

We Skoolhouse



INFANT SCHEDULE GUIDE: CLASSROOM



ESTABLISHING YOUR SCHEDULE



Cultivating a structured schedule provides children with a feeling of predictability, reliability, and safety in their day-to-day experiences. While the overall skeleton of the week is structured and predictable (meal time, outdoor times, rest time, etc.) the time within each event provides far greater flexibility and child-centered experiences. **Some tips to keep in mind:**

- **Establish Consistent Routines:** Consistency is key in establishing predictable routines for activities and events, as it provides a sense of security and structure for young children, helping them feel safe and confident in their environment.
- **Reduce Transitions:** Minimizing the number of transitions throughout the day allows children to have longer, uninterrupted periods of engagement in activities. By reducing the need to "shift gears" frequently, children can better focus their attention and fully immerse themselves in their experiences.
- **Prioritize Outdoor Time:** Outdoor play is essential for children's physical, cognitive, and socio-emotional development. Incorporating ample outdoor time into the daily schedule provides children with opportunities to explore nature, engage in active play, and experience sensory-rich stimuli, fostering holistic development and a love for the outdoors.
- **Promote Autonomy in Exploration:** Encouraging autonomy in children's exploration of classroom centers and materials empowers them to follow their interests, make choices, and take ownership of their learning. Providing open-ended materials and allowing children to freely explore different areas of the classroom promotes creativity, problem-solving skills, focus, and independence.
- **Offer Flexibility and Adaptability:** While consistency is important, it's also essential to remain flexible and responsive to the needs of individual children and the group as a whole. Being attuned to children's cues and adjusting the schedule accordingly ensures that their developmental needs are met and fosters a supportive and inclusive learning environment.



INFANT SCHEDULE

SAMPLE DAILY SCHEDULE - INFANTS



Arrival & Morning Free Play

Morning Nap-time

Changing & Feeding

Morning Gathering & Investigations

Outdoor Exploration

Afternoon Nap-time

Changing & Feeding

Story Time & Free Play

Evening Nap-time

Changing & Feeding

Free Play & Dismissal

SAMPLE WEEKLY SCHEDULE - INFANTS

Monday	Tuesday	Wednesday	Thursday	Friday
Arrival & Morning Free Play				
Morning Nap-time (1-2 hours depending on age & stage of development)				
Changing & Feeding (Approximately 45 minutes to 1 hour depending on age & group size)				
Morning Gathering & Investigations (About 5-10 minutes depending on age & stage of development)				
Outdoor Exploration (Approximately 30 minutes depending on age & stage of development)				
Afternoon Nap-time (1-2 hours depending on age & stage of development)				
Changing & Feeding (Approximately 45 minutes to 1 hour depending on age & group size)				
Story Time & Free Play (About 10 minutes depending on age & stage of development)				
Evening Nap-time (1-2 hours depending on age & stage of development)				
Changing & Feeding (Approximately 45 minutes to 1 hour depending on age & group size)				
Free Play & Dismissal				



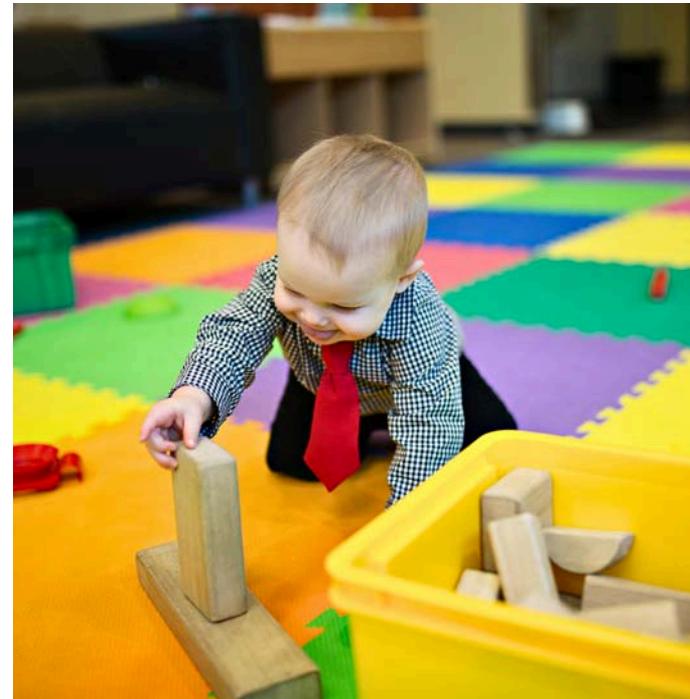


DAILY EVENTS & ACTIVITIES



Arrival & Morning Free Play in a classroom setting serves as a gentle transition for infants as they move from home to school. During this time, infants are provided with the opportunity and space to explore materials, engage in self-directed play, or spend a little more quality time with a teacher. It acts as a warm-up for the day, allowing them to ease into the learning environment at their own pace, fostering a sense of comfort, autonomy, and readiness for the day ahead.

