|  |  |  |
| --- | --- | --- |
| Planned Experiences | Activities, Materials, Resources, Notes, Reflections | Objectives |
| Indoor Activities |  |  |
| Outdoor Activities |  |  |
| Individual Child Activities |  |  |
| Food Experiences |  |  |
| Mighty Minutes/Planned Transitions |  |  |
| Cultural Experiences |  |  |
|  |  |  |

**Identified in Lesson Plans or Daily Routine/Schedule**

|  |  |  |
| --- | --- | --- |
| Creative Curriculum Experiences | Sand and Water (Sensory) | Tasting & Preparing Food  |
| Imitating & Pretending | Music and Movement | Stories & Books |
| Toys | Outdoors | Art |

* While experiences require particular supplies and materials, not all require separate space.
* Classroom materials are rotated and changed intentionally.

**Creative Curriculum Objectives for Development & Learning** *(As aligned with the Head Start Early Learning Outcomes Framework – ELOF)*

* Social Emotional
* Large Motor
	+ Integrate intentional movement into activities/daily routines
* Fine Motor
* Communication & Language
* Cognitive

**Creative Curriculum Objectives for Development & Learning Continued** *(Use the following as applicable based on children’s development)*

* Emergent Literacy (ELOF)
* Emergent Math
* Science
* Social Studies
* Creative Arts
* Reference to utilizing assessments for planning noted for most activities

**Relational Learning**

* Flexible Daily Routine & Schedule
* Individualize for all children
* Individualize for children with IFSPs around their IFSP goals
* Small Group
* Teacher guided Child-initiated time
* Active & Quiet time
* Focus (Twos)
	+ Children’s Interests
* Reflections (Purposeful Play)
* Cultural Experiences

**May be in Lesson Plans or Identified in Other Places**

* Clearly defined who is responsible for which children
* Resources
* Transitions are planned and prepared for between activities/overlapping times
* Intentional plans to promote learning at meal/snack time
* Plan alternative quiet learning activities for non-resting children
* Parent Suggestions & Communication
* Ready Rosie

**Things to Always Consider**

* Developmentally Appropriate
* Activities are open-ended, process vs. product
* Plan for scaffolding (Twos) *Scaffolding = Base planning on each child’s individual skill level, and then provide experiences that are challenging enough to help them move to a higher level but not so challenging as to frustrate them. (eg., hints, physical assistance, prompts, etc,)*