)</li></ul>
<b>5:15-6pm</b>	<ul style="list-style-type: none"><li>● Free play in activity areas</li><li>● Preparation for departures</li></ul>



## Schedule at the Daycare: 3 ½ to 5 Years

<b>7am</b>	<ul style="list-style-type: none"><li>● Arrival of the Educators</li><li>● Drop-off period and communication with parents</li></ul>
<b>7-9am</b>	<ul style="list-style-type: none"><li>● Toileting</li><li>● Free play and clean up</li></ul>
<b>9-9:20am</b>	<ul style="list-style-type: none"><li>● Singing, dancing and interacting together</li><li>● Group discussion: experiences, point of view, solve problems or conflicts, explain the agenda for the day, etc.</li><li>● Active group games: musical chair, hot potato, etc.</li></ul>
<b>9:20-9:30am</b>	<ul style="list-style-type: none"><li>● Toileting</li><li>● Hand washing and snack</li></ul>
<b>9:30-10:30am</b>	<ul style="list-style-type: none"><li>● Preparing to go outside: walk to park or free play in the yard (weather permitting)</li><li>● Clean up</li></ul>
<b>10:30-10:40am</b>	<ul style="list-style-type: none"><li>● Hand washing</li><li>● Preparation for a small group activity</li></ul>
<b>10:40-11am</b>	<ul style="list-style-type: none"><li>● Culinary activities</li><li>● Art Activities: Cutting, gluing, threading, painting, modeling, coloring, drawings, etc.</li><li>● Clean up and hand washing</li></ul>
<b>11-11:20am</b>	<ul style="list-style-type: none"><li>● Story time</li></ul>
<b>11:30am-12pm</b>	<ul style="list-style-type: none"><li>● Lunch</li></ul>
<b>12-12:10pm</b>	<ul style="list-style-type: none"><li>● Toileting</li><li>● Hand washing and brushing teeth</li></ul>
<b>12:10-12:30pm</b>	<ul style="list-style-type: none"><li>● Period of relaxation games</li></ul>
<b>12:30-2:30pm</b>	<ul style="list-style-type: none"><li>● Nap time for younger children and rest/quiet games for children for the 4-5 year old group who are no longer napping</li></ul>
<b>2:30-2:50pm</b>	<ul style="list-style-type: none"><li>● Progressive wake up, toileting, washing hands and putting away mattresses</li></ul>
<b>2:50-3:05pm</b>	<ul style="list-style-type: none"><li>● Snack and hand washing</li></ul>
<b>3:05-4:15pm</b>	<ul style="list-style-type: none"><li>● Planned activity</li></ul>
<b>4:15-5:15pm</b>	<ul style="list-style-type: none"><li>● Preparing to go outside</li><li>● Group games and/or free play in the park or in the yard (weather permitting)</li></ul>
<b>5:15-6pm</b>	<ul style="list-style-type: none"><li>● Free play in activity areas and cleanup</li><li>● Preparation for departures</li></ul>





## ANNEX B (Activities Program)

### Infants 0-6 Months

DIMENSIONS OF DEVELOPMENT	CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES	TYPES OF PROPOSED ACTIVITIES
<b>PHYSICAL AND MOTOR DEVELOPMENT</b>	<ul style="list-style-type: none"><li>● Swings back and forth, sometimes crawling backwards before moving forward</li><li>● Bring their feet or hand to mouth</li><li>● Head upright in a supportive position</li><li>● Push the body to the floor with arms while lying on your stomach</li><li>● Use their hands to support themselves in a sitting position</li><li>● Standing with support, accept all the weight with their legs</li><li>● Reaches for nearby toys</li></ul>	<ul style="list-style-type: none"><li>● Place the objects near the baby and ask them to look for it. Give one-handed toys and larger objects that require a two-handed grip</li><li>● Place an object next to the infant so they must turn their bodies to reach them</li><li>● Place the baby on their stomach (tummy time) to reinforce motor development</li><li>● Toys such as bouncers or baby swings encourage movement and kicking.</li></ul>
<b>LANGUAGE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>● Respond to sounds by making sounds</li><li>● Babbling ("ah", "eh" "oh") and likes to make sounds</li><li>● Answer to their name</li><li>● Makes sounds to show joy and discontent</li><li>● Begin to say consonants (jabber with "m", "b")</li></ul>	<ul style="list-style-type: none"><li>● Talking and singing songs will help develop the baby's language, for example: "We must first put on our boots and then our coat so we can go out"</li><li>● Listen to music and sing.</li><li>● Baby sign language is very helpful in helping babies communicate their needs</li><li>● Read books</li><li>● Repeat the name of the objects i.e; red ball</li></ul>
<b>COGNITIVE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>● Lying on their back, transfers a toy from one hand to another</li><li>● Observe people and objects in their environment</li></ul>	<ul style="list-style-type: none"><li>● Sing songs, encourage the child to sing</li><li>● Practice shapes and colors</li></ul>



