

Daily Routine Overview

For Infants and Toddlers

Week 2 Learning Unit

Components of the Daily Routine



Week 2 Learning Unit Topics

Components of the Daily Routine

- Components of the daily routine
- How learning happens throughout the day



Week 2 Learning Unit Topics (continued)

Consider the natural behaviors of infants and toddlers

Think for a moment about the things infants and toddlers do naturally throughout their day and make a list of these things. Consider the following things:

- The ways they move.
- How they communicate.
- What they enjoy doing over and over.
- Their biological needs.

Reflect on the natural behaviors of infants and toddlers

Now look at your list and consider how your classroom routine is guided by and meets the needs of these natural behaviors.

- Does your routine include a lot of time for movement, engaging the senses, exploration, and communication?
- Does your routine follow the biological rhythms of your children?
- Is there a time in your day for children to engage in each of the natural behaviors you listed?

Week 2 Learning Unit Topics (continued)

Infant and Toddler Daily Routines Summary

- Routines should reflect the needs and desires of the children.
- Components should be ordered based on children's rhythms.
- Routines should balance play and biological needs.
- Routines should include each of a child's natural behaviors, as often as needed, for as long as needed.
- Routines should be driven by children, not adults.



Remember:

Guidelines for Organizing Daily Schedules and Caregiving Routines

Guideline 1: Create an overall daily schedule that is predictable yet flexible.

Guideline 2: Incorporate active learning, including adult support, into each event and caregiving routine.



Components of the Daily Routine: Overview

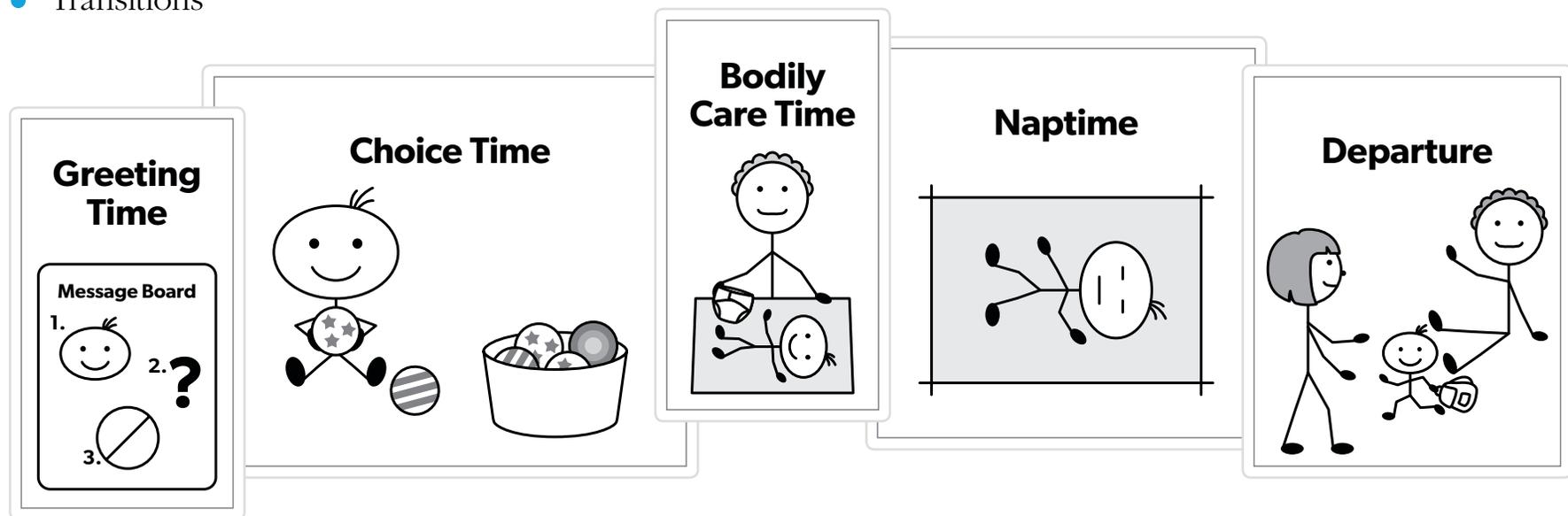
Daily Events:

- Arrival and departure
- Choice time
- Outside time
- Group times
- Transitions

Caregiving Routines:

- Feeding and mealtime
- Bodily care time
- Nap/rest time

How might a child's home culture and routine play a role in the components of the daily routine at school?



