

Sea Crab Group Program Plan

Sandcastle Child Care is licensed to provide care from 6:30 am to 6:00pm, Monday through Friday, 12 months per year. We have 3 toddler classrooms that operate on a one to six, teacher to child ratio. The toddler classrooms combined are licensed to provide care for 42 toddler children. The ages of the toddlers in this room are 16 months to 32 months. Children are supervised at all times by a staff member. Staff interacts with children during play and activities while providing age appropriate learning experience for each child's physical, intellectual, social and emotional developmental needs in a loving, caring environment.

The toddler classrooms use the Creative Curriculum approach in the classroom and will post weekly lesson plans according to this curriculum. Children in this classroom will be assessed three times per year using the Focused Portfolio Assessment tool. Daily sheets will be provided for parents to help inform parents of their child's day at Sandcastle. This plan will be available for parents to review at all times. This plan will be reviewed and evaluated annually by the Director and the teaching staff.

Parents are encouraged to participate in any part of their child's day and /or activities that occur during their child's stay at Sandcastle. We welcome parents to participate in representing their families and cultural backgrounds in the classroom.

Our program is arranged to accommodate children individually, in small groups and larger groups, and to facilitate a wide variety of activities and experiences. Staff encourage child selected activities and experiences, while required participation in group activities is limited.

Our staff have set the following goals for each child in the program:

- Help a child develop a healthy self-concept through positive guidance and discipline techniques in a loving, caring environment.
- Provide an atmosphere where toddlers can play individually and in a group and begin to learn social skills by learning to share and listen to each other.
- Encourage communications skills and language development by role modeling and speaking to children at their level.
- Give the children a love and respect for nature by providing opportunities to play and experience the outdoors.
- Provide for each child's emotional and developmental needs as described in the following goals and objectives:

Physical Development (Gross and Fine Motor)

- Gross Motor:
 - Large muscle play- encourage climbing activities
 - Physical movement- variety of physical movements
 - Balance- become aware of obstacles that can create loss of balance
- Fine Motor:
 - Small muscle play- encourage manipulation of fingers
 - Eye hand coordination- encourage use of toys and books

Intellectual Development

- Language development- encourage speaking in clear sentences and develop sign language as a means to communicate
- Problem solving- figuring out by exploring
- Personal growth- identify basic body parts and what each can do
- Reading readiness- encourage eye movement from left to right, letter of the week activities and print throughout the classroom

Social Development

- Basic routine- Following the same pattern daily
- Behavior skills- encourage good habits, discouraging bad habits
- Play skills (alone and in a group)- encourage social interaction and individual times

Emotional Development

- Create self-confidence-encouragement of doing various items by themselves
- Allow choices- provide different areas to explore
- Encourage curiosity and self-motivating- provide a cheerful, inviting atmosphere for play and work.
- Speaking their feelings

Activities and equipment provided include:

- **Physical**
 - Gross Motor- sliding, climbing on climbing toys, ball play, playing games, dancing
 - Fine Motor- Coloring, pasting, using chalk easel, playing with blocks and puzzles, turning pages to books, playing with puppets
- **Intellectual**
 - Story time, singing songs, puzzles/matching cards, arts and crafts, naming pictures, numbers, colors and shapes
- **Social**
 - Group games, arts and craft activities, quiet activity time
- **Emotional**
 - We help children to identify emotions with the use of flannel board stories, music and books. Children are comforted as needed to help them cope with their emotions. Children are guided through interactions with others.

Sample list of equipment/activities:

- **Quiet** - Puzzles, coloring, looking at books, soft music, storytelling, singing songs, chalkboard, play dough and buggy rides
- **Active** - Playing with cars, trucks, planes, and blocks. Outdoor play, group games, dancing, running, riding toddler bikes, tumbling.
- **Teacher Directed** - group games, dancing, ball play, balancing activities, sandbox- inside, running activities, dry erase boards, outdoor play and painting.
- **Child Initiated** - dramatic play, sandbox (outside), puzzles, looking at books, climbing on climber, sliding on slide, playing with dolls, cars and truck
- Activity centers included in our classroom are: dramatic play, blocks, books, music, art and manipulatives. Large Muscle is done in group time area.

Sea Crab Group Daily Schedule:

6:30 – 8:30	Arrival / Large Group Play / Free Choice
8:30 – 9:00	Hand Washing / Breakfast
9:00 – 9:30	Free Play / Diapers
9:30 –	Water Break
9:30 – 10:30	Large Motor / Outside / Buggies
10:30 – 11:00	Art / Daily Activities
11:00 – 11:15	Calendar
11:15 – 12:00	Hand Washing / Lunch
12:00 – 12:30	Classroom / Muscle room / Diapers
12:15 –	Water Break
12:30 – 3:00	Nap / Muscle Room
3:00 – 3:30	Hand Washing / Snack
3:30 – 4:30	Large Group/Free Choice/ Diapers and Bathroom Time
4:15 –	Water Break
4:30 – 6:00	Outside/Large Muscle/ Classroom

Schedules may change to meet the needs of the children.

Intentional transitions are embedded into the daily schedule.

Outside time is weather permitting. Schedule will be adjusted if outside time is not possible to allow all classrooms time in the Muscle Room.

This Program Plan will be reviewed once a year by both the teaching staff and the Director.

Teacher: _____ Date: _____

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Director: _____ Date: _____