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**SOCIAL AND EMOTIONAL  
DEVELOPMENT**

- Bring things to their mouth
- They show curiosity and try to reach out

- Naming objects in the environment
- Practice counting

- Know familiar faces and start to recognize if someone is a stranger
- Laugh in response to play
- Socially smile
- Likes to look in a mirror
- Manipulate and explore objects
- Make eye contact (for a few seconds)
- Calm/settle (cries frequently)

- Follow-up - take a stuffed toy and bring it to the touch, bring it back and repeat it. Do this from one side to the other
  - Sing a song and tickle  
Dance to the sound of music - hold the child in your arms and dance with them
  - Move their hands and turn around
  - Mirror game - Ask your child to look in the mirror. Ask them "who is it?" and say their name. (repeat)
-



## Infants 7 months-1 Years Old

DIMENSIONS OF DEVELOPMENT	CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES	TYPES OF PROPOSED ACTIVITIES
<b>PHYSICAL AND MOTOR DEVELOPMENT</b>	<ul style="list-style-type: none"><li>● Sits without support</li><li>● Sits and catches toys without falling</li><li>● Move from their belly or return to a sitting position</li><li>● Raise their head, hold their body with their arms on their stomach</li><li>● The child moves on all fours</li><li>● Turn their head to visually follow objects in a sitting position</li><li>● Collect small items with thumbs and fingers</li></ul>	<ul style="list-style-type: none"><li>● Pipe cleaner and modeling clay - have the child place pipe cleaners in modeling clay</li><li>● Cookie Jar - Have the children place the items in a box Count it out loud</li><li>● Homemade painting - let the child explore the painting with his fingers.</li><li>● Treasure Chest - place items in a box and let the child explore</li><li>● Stack large blocks and walk on them</li><li>● Climb and slide mats dance with music</li></ul>
<b>LANGUAGE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>● Significantly uses "mom" or "dada"</li><li>● Responds to simple instructions, such as "come here"</li><li>● Say one or two words</li><li>● Pay attention to where you look and point</li><li>● Answer "no"</li><li>● Start using the movements of the hand to find (or at least point to) hidden objects.</li></ul>	<ul style="list-style-type: none"><li>● Ask open questions - i.e; "what do you see?"</li><li>● develop on the words i.e: "dog"</li><li>● Develop by saying "Yes, the dog walks".</li><li>● Reading books - Point to the objects in the book and ask questions such as "What is it?" Or "What are the children doing?"</li><li>● Sing songs - i.e; "Head and shoulders" to name body parts</li></ul>
<b>COGNITIVE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>● Understand that you do not "disappear" when you leave the room</li></ul>	<ul style="list-style-type: none"><li>● Puzzles (4 pieces) learn by trial and error i.e: throw a bowl on the floor</li></ul>



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- Mimic the actions observed (talking on the phone, brushing your teeth, "typing" on a computer)
  - Answer simple verbal requests ("give me the bottle," do not touch that, etc.)
  - Say goodbye when you leave (or take a toy or book)
  - Point to objects and people, on their own or at the request of an adult
  - Play simple games like coo coo, or hide and seek
  - Discover sounds such as: musical instruments (shakers and drums)
  - Sensory advice i.e: different fabric textures to explore and feel for the child
  - Play hide-and-seek and search with objects i.e; hide an object under the towel, let the child lift the towel. React by saying "you found it"

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**SOCIAL AND EMOTIONAL DEVELOPMENT**

- Know familiar faces and start to know if someone is a stranger
  - Laugh in response to play
  - Socially smile
  - Cry of frustration when they cannot reach a toy or do something they want to do
  - Try to mimic adult sounds
  - Responds to positive recognition such as applause
  - Shows moods such as sad, happy and angry
  - Make sure the child feels safe when surrounded by strangers
  - Socialize the child with multiple people and children to help with foreign anxiety.
  - Encourage the children to share the toys. Practice giving toys to each other
  - Sing songs and have them participate by clapping
  - Sing songs i.e: "If you are happy, clap your hands"
-