Components of the Daily Routine: Overview (continued)

Arrival and Departure

What

Arrival: Help children separate from parents by establishing morning rituals.

Departure: Engage in pleasant, friendly goodbyes as children reunite with their family.

Opportunities for caregivers and families to exchange information about the child.

Why

Allows children to enlarge the scope of their trust from family at home to caregivers and peers at the center.

Gives children a solid basis for coping with the comings and goings of relatives and friends.

Where

Depends on the needs and preferences of the child and family.

How are you respecting families' cultures and preferences during arrival and departure times?

Components of the Daily Routine: Overview (continued)

Choice Time

What

A sustained block of time when infants and toddlers can investigate and explore materials and actions and interact with their peers and caregivers.

A time for each child to choose what to do based on personal interest, inclination, and level of development.

An uninterrupted period of exploration and play.

Why

Children's chosen sensory-motor explorations are supported by all KDIs.

Interacting with people and materials allows children to practice skills and construct knowledge in all areas of the KDIs.

Provides children with the opportunity to watch others, imitate their actions, and build relationships.

Where

Thoughtfully equipped and arranged play spaces.

For infants: plenty of space to move and materials for sensory exploration and play.

For toddlers: play spaces with well stocked interest areas.

Components of the Daily Routine: Overview (continued)

Outside Time

What

Extends children's exploration and play to an outdoor setting.

Outdoor exposure provides a variety of sensory-motor experiences that differ from the indoors.

Why

Sunlight exposure provides vitamin D.

Spending daily time outdoors in all seasons positively affects the way children eat, sleep, and feel.

Where

Appropriately designed and equipped outdoor space with natural features, materials, and equipment that support children's development.

Components of the Daily Routine: Overview (continued)

Group Times

What	Why	Where
<p>Caregiver-initiated planned activities based on children's interests, development, and KDIs.</p> <p>Group time with materials: a small group of children explore materials that interest them.</p> <p>Group time with movement and music: all children and teachers explore movement and music activities.</p>	<p>Children build a repertoire of shared experiences.</p> <p>Children grow in their ability to communicate and interact with one another.</p> <p>Offers children materials and challenges that reflect the KDIs.</p>	<p>Group time with materials: occurs in the same place but the location could change depending on materials or nature of the activity.</p> <p>Group time with movement and music: takes place in a movement area or outdoor space where there is plenty of room for children to move freely.</p>

Components of the Daily Routine: Overview (continued)

Feeding and Mealtime: Infants

What

Goes beyond fulfilling a basic need for nourishing food.

Children explore new tastes, smells, and textures.

Children try out self-feeding with fingers, a spoon, and/or a cup.

Why

Provides close physical contact with an attentive adult.

When cries of hunger are met, children learn to trust.

Where

Younger infants are held during bottle feedings.

Sitting infants are generally propped up and offered food on a spoon.

Older infants usually sit on low chairs or on the floor at low tables.

How are you respecting families' cultures and preferences during feedings?

Components of the Daily Routine: Overview (continued)

Feeding and Mealtime: Toddlers

What

Goes beyond fulfilling a basic need for nourishing food.

Children explore new tastes, smells, and textures.

Social interludes based around eating and enjoying food.

Why

Children enjoy interacting with others and being part of the mealtime conversation.

Children gain skills at feeding themselves.

Children learn to be self-sufficient in setting and cleaning up.

Where

Children eat together with their caregivers in small groups at low tables.

How are you respecting families' culture and preferences during mealtimes?

Components of the Daily Routine: Overview (continued)

Bodily Care

What	Why	Where
<p>Diaper changes.</p> <p>Dressing.</p> <p>Washing.</p> <p>Using the potty or toilet.</p>	<p>Promotes cleanliness, physical comfort, and health by minimizing children’s exposure to infection and diaper rash.</p> <p>One-to-one interactions provide opportunities to build trusting relationships with caregivers.</p> <p>Children gain a sense of their own bodies.</p> <p>Older infants and toddlers develop self-help skills.</p>	<p>Diapering and dressing areas.</p> <p>Child-oriented bathrooms with low sinks and toilets.</p>
		<p>How are you respecting families’ culture and preferences during bodily care times?</p>

Components of the Daily Routine: Overview (continued)

Nap/Rest time

What

Children sleep on demand and as part of a regularly scheduled part of the day.

