

5-8 Years Old “Day in the Life”

Developmental Stage: Body Being

8:30-9:00 Awareness through the body

Learners will start their day by centering themselves and discovering new activities and experiences that help with focus, concentration and bring awareness to their inner and outer feelings. This creates a mindful space for learners to stay in tune with the sensations they have throughout the day.

9:00-9:20 Intention circle/sharing circle

Learners will gather in a circle to connect with each other and share with the group. This time will also allow children to be presented with the invitations or provocations that are offered for the mornings’ Exploration time.

9:20-10:20 Exploration time (a variety of inspired learning can develop here)

Play Based Learning Experiences

Examples include (but not limited to):

Painting, sculpting, block/lego building, puppet theatre, reading, writing, drawing, listening and creating music, water/sand table, magnets, marble run construction etc.

10:20-10:40 Movement break

We have access to a beautiful natural landscape outside of the community centre. Children will have access to balls, skipping ropes and a beautiful park on Aubrey St. just minutes away.

10:45-11:45 Storytelling, Literature learning, Dramatic Play, Word Exploration and Writing

Children this age play with language and words and make sense of their

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world and make connections to their world through reading, storytelling and dramatic play. Many varieties of reading and writing opportunities are offered during this time. Specific reading strategies are also explored with each individual learner to find the strategy that works for them.

11:45-12:45 LUNCH and Movement Break

12:45-1pm- Awareness through the body

A re-focus for the afternoon’s activities

1:00-2:00- Music and Song Study (Sound to Symbol Praxis)

Sound to Symbol Methodology is based on the belief that singing in the form of social play enhances children's learning and provides a content for attaining respectful, attentive, social behaviours. Singing English is deceptively simple. It rests on the knowledge that the music of certain songs flow in confluence with spoken English. By learning songs such as "The More We Get Together" and "Circle Left, Duo Duo", the children are given an acoustic 'mantra' which, when accompanied by the social play of the folk song-game, establishes an architecture of oral English and a social structure for contextualizing the meaning of the words. Repeating the songs and games over time, while at the same time re-directing the auditory focus of the players and diversifying the focus of the games, provides the oral language structure for children for moving from sound to symbol, both iconic and written. Singing uses a different brain function and children with language delays often find singing enjoyable.

We also explore basic rhythms and patterns in music, dancing, an appreciation of a variety of music and some basic instrument exploration.

2:00-2:15 Movement break

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2:15-3:00 Physical/Outdoor Education

During this time children will have an opportunity to explore equipment such as balls, racquets, hockey sticks, batons, and balancing beams. They will also explore the basic movement skills required for further mastery of activity specific skills such as hopping, skipping, jumping, and running, throwing, catching, kicking, and rolling. This will be set up in an exploratory manner where children will have opportunities to choose how they want to move their bodies and what kind of movements they want to explore as well as some structured games that are cooperative and engaging.

3:00-4:00- Exploration Experiences (Cooking twice a week)

During this time learners engage in sensory learning experiences that are focused on the children’s curiosity about nature and the world we live in. Sometimes experiences may focus more on certain subjects (ex: science experiments, number games, etc.), but we try to engage children in broader learning experiences where many subjects are being explored within the one experience.

4pm- Pick up