## Children 1-1 ½ Years Old

DIMENSIONS OF DEVELOPMENT	CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES	TYPES OF PROPOSED ACTIVITIES
<b>PHYSICAL AND MOTOR DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Can stand alone</li><li>• Scoop and retrieve an object</li><li>• Walk well alone (15 months)</li><li>• Walking, pulling or throwing a toy</li><li>• Can sit on a chair</li><li>• Use jargon (ex: language "foreign" unintelligible with inflection)</li><li>• Go down the stairs holding the rail, one step at a time.</li><li>• Walk and throw a ball.</li></ul>	<ul style="list-style-type: none"><li>• Make houses and cars with boxes.</li><li>• Throwing and giving balls and push toys</li><li>• Assemble simple puzzles to practice the fine motor.</li><li>• Stacking blocks and practicing emptying and filling objects</li><li>• Practice walking, climbing, running outdoors</li></ul>
<b>LANGUAGE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Use jargon (ex: unintelligible "foreign" language with inflection)</li><li>• Mimic some words</li><li>• Follows simple instructions accompanied by gestures</li><li>• Answer simple questions nonverbally</li><li>• Makes animal sounds like "moo"</li><li>• Point to at least one image</li><li>• Point to a part of the body</li><li>• Say 10-15 words</li></ul>	<ul style="list-style-type: none"><li>• Ask your child to tell you a story</li><li>• Ask them questions</li><li>• Complete sentences (ie. "milk" you answer saying "I want more milk please")</li><li>• Play pretend (ie. playing on the phone pretends to talk to mom or dad)</li><li>• Sing songs</li><li>• Read books</li></ul>
<b>COGNITIVE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Answer the instructions (i.e: "Sit down")</li><li>• Learn the proper way to use common objects (ie. the phone)</li><li>• Becomes attached to a stuffed toy or other objects</li></ul>	<ul style="list-style-type: none"><li>• Read books every day</li><li>• Speak often and ask questions "What's the weather like today?" "It's cold, we'd better put on our boots, hats, jacket, and gloves."</li></ul>



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- Speak more clearly
  - Sort toys by color, shape or size
  - Doodle spontaneously with a crayon or pencil
  - Follow one or two directions (i.e: take a ball from the basket)
  - Match the lids with the appropriate containers (ie. pots and pans)
  - Follow simple instructions accompanied by a gesture
  - Points at objects, pictures and family members
  - Put his finger on his mouth and say "hush"
  - Count numbers and shapes
  - Learn more about body parts: head, toes, hands, fingers
  - Ask the child to do simple tasks (ie. "Can you bring me the red ball please")
  - Have the child find objects in the room, (ie. "Where was the red ball?")
  - Repeat the names of people and other children

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**SOCIAL AND  
EMOTIONAL  
DEVELOPMENT**

- Separate from you for brief periods
- Change the food they like and does not like often
- Love familiar places
- Audaciously explore and try new things
- Take risks if a trusted adult is present
- Identify themselves in a mirror or photo
- Love to be the center of attention
- Play alone better
- Does not like to share toys
- Talk about emotions, read books and show images of different emotions. Help teach the child to understand and regulate their emotions
- Give positive reinforcement as much as possible.
- Explore different environments, such as going to the park or museum
- Practice sharing toys with friends, for example: "Can I play with the toy?" answer "Thank you" then return the toy
- Reading books - Ask the child to find objects in the book
- Cooking Activities - Have the kids mix the ingredients
- Introduce good manners: use "please" and "thank you"
- Offers choices (ie. "Do you want to put your coat or shoes first?")
- Use "yes" and "no" to clearly define reasonable limits. Briefly



explain your reasons and be consistent.

