

Brief Overview of the Daily Plan

Infant & Toddler

For the Infant & Toddler Daily Plan, caregivers maintain the overall routine as consistently as possible, while flexing it to accommodate individual children's natural rhythms and temperaments.

While each classroom decides on the routine that works best for its own setting, schedule and children, the segments described to the right are always included during the day.

It is up to the caregivers/teachers in each classroom to decide the length and order of the segments, whether particular segments will be repeated and the content of the experiences in each segment.

Details of each segment within the Daily Plan are provided on the next page.

- Arrivals & Departures
- Choice Time
- Group Time
- Outside Time
- Caregiving Routines
- Transitions
- Team Planning Time

Details of the Daily Plan

Infant & Toddler

- **Arrivals & Departures:** Caregivers work with parents to ensure that arrivals and departures are pleasant and reassuring for children. These times allow children to extend the bonds of trust they have with their parents to the caregivers in the program.
- **Choice Time**— During this part of the daily routine, caregivers are attentive and offer emotional and physical support to infants and toddlers as they explore their environment at their own pace. Caregivers tailor their responses to children's ideas, engage in give-and-take communication, imitate children's actions, support and encourage play with other children and assist in problem solving. Teachers also support older toddlers in planning and recalling their choice-time activities (this helps toddlers prepare for the Plan-Do-Review segment which is part of the Preschool/KPrep Curriculum)
- **Group Times**— In small groups of older infants and toddlers, caregivers provide a particular set of materials for children to explore in a common activity. In these group times, children remain in close contact with the caregiver while having a shared experience with other children. Although the adults introduce the activities, children remain free to make choices about materials and how to use them.
- **Outside Time**— This segment of the day allows infants and toddlers to explore the outdoor world. Using strategies similar to those used at choice time, adults support children's exploration and interests, providing open-ended materials and a variety of experiences. Young infants who are not yet crawling may spend time on a blanket lying on their backs and looking around, reaching for objects and feeling the sun and air. Older infants sit and explore toys and natural objects, crawl and pull themselves up to a stand. (We will use the open exploration space we built behind the center, as well as weekly trips to Holstein Park, which is about a 5 minute walk west on Webster)

Details of the Daily Plan (cont.)

Infant & Toddler

- **Caregiving Routines**— In addition to strengthening bonds with children during meals, rest and bodily care routines, caregivers also use these care giving routines as opportunities to share control by finding ways for the children to play an active role. Caregivers fit these times around children's exploration and play. Frequency of naps is based around each child's individual needs, with quiet alternatives provided for non-nappers. Adults also accommodate children's individual styles of waking up. Similarly, adults take cues from children about feedings and diaper changes rather than asserting total control to make the schedule more convenient for themselves.
- **Transitions** — The timing of transitions is flexible, based on children's needs and engagement in their play and the shift in events or activities should be kept low-key and comfortable. Caregivers organize segments of the day in a logical fashion, just as one would do in their personal routine.
- **Team Planning Time**— This time happens every day at KALEIDO*KIDS. It can occur during children's naptime, before children arrive or after they leave. The teaching team meets to discuss their observations of children's developing abilities and interests, focusing on these observations as they plan activities and review the materials in the classroom.