

About the Infant Classroom

Schedule

From 4-11 months, each child's daily routines such as sleeping and eating will be done on-demand. Starting around 11 months old, we will begin to prepare children for their toddler classroom. These transitions will include:

- Moving to definite snack and lunch times
- Gradually moving to one nap
- Working on using sippy cups in place of bottles
- Transition to eating at a table and sitting in chairs
- Increased amount of art and sensory activities

Outside Time

Fresh air is great for everyone including these little ones! We will go out with the children twice a day even in the winter. Please remember to bring weather appropriate clothing and outerwear (hat jacket, gloves, etc) for your child each day.

We will not go out in extremely cold or wet weather, otherwise assume we will be going out.

No Shoe Classroom

To reduce the amount of dirt and germs coming into the room, we have a no shoe policy. Shoes will not be worn outside of the cubby area.

Communication

Communication is very important for parents and caregivers. We will communicate via email, phone, daily sheets and in-classroom conversations. Plan on spending a little time at the beginning and end of your child's day talking with a teacher about your child. When you drop off your child, you will fill out a portion of the daily sheet that will let us know how your child's day has gone so far. When you pick up your child, we will let you know how his or her day went and will also give you the daily sheet that will give you a more detailed account of your child's day.

Birthdays

We will have a sign and sing happy birthday for each child on their birthday. Parents are welcome to plan a small party and bring in other birthday items. We prefer to do parties in the afternoons.

Curriculum and Skills

Each month we will have a nursery rhyme or song theme. General activities for the class will be planned to coincide with the monthly theme. These activities will include songs and stories, art activities and sensory activities for the whole class to enjoy.

Here is a list of our monthly themes during the school year:

September:	Mary Had a Little Lamb
October:	Hickory Dickory Dock
November:	Hey Diddle Diddle
December:	Twinkle, Twinkle Little Star
January:	One, Two, Buckle My Shoe
February:	Jack and Jill
March:	Humpty Dumpty
April:	Little Miss Muffet
May:	I'm a Little Teapot
June:	Little Bo Peep
July:	Row, Row, Row your Boat
August:	Old MacDonald had a Farm

We will also be doing individual activities with each child that will help them work on various skills. Each month we will come up with two skills to focus on, but not limit ourselves to, for each child. There will be a space on our daily sheets where you can find the activities and skills your child worked on each day.

Skills we will work on throughout the year include physical (body awareness), social-emotional (trust) and cognitive skills (object permanence).

Classroom Schedule

This daily schedule is very flexible as we have infants eat and sleep according to their individual needs. We also change diapers throughout the day as needed.

7:30-9:00 a.m.	Greet infants and parents. Parents fill out home portion of daily sheet. Put away bottles, food and supplies. Spend individual time holding and talking to each child. Free play. Bottle feeding or breakfast.
9:00-10:00 a.m.	Bottle feeding or morning snack. Diaper changing. Morning nap for those who need it. Free play, story time, art, music and movement.
10:00-11:30 a.m.	Individual activities, tummy time, movement exercises, stories and songs. Outside time.
11:30-1:00 p.m.	Lunch, diaper changing, clean-up and nap preparation.
1:00-2:30 p.m.	Nap time. Those not sleeping are spoken to and played with quietly.
2:30-3:30 p.m.	Wake up time. Bottle feeding or afternoon snack. Diaper changing. Put away nap items.
3:30-5:00 p.m.	Outside time. Tummy time, individual play, singing and stories.
5:00-5:30 p.m.	Prepare children to go home. Talk with parents about their child's day and say goodbye.

What to bring on the First Day of School

- Three sets of extra clothes
- Diapers
- Bottles of milk/formula for the day (we must use a new bottle at each feeding, so bring as many bottles as your child will need throughout the day.)
- Lunch and snack food for children who are eating solids. Please label snacks as such.
- Crib sheets (required) and blanket (optional).
- Any comfort items such as pacifiers, blankets and stuffed friends.
- Copy of general daily schedule including any extra information we might find helpful such as ways to comfort your child and activities he or she enjoys. The more information you give us about your child, the better we will be able to help your child to transition into his or her new classroom.
- Any medication your child is currently using.
- A picture of your family.

Infant Skills and Objectives

Balance

- The ability to assume and maintain body positions against the force of gravity. A sense of balance is crucial for learning how to roll over, sit, crawl, stand, walk, and run.

Bilateral Coordination

- The ability to use both sides of the body simultaneously, whether or not the movements are symmetrical. A child needs bilateral coordination to crawl, walk, swim, catch, climb, and jump.