Toddlers: some children get the rest they need by lying awake on their cots while looking at books or other quiet materials.

Why

Provides the sleep and rest that is necessary to children's growth and development.

Sleep helps restore children's good nature.

Provides a quiet retreat from the intensely social demands of the child care setting.

Allows children to reenergize physically and emotionally for the next part of the day.

Where

Cradle.

Bassinet.

Crib.

Cot.

How are you respecting families' culture and preferences during nap/rest time?

Components of the Daily Routine: Overview (continued)

Transitions

What

Caregivers provide time and support for children as they shift gears to move from one regular daily event to another.

Transitions are active, include choices, and avoid having children line up or sit and wait.

Why

Helps children maintain a sense of control.

Supports children in knowing what will come next in the routine.

Transitioning in small groups from one part of the day to the next may reduce stress and challenging behaviors.

Where

Dependent on which activity you are ending and transitioning to (i.e., transitioning from one part of the room to another part of the room or transitioning from the outside space to indoors).

Guidelines to Successful, Smooth Transitions

1. Reduce the number of transitions
2. Do not transition the whole group at once. Begin the next event with children who are ready while other children complete the earlier activity.
3. Eliminate waiting time by having one activity start as soon as another finishes or by having the end of one activity overlap with the beginning of another.
4. Provide a consistent yet flexible routine.
5. Provide time for transitions.
6. Take cues from children about the beginning and ending of events.
7. When needed, offer children choices during the transition; “You can come inside for lunch by walking or hopping like a rabbit.”
8. Provide, short predictable transitional activities (e.g., use brief music and movement activities to capture children’s attention).
9. Predict what is coming next for children (e.g., give warnings, use a pictorial daily routine).

Components of the Daily Routine: Summary

- Each part of the day should respect each child's biological rhythms and way of doing things.
- Each part of the day is an important contribution to children's growth and learning.
- Each part of the day should occur daily, and some parts will occur multiple times each day.
- The daily routine components will vary in length based on children's development and engagement.
- The order of the daily routine should be based on children's needs, development, and ability to engage in experiences
- The daily routine should be predictable yet flexible to accommodate developing children.

For additional information on the components of the daily routine, reference the Infant Toddler Program Quality Assessment Section II: Schedules and Routines (pages 26-48).

Learning Throughout the Daily Routine

- Infants and toddlers are learning all day long, during each part of the daily routine
- The Key Developmental Indicators (KDIs) provide the framework for the content of early learning and development

For example, during group time with music and movement, children dance with scarves to instrumental music. This experience exposes children to KDI13. Moving the whole body and 40. Responding to music.

How do families' cultures, dynamics, makeup, and experiences impact children's learning?



HighScope Infant-Toddler Curriculum Content

Key Developmental Indicators

A. APPROACHES TO LEARNING

1. **Initiative:** Children express initiative.
2. **Problem solving:** Children solve problems encountered in exploration and play.
3. **Self-help:** Children do things for themselves.

B. SOCIAL AND EMOTIONAL DEVELOPMENT

4. **Distinguishing self and others:** Children distinguish themselves from others.
5. **Attachment:** Children form an attachment to a primary caregiver.
6. **Relationships with adults:** Children build relationships with other adults.
7. **Relationships with peers:** Children build relationships with peers.
8. **Emotions:** Children express emotions.
9. **Empathy:** Children show empathy toward the feelings and needs of others.
10. **Playing with others:** Children play with others.
11. **Group participation:** Children participate in group routines.

C. PHYSICAL DEVELOPMENT AND HEALTH

12. **Moving parts of the body:** Children move parts of the body (turning head, grasping, kicking).
13. **Moving the whole body:** Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
14. **Moving with objects:** Children move with objects.
15. **Steady beat:** Children feel and experience steady beat.