## Children 1 ½-2 ½ Years Old

DIMENSIONS OF DEVELOPMENT	CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES	TYPES OF PROPOSED ACTIVITIES
<b>PHYSICAL AND MOTOR DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• At this age, the child is full of energy and is in perpetual motion:</li><li>• Develop the gross motor skills of the child (locomotion, strength and tone, flexibility and agility, body postures)</li><li>• Develop fine motor skills of the child (dexterity, coordination, agility of the wrist for writing preparation)</li></ul>	<ul style="list-style-type: none"><li>• Provide the child with space to move, sit, lie down, walk, run, jump, climb, turn around, bend over (ie. give them opportunities to lift, pull, push, carry, brew, knead, ball games, parachute, motor skills, yoga sessions, cut, shred, put on big beads draw, paint, handle modeling clay, salt, dough, turning pages of a book</li></ul>
<b>LANGUAGE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• The child points to the image the object named by the adult</li><li>• They make two-word sentences (baby fell)</li><li>• They start asking questions (What, that?)</li><li>• They communicate more often with gestures</li></ul>	<ul style="list-style-type: none"><li>• Stories</li><li>• Songs and nursery rhymes</li><li>• Movements and music to encourage sign language</li><li>• Picture books</li><li>• puppets</li></ul>
<b>COGNITIVE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Develop the child's understanding</li><li>• Encourage curiosity of mind and creativity</li></ul>	<ul style="list-style-type: none"><li>• Interactive reading of stories with open questions</li><li>• Offer the child rich and varied material, adapted to its stage of development: embedding of simple geometric pieces, puzzles of 4 pieces</li><li>• Promote activities involving manipulation, observation,</li></ul>



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reflection and introduce simple open questions to bring the child to reflection

- Establish cause and effect relationships

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**SOCIAL AND  
EMOTIONAL  
DEVELOPMENT**

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





## Children 2 ½ - 3 ½ Years Old

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



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**DEVELOPMENT**

- Develop the child's understanding
- Encourage curiosity of mind and creativity
- To do experiments
- Suggesting outings
- Establish cause and effect relationships
- Talk about differences, similarities ...

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**SOCIAL AND EMOTIONAL DEVELOPMENT**

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



## Children 3 ½ - 5 Years Old

DIMENSIONS OF DEVELOPMENT	CHARACTERISTICS OF THE DEVELOPMENTAL STAGE AND OBJECTIVES	TYPES OF PROPOSED ACTIVITIES
<b>PHYSICAL AND MOTOR DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• The child is able to coordinate his movements.</li><li>• They know the parts of their body well and are able to locate them</li><li>• They throw and catches a ball</li><li>• They can learn swimming techniques.</li><li>• They are moving very well towards a tricycle and is gradually starting to ride a bicycle</li><li>• equipped with stabilizing wheels</li><li>• They can balance on 1 leg</li><li>• This is a better quality acquisition that allows them to manipulate with more small objects and materials</li><li>• They cut along lines</li><li>• They colour without exceeding the contours and hold the pencil between the thumb and the index finger</li></ul>	<ul style="list-style-type: none"><li>• Tricycles and bicycle equipped with stabilizing wheels</li><li>• Climbing walls</li><li>• Game modules</li><li>• Exercises using balance</li><li>• Psychomotor course</li><li>• Walks on foot</li><li>• Racing</li><li>• Parachute games</li><li>• Draw, color, paint, cut, shred, paste</li><li>• Nest, recess, screw and unscrew</li><li>• Thread beads on a string</li><li>• Model clay, plaster, modeling clay</li></ul>
<b>LANGUAGE DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• They monologue when they play (in solitary)</li><li>• They are able to make complete sentences and hold a real conversation</li><li>• They use articles, prepositions of adverbs</li><li>• This is the age of "why" and they are interested in words</li></ul>	<ul style="list-style-type: none"><li>• Promote listening activities</li><li>• Rhymes with rhyming and word games</li><li>• Tales, theater, talks, songs that promote oral expression</li></ul>



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- They can follow a story without the support of the image
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**COGNITIVE DEVELOPMENT**

- They love stories
  - They can distinguish the parts of the day (morning - afternoon - evening)
  - It includes some notions of duration
  - They like to count and say the letters of the alphabet
  - Their drawings are identifiable
- Books dealing with different topics
  - Books in 3 dimensions
  - Magazines, encyclopedias, dictionaries
  - Wooden letter and numbers
  - Games of memory, sorting, association
- 

**SOCIAL AND EMOTIONAL DEVELOPMENT**

- At this stage, the child gradually learns to verbally express disagreement and frustration
  - They discover the notion of property ("it's mine")
  - They tend to be possessive and demanding.
  - Boys often like tougher games and girls play quieter games
  - They discover their sexuality and the physical differences between boys and girls
  - They experiences certain fears (ie. the fear of dark)
  - They are able to lend toys, wait for their turn and play imaginative, inventive, whimsical group games
  - They like to help the adult and try to please them
- Create themes and offer readings that describe emotions, feelings, sharing, conflicts
  - Demystify fears by drawing, painting and group discussions
  - Invent stories, make books
-