Remember, the transition from home-to-school can be a bit more challenging for older infants who may be experiencing separation anxiety. These infants may need some more cuddles or baby wearing to provide the closeness and security they need.



Diaper Changing makes up a large part of the infant's day, therefore teachers should always approach diaper changes as essential moments for positive interaction and bonding with infants. Maintain a calm and gentle demeanor, engaging infants with soothing conversation and maintaining eye contact throughout the process. Diaper changes are not only about cleanliness but also about ensuring the infant feels secure and respected.



Feeding encompasses both bottle feeding and the introduction of solid foods, marking significant milestones in an infant's development. Teachers should ensure that bottle feeding sessions are conducted in a calm and comfortable environment, while engaging infants with soft conversation and gentle strokes, fostering emotional security and attachments. Teachers also monitor infants' feeding patterns and intake, collaborating with parents to ensure continuity of care and nutritional support.

As infants grow and develop, teachers gradually introduce solid foods and work closely with parents to understand each infant's readiness for solids and preferences regarding food textures and flavors. Teachers encourage infants to explore and interact with different food textures and flavors, fostering sensory development and early eating skills. They provide opportunities for self-feeding and encourage infants to grasp, taste, and manipulate food with their hands.



Nap-time serves as a crucial period for infants' rest, relaxation, and rejuvenation, supporting their physical, emotional, and cognitive development. Teachers play a vital role in creating a peaceful and nurturing environment conducive to restful sleep and promoting healthy sleep habits among infants.

Teachers establish a consistent and predictable nap-time routine to help infants transition smoothly from playtime to rest. This routine typically includes calming activities such as gentle music, soft lighting, and soothing lullabies to signal the start of nap-time. By following a consistent routine, teachers help infants recognize and anticipate the transition to sleep, promoting a sense of security and relaxation.

Transitioning from three to two nap times in an infant classroom typically occurs around the age of 9 to 12 months, marking a significant milestone in their development. This transition requires gradual adjustment and close observation of each infant's sleep cues and patterns. Begin by gradually extending the morning wake window and pushing the first nap slightly later in the day to allow infants to adjust without becoming overtired. Aim to schedule the first nap around mid-morning and the second nap in the early afternoon, aligning with infants' natural circadian rhythms while maintaining consistency and predictability in the nap-time routine. Throughout the transition, monitor infants' responses closely, providing additional support and comfort as needed, and collaborate with parents to ensure consistency between home and school routines.





Morning Gathering is a special time when infants come together on the carpet as a group to sing songs, listen to a story, and connect with one another. At We Skoolhouse, we prioritize developmentally appropriate practice, recognizing the importance of offering children autonomy and choice in their daily routines. Therefore, gathering on the carpet is presented as an optional event that infants are invited to partake in but not forced to attend, especially our youngest learners.

Investigations may be a particular material or concept the class is exploring as a whole, e.g. different fabrics, paints, ball play, or even the concept of "coming together." For young children, especially infants, repetition is crucial when it comes to deep and meaningful learning. Therefore, it's more important that you read and re-read the same books over and over again. Sing the same songs, over-and-over again. Introduce the same materials, over-and-over again, etc. As teachers it can feel redundant to do this, but the young brain can not build familiarity, mastery, and confidence without repetitive experiences. It is also important to keep in mind that we should always be focusing on the process, meaning the experience - not an outcome or "product." How do the children interact with the materials? What materials are particularly interesting? This will help you channel what to focus and build on in the coming weeks and months ahead.



Outdoor Exploration is vital for children's holistic development, encompassing physical, cognitive, language, and socio-emotional aspects. Nature serves as a dynamic classroom, offering diverse opportunities for learning and growth. Engaging with natural elements, such as trees, rocks, and water, allows children to develop a sense of wonder, curiosity, and connection to their environment.

Outdoor play stimulates children's creativity, problem-solving skills, and physical development. Exploring natural elements encourages sensory exploration and fosters a deeper understanding of the world around them. Additionally, playground equipment and open spaces provide opportunities for active play and movement, aiding in the development of gross motor skills, coordination, and spatial awareness.

Outdoor play allows children to benefit from fresh air and sunshine, contributing to their overall health and well-being. Ideally, children should spend as much time outside daily within the school day, as research suggests that more time spent outdoors correlates with improved physical and mental well-being. Exposure to natural light and vitamin D from the sun supports physical growth, strengthens the immune system, and enhances mood and energy levels.

Story Time is not just a pleasant pastime; it's a powerful educational tool with far-reaching benefits. Integrating story time as a segue before or after a nap time can be particularly effective, providing children with a calming transition and an opportunity to unwind or re-energize. The cozy, intimate atmosphere created during story time fosters positive associations with books and reading. Along with reading books aloud, keep books accessible for consistent exposure and independent exploration. By incorporating story time into the daily routine in this manner, teachers can maximize its potential as both an educational and emotional experience for children, promoting comfort, joy, and a love for reading.

