

Activity Program

Activity program for the development of preschoolers.

“L’Univers en Moi” Educational Daycare draws its activities from the « Meeting Early Childhood Needs» curriculum promoted by Quebec’s Ministère de la famille.

Children development

Our educators promote the development of physical, sensorial, cognitive, emotional, and language skills through play, active learning and creativity.

We therefore strongly support:

- Developing physical and sensorial skills through fine motor skill activities such as handling objects and stimulating the senses.
- Developing cognitive skills through logical thinking or spatial and temporal orientation.
- Developing emotional skills through encouraging relationships with peers and adults and by letting the children express their needs, interests and emotions to gain self-esteem.
- Developing language skills through adult-child, child-child and child-environment interactions.

To achieve these development goals, we promote active learning through various types of activities:

1. Routine activities during which we give children specific tasks to help them acquire autonomy.

- Arrival and departure: get dressed/undressed, put on/take off shoes;
- Meals and snacks: the children are given specific responsibilities in turn throughout the day;
- Hygiene: washing hands, using the toilet, brushing teeth;
- Nap: preparing and putting away mattresses

2. Structured and semi-structured activities through which educators promote and encourage the development of skills related to different spheres: motor, social, affective, language, cognitive and moral. They achieve this through crafts, stories, gatherings conducive to talks, group games, experiences, music sessions and movement.



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3. Free games that allow children to develop their relationships with peers, their autonomy, their self-control, their problem solving skills. They also help in expressing their needs, interests and emotions.

- This part of their daily life give the children a chance to make choices, take initiatives, find solutions and go through all sorts of experiences.
- During this time, the educator can also intervene individually with a child if needed.
- During outdoor activities, the educators suggest team sports and games to help improve movement coordination and the development of gross motor skills.

4. Workshop games that support the current theme and subject matter

Our premises are equipped with play areas set up as follows:

- An arts and craft corner where we use various material and textures;
- A quiet corner or book nook where children can meet and exchange on stories, discussions and puppetry;
- Home and block corner where children practice their cognitive skills : imitating actions, role play, object recognition, construction;
- A hands-on corner where children use dexterity games to work on their manual skills;
- A science corner where children can experiment and discover through growing plants, describing natural phenomena, etc.

5. Structured and semi-structured activities

The activities offered by our daycare are directly linked to the values, philosophy and mission of our educational program.

The general group gathering period or the Magic Circle

In all our premises, the day begins with a general group gathering of all our children and their respective educators. They meet every morning to initiate talks, songs, rhymes, stories, mimes and narrations of life events.

While our educators suggest activities, the children are invited to suggest their ideas and try them.

Example :

- Movement and music
- Parachute game, musical chairs, Jack says
- Exploring musical instruments
- Building a story together
- Yoga, relaxation/meditation exercises
- Problem solving through real stories

This time period helps our children increase their community spirit, initiative, creativity, concentration, listening abilities, patience, self-esteem, language skills, and relationships with peers and adults.



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Time with membership groups.

Each group of children gather each day with their educator for a period of activities, generally around their table. The educator gives them material and they get to choose how they want to use it. While “working”, they talk with each other and with their educator about what they are doing.

Type of material used during these activities:

- Modeling paste – Salt dough
- Scissors
- Fabric of different textures
- Liquid or stick glue
- Markers, colored pencils, crayons
- Paint
- Paper, cardboard, Styrofoam, newspaper, magazines
- Clay, plaster
- Pearls, and threading beads
- Recyclable material (plastic bottles, egg cartons, various types of containers)
- Material from nature (leaves, branches, rocks, shells, sand, water)
- Educational games (animal lotto, puzzles, association and dexterity games)
- Crafts

As their confidence in their ability grows, the children agree to take on new challenges. They discover new material and acquire new experiences.

The membership group counts a small number of children to allow for exploring the same material. Because of their proximity, they have the opportunity to interact, communicate and help each other through team work.



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Infants

Infants have a less detailed routine and the focus is placed on the individual development rate of each infant.

Indeed, the emphasis is put on hygiene at which time the educator offers personalized interactive moments. The educator takes the time to speak to each infant, to interact with smiles, glances and warm physical contacts.

During suggested activities, the educator will aim on stimulating the infant's sensorial perception. The activities include offering attractive and suitable objects that the infant may want to explore and discover using hands, mouth or other parts of the body.

In infants as in young children, learning begins with play in a broad sense. So, in order to act as a catalyst for new skills, the educator will turn all ordinary activities into a fun game.

For example, the educator will awaken the infant's senses by making him touch various textures of fabric or by making him smell fresh laundry. On another occasions, to stimulate perceptual and cognitive concepts, the educator may explain that the washcloth is blue, in the shape of a square and is used to wash ourselves.

With younger babies, the educator will facilitate the emergence of voluntary hand opening and closing by offering to take an object to then ask to give it back, thus helping the baby understand simple instructions.

At the age of 9 months, the "peekaboo" game with a piece of fabric will develop the concept of permanence in an object.

Finally, the older child will collaborate in stacking folded clothes, which will stimulate his visuospatial construction skills. This can also be done while counting along pieces of clothing put together so as to initiate the child to counting and sorting items by categories.

In conclusion

When all adults in the child's life, (parents, educators and administration) cooperate and work in close collaboration, we can offer our children a secure, stimulating and interesting environment where they can grow up healthy and happy.

Thank you dear parents for your trust.

