



Toddler Classroom Weekly Program Outline



Theme: Learning About Colours

	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time Welcome Song, Read-Aloud, Music and Movement	Book: "Mouse Paint" Discussion about colours	Book: "Harold and the Purple Crayon"	Book: "Dora's Rainbow Egg Hunt" Song: "Rainbow Song"	Song: "What Colour are you Wearing?"	Book: "Brown Bear, Brown Bear, What Do You See?" Song: "We Love Colour"
	<i>1.1 Social Interest – engaging in short group activities, 3.1 Receptive Language – words, combining words, 4.7 Symbolic Thought, Representation and Root Skills of Literacy – identifying objects in books</i>				
Creative Art	Colour mixing with paint on tin foil	Paper plate rainbow with construction paper squares	Splatter paint art using spray bottles	Making prints with crumpled paper and watercolours	Coffee filter ink blot art with food colouring and droppers
	<i>3.2 Expressive Language – asking simple "what" and "where" questions, 5.2 Fine Motor – pincer grasp, adapting holding from palmer to pincer grasp</i>				
Cognitive/ Fine-Motor	Colour wheel matching with clothespins	Fruit colour marching game	Stacking pegs by colour	Sorting coloured bears	Patterning with orange and blue popsicle sticks
	<i>1.1 Social Interest – observing and imitating peers, 4.2 Problem Solving – solving problems in actions by trial and error, 4.1 Self-regulation – maintaining attention for increasing periods of time, 4.8 Memory – increasing memory capacity</i>				
Science and Sensory	Coloured rice with Mega blocks	Yellow water and unifix cubes	Purple shaving cream and cars	Colour mix squishy bags	Orange water and sponges
	<i>2.3 Parallel Play – playing in proximity of peers with similar play things, without an exchange of ideas or things, 5.3 Senses – sensory motor integration, coordinating senses with motor skills in increasingly complex ways</i>				
Dramatic Play	Costumes and dress-up play, comparing, matching and discussing the colours we see				
	<i>4.7 Symbolic Thought, Representation and Root Skills of Literacy – using objects to stand for other things, 3.2 Expressive Language – sentences, engaging in pretend play that includes language</i>				

Our Early Years Curriculum

At Mindwerx 4 Kids, we believe that every child is unique and will grow at his or her own pace. Mindwerx is a highly focused environment where the emphasis is on understanding the distinctive characteristics of each child and providing a complimentary early learning and development program. Our planned curriculum encourages children to learn through exploration, play and inquiry.

Early Learning for Every Child Today (ELECT), a resource developed by the Ontario Ministry of Children and Youth Services, provides a framework for our program development. *ELECT* describes a continuum of developmental skills for children from birth to school age. It provides a reference point for Early Childhood Professionals to observe, document and assess children's emerging skills across five interrelated domains: social, emotional, communication, language and literacy, cognition and physical development.

Mindwerx programs incorporate indoor and outdoor play, as well as active play, rest and quiet time, into each day. Daily activities provide a balance of child-initiated and teacher supported learning experiences in a variety of curriculum areas, including math, literacy, cognitive development, sensory play and science. Ongoing adaptations are made to create an inclusive program, responsive to the diverse abilities and needs of each child.



Toddler Curriculum Goals

Adapted from *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings*

1. Social

- 1.1 Social Interest
- 1.2 Perspective Taking
- 1.3 Parallel Play

2. Emotional

- 2.1 Expression of Feelings
- 2.2 Self-Regulation (emotion, behaviour, attention)
- 2.3 Empathy
- 2.4 Sense of Self
- 2.5 Autonomy
- 2.6 Identity Formation



3. Communication, Language and Literacy

- 3.1 Receptive Language
- 3.2 Expressive Language (words, sentences, vocabulary, questions, conversation)

4. Cognition

- 4.1 Self-regulation
- 4.2 Problem Solving
- 4.3 Cause-and-Effect Exploration
- 4.4 Spatial Exploration
- 4.5 Spatial Problem Solving
- 4.6 Temporal
- 4.7 Symbolic Thought, Representation and Roots of Literacy
- 4.8 Memory
- 4.9 Sorting

5. Physical

- 5.1 Gross Motor (balance, jumping, walking and running, climbing, riding toys)
- 5.2 Fine Motor (dressing, eating, tool use, making a mark, pincer grasp)
- 5.3 Senses (sensory exploration, sensory discrimination, sensory motor integration)