Body Awareness

- A sense of how one's limbs, joints, and muscles work together and the ability to locate one's body parts without visual monitoring.

Cause and Effect

- How one action affects another. Experience with cause and effect helps a child learn how her reactions create a result (when the toy truck is dropped from the high chair, it falls on the floor).

Eye-Foot Coordination

- Gauging distance and depth with the eyes and processing that information to coordinate when and where to place the feet. Eye-foot coordination is required, for example, when kicking a target or walking on an uneven path.

Eye-Hand Coordination

- Directing the position and motion of the hands in response to visual information, such as reaching out and grasping an offered toy.

Fine Motor Skills

- Control of the small muscles, especially those in the hands, to execute small movements, such as picking up a raisin or plucking a blade of grass. This progresses to using tools such as spoons, pencils, or scissors.

Grasp and Release

- The ability to purposefully reach out and retrieve an object and subsequently to intentionally let it go.

Gross Motor Skills

- Control of the large muscles, such as those in the arms and legs. Gross motor activities include crawling, walking, and running.

Language Development

- The complex process of acquiring language skills including understanding human speech, producing sounds and spoken language, and eventually learning how to read and write.

Listening Skills

- The ability to discern various sounds, including music, rhythm, pitch, and spoken language.

Lower Body Strength

- The development of muscles in the legs and lower trunk. Such development is crucial to creeping, crawling, walking, and eventually running and climbing.

Object Permanence

- The concept that an object which is no longer visible still exists.

Problem Solving

- The ability to work out a solution to a mental or physical puzzle. A child solves a problem when he figures out how to fit a piece into a puzzle, stack nesting boxes, or open a package.

Rhythm Exploration

- The act of exploring the rhythms and underlying beat of music through movement.

Sensory Exploration

- Using the senses of hearing, sight, smell, taste, and touch to learn about the world.

Shape and Size Discrimination

- The ability to identify objects of different dimensions and their relationship to each other, such as nesting boxes or a puzzle piece and the space in which it fits.

Social Development

- A baby's growing understanding of her interactions with people and her influence on the world.

Social Skills

- Interacting and relating to other people, including recognizing other people's emotions through their tone, actions, or facial expressions.

Spatial Awareness

- Knowing where one's own body is in relation to other people and objects. A child uses spatial awareness to crawl under a bed, crawl or walk between two objects, and generally move through space.

Tactile Stimulation

- Input to receptors that respond to pressure, temperature, and the movement of hairs on the skin. Tactile stimulation enables a child to feel comfortable with new experiences such as first foods and unexpected touch.

Trust

- A child's belief in and reliance upon his parents (or others) to care for his basic needs.

Upper Body Strength

- The development of muscles in the neck, shoulders, arms, and upper trunk. Such development is crucial to crawling, sitting, pulling up, and walking.

Visual Development

- The maturation of a child's eyes and eyesight.

Visual Discrimination

- The ability to focus on and distinguish objects within a visual field. A baby uses visual discrimination to see different things in a picture, a desired toy in a basket, or to locate a parent in a room full of people.

Visual Tracking

- The ability to follow the movement of an item by moving the eyes and rotating the head.



Infant News

Sample



Last Week

We continued our Hey Diddle Diddle theme. We focused on cats and dogs through related books and songs.

This Week

We continue our theme of Hey Diddle Diddle. This week we will be focusing on dishes and spoons.

Curriculum and Skills

This week we continue our Hey Diddle Diddle activities. We will be reading some books related to dishes, spoons, and other eating related items. The children will also explore these items in a sensory activity. We also will continue working on November's skills.

Dates to Remember

- November 21st, at 11 am, is our Thanksgiving Feast. Join us for a delicious meal!
- November 27th and 28th, we are closed for the Thanksgiving Day Holiday.

Next Week

We will wrap up our Hey Diddle Diddle theme. We will review the month's previous activities and introduce Thanksgiving.



Infant Lesson Plan



Monday	Tuesday	Wednesday	Thursday	Friday
Art Tissue Paper Collage	Art Painting Plates	Art Chalk Drawing	Art Hand Print Turkeys	Art Hey Diddle Diddle Coloring Sheet
Circle Time Book: Hey Diddle Diddle Song: Hello Song	Circle Time Book: First Words Song: Hey Diddle	Circle Time Book: First Words Song: Hey Diddle Diddle	Circle Time Book: Hey Diddle Diddle Song: Hello Song	Circle Time Book: First Words Song: Hey Diddle Diddle
Afternoon Activity Sensory Balls	Afternoon Activity Toy Dishes	Afternoon Activity Balls	Afternoon Activity Teddy Bears	Afternoon Activity Class Book