



Daily Schedule

Depending on what kind of program you are running, your daily activities will differ. Most programs include some of the following activities planned around your basic daily routines of meals, toileting, and rest times.

Circle Time/Large Group: This is where many of the group activities take place. In many programs every one gets together and sits on the floor for a "Morning Meeting". Discussions may take place about the events of the day, songs and finger-plays are sung, and stories are read and games played. Sometimes sharing is done during this time. Other activities are incorporated into circle time that promote social and emotional development as well.

Free Play/ Free Choice: Play is one of the most important parts of a child's day. Children learn so much from their play! It is also a great time for teachers to learn about their students through interactions with the children and daily observations. Most free play/ free choice times take place in Learning Centers or Interest Areas.

Story Time: This can take place anywhere! Some programs have a special story time room or rug. This is a time to focus on children's Language & Literacy development. Teachers often use strategies such as Story Extenders like flannel board stories and puppets to really make story time come to life.

Music & Movement: Music and Movement is an essential part of the early childhood curriculum. It stimulates brain development and provides necessary exercise important for physical motor development.

Planned Teacher Directed Activities/Small Groups: These types of activities are planned by a teacher to introduce new concepts, or to help children practice developing skills. They may be based on "Themes" or "Units of Study" or simply the needs and interests of the children.

Meals/Snacks: Meals and snacks offer times for learning too! Children learn many social skills in addition to nutrition knowledge and basic skills. For example, they can count food items, discuss food colors, and sort foods by textures and varieties. Plan your snack times to meet the hunger needs of your students. Hungry children struggle to be good listeners!

Rest Times: Quiet, down time, is just as important as active play times. Children need a chance to settle down and process the events of the day. In extended day programs, this is even more vital. It helps children to learn how to self-regulate

their emotions and energy levels. Every environment should have a "quiet place" or "break spot" where kids can go to calm down and think.

Outdoors: Time should be allowed every day for "Outdoor Play!" Outdoor play provides many opportunities for social and emotional learning. Children practice sharing, taking turns, and participate in cooperative games and play scenarios. Outdoor play is essential for developing large muscles and motor control. Children who spend time outdoors have a deeper appreciation for nature and the environment.

Tips:

- Plan for transitions! Teach the children every procedure for your day. Attach a song to daily transitions to help children remember what they need to do and to make it more fun!
- Alternate between active and less active activities throughout the day. Don't expect children to sit and listen for long periods of time. They have short attention spans and your schedule should reflect that or you will struggle to keep children on task.
- Post a "Visual Schedule" in your classroom/area and review it daily with the children. Children do much better when they know what to expect. Having a predictable schedule helps children feel secure as well and will promote cooperation. When changes do need to happen, having the visual schedule to show children will help them transition more easily!
- Allow for flexibility! Although a consistent schedule is important, be willing to allow certain parts of your day to extend longer or be finished sooner based on your children's needs.

Write your idea here...