D. COMMUNICATION, LANGUAGE, AND LITERACY

16. **Listening and responding:** Children listen and respond.
17. **Nonverbal communication:** Children communicate nonverbally.
18. **Two-way communication:** Children participate in two-way communication.
19. **Speaking:** Children speak.
20. **Exploring print:** Children explore picture books and magazines.
21. **Enjoying language:** Children enjoy stories, rhymes, and songs.

E. COGNITIVE DEVELOPMENT

22. **Exploring objects:** Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
23. **Object permanence:** Children discover object permanence.
24. **Exploring same and different:** Children explore and notice how things are the same or different.
25. **Exploring more:** Children experience "more."
26. **One-to-one correspondence:** Children experience one-to-one correspondence.
27. **Number:** Children experience the number of things.
28. **Locating objects:** Children explore and notice the location of objects.

29. **Filling and emptying:** Children fill and empty, put in and take out.
30. **Taking apart and putting together:** Children take things apart and fit them together.
31. **Seeing from different viewpoints:** Children observe people and things from various perspectives.
32. **Anticipating events:** Children anticipate familiar events.
33. **Time intervals:** Children notice the beginning and ending of time intervals.
34. **Speed:** Children experience "fast" and "slow."
35. **Cause and effect:** Children repeat an action to make something happen again, experience cause and effect.

F. CREATIVE ARTS

36. **Imitating and pretending:** Children imitate and pretend.
37. **Exploring art materials:** Children explore building and art materials.
38. **Identifying visual images:** Children respond to and identify pictures and photographs.
39. **Listening to music:** Children listen to music.
40. **Responding to music:** Children respond to music.
41. **Sounds:** Children explore and imitate sounds.
42. **Vocal pitch:** Children explore vocal pitch sounds.



Key developmental indicators (KDIs) are the building blocks of thinking, reasoning, and learning at each stage of development.

Infant-Toddler KDIs

KDI reflection

What KDIs do you see being experienced in this picture?

How could you respond and enhance the learning?



In the house area during choice time, the caregiver and children use cordless telephones, recycled food containers, and a wooden bowl filled with yellow cylinder sponges in their play.

Infant-Toddler KDIs (continued)

KDI reflection

What KDIs do you see being experienced in this picture?

How could you respond and enhance the learning?



Children transition to outside time according to their own developmental abilities and pace along with the teacher's patience and support.

Infant-Toddler KDIs (continued)

KDI reflection

What KDIs do you see being experienced in this picture?

How could you respond and enhance the learning?



During outside time, the caregiver provides these non-mobile children with a variety of sensory materials to explore.

Learning During the Caregiving Routines

- Caregiving routines include mealtimes, bodily care, and naptime which are often looked at as part of the day where we meet children's needs and not necessarily opportunities for learning.
- Caregiving routines can often be rushed or overlooked as important parts of the day to help children develop valuable skills.
- Caregiving routines are deeply personal and intimate, a perfect and necessary opportunity for learning and to develop trust and bonding between the caregiver and child.



Learning During the Caregiving Routines (continued)

KDI reflection

What KDIs do you see being experienced in this picture?

How could you respond and enhance the learning?



This child had a potty training accident. She goes and gets her basket from her cubby, pulls out a pair of extra clothes, and takes them to her caregiver for support in getting her bodily care needs met.

Learning During the Caregiving Routines (continued)

KDI reflection

What KDIs do you see being experienced in this picture?

How could you respond and enhance the learning?



At the beginning of naptime, the child chooses a book to look at before she lays down to take a nap.

Learning During the Caregiving Routines (continued)

KDI reflection

What KDIs do you see experienced in this picture?

How could you respond and enhance the learning?



During this mealtime, the children scoop out food from bowls onto their plates, pour their own milk or water, and socialize with each other as well as their caregiver.

Caregiving Routines for Learning and Connecting: A Summary

- Recognizing the opportunity for bonding, caregivers slow down and make these necessary times of day more meaningful, strengthening the connection between the child and caregiver.
- When caregivers embrace caregiving routines as learning opportunities, they are more intentional and enjoyable for both caregivers and children.
- When caregivers express joy and warmth in caregiving routines, children develop a deeper love for themselves.



A peek ahead:

Next week, you will explore:

- How to create a daily routine that meets individual needs.
- Gathering information from families about home routines.
- Developing group routines based on individual needs.
- Incorporating home routines into classroom routines.
- Supportive classroom responses to home practices.

