

# Infant Curriculum

	Caregiving Routines	Exploration & Play
<b>1</b> Staff organize interactions and build relationships to promote learning and development between staff and infants and among infants.	<ul style="list-style-type: none"> <li>• Highchairs are turned to face each other</li> <li>• Toddlers sit at a small table with a staff member to promote socialization and conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff sit on the floor with the children during play</li> <li>• Informal group times are implemented daily</li> <li>• Staff model turn taking and sharing</li> </ul>
<b>2</b> Staff build relationships with families and convey information to parents/guardians about their infant's well-being, learning and development.	<ul style="list-style-type: none"> <li>• Daily journals are sent home every day</li> <li>• Naptime and diaper schedules are posted</li> <li>• Happy grams are used to express child achievements</li> <li>• Parents and children are greeted in the morning and staff ask about the child's night and morning</li> <li>• Staff talk to parents about the child's day at pick up time</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures are taken and posted of children at play</li> <li>• A planning sheet is posted to outline activities children are involved in</li> <li>• A portfolio is kept for each child highlighting artwork, pictures of children at play as well as achievements</li> <li>• Portfolio evenings are held 3-4 times a year</li> </ul>
<b>3</b> Staff organize the space and materials to promote learning and development	<ul style="list-style-type: none"> <li>• Pictures are posted on the wall in the change area to encourage questions and conversation during diaper changes</li> </ul>	<ul style="list-style-type: none"> <li>• Staff observe children and add toys and materials to meet the interests of the children. E.g. adding coffee cans to extend on their interest in music</li> <li>• Children play in front of big windows to encourage discovery of nature</li> </ul>

4	Children's individual schedules accommodated	<ul style="list-style-type: none"> <li>• Children eat, nap and are changed as needed</li> <li>• A schedule is posted without times to allow for flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Activities continue as long as the children are still interested</li> <li>• Toys are on low shelves and are accessible at all times</li> </ul>
5	Staff organize time and transitions to support learning and development	<ul style="list-style-type: none"> <li>• Staff use a picture schedule so that children know what to expect next</li> <li>• Children are given opportunities during meal times to talk with other children and staff</li> </ul>	<ul style="list-style-type: none"> <li>• A five, three, then one minute warning is given before transitions</li> <li>• Staff model clean up routine</li> <li>• Informal group times are implemented to allow children to come and go</li> </ul>
6	Staff identify the connection between each infant's experiences and domains of development	<ul style="list-style-type: none"> <li>• Children are encouraged to feed themselves to develop their self-esteem and self-help skills</li> </ul>	<ul style="list-style-type: none"> <li>• We provide enough equipment to support parallel play</li> <li>• There is plenty of space indoors as well as outdoors to encourage gross motor play</li> <li>• Staff label children's feelings and pictures of facial expressions are posted around the room</li> <li>• Staff build on children's words</li> </ul>
7	Staff reflect and represent all infants, their families and the community, and intentionally expose them to similarities and differences in terms of diversity	<ul style="list-style-type: none"> <li>• Staff celebrate and encourage children to celebrate holidays through dress-up, foods and music</li> <li>• Children's food restrictions due to religious beliefs are followed</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures are posted of each child's family</li> <li>• Diverse, cultural music is played</li> <li>• Diverse, cultural accessories and clothing are kept in the dramatic play area</li> <li>• Dolls, toys and books from diverse cultures, careers, race, genders and abilities are represented</li> </ul>