

The play begins...

Using no script, the children naturally begin playing. Their actions are guided by their own interests and abilities...

During free play, the children are encouraged to experiment with any materials accessible to them. We ensure there are ample choices when we place the play/creative materials on the shelves.

Play occurs both indoors and outdoors. Cognitive and social skills are naturally developed through their play. Children problem-solve, build friendships, communicate and discover when given the opportunity to explore and interact in their own time and their own way. We provide children with large periods of free choice time for this learning and growth to take place.

We are active observers of the children's play. We position ourselves near the children and visually observe and listen to them. We also join in the play at times, so we are able to model and use positive statements to

gently guide, support and encourage the children. We take advantage of 'teachable moments' where we expand on the children's interests by asking open ended questions and by introducing new materials. Since children are more likely to learn and develop when their interests are captured, we try not to interrupt their play.

Our schedule is flexible and so whenever possible, we allow them more time to expand on their learning experiences.

When the children's interests taper off, we modify the schedule to suit their needs by ending the activity or introducing another one.

Planned experiences such as art, circle times, field trips, etc. are age appropriate, based on children's interests, and are planned to support active learning. We plan, revise and initiate these activities, but they are guided by the children. The children actively participate or choose another activity.

Routine times such as snacks, meals and changing activities are used as social times where conversations,

Agassiz Child Care

Supporting children's

PLAY'S THE THING

Children learn through
play.

We promote this learning through our curriculum, designed to encourage independent thinking and opportunities for growth through free choice cooperative play.

This document is available in alternate formats on request.

Curriculum Statement
2025

Setting the Stage...

Understanding that “All the world’s a stage”, we intentionally create one that fosters learning...

Our program is divided into separate age groups, a two to four year old room, a four and five year old room, and a 6-12 year old room.

We arrange each room to allow for large play spaces where we provide age appropriate materials... toys, games, materials, puzzles and books reflecting different genders, ages, cultures, developmental stages, and abilities. Based on the theme of the week and the children’s interests, we rotate the materials in the room, placing new items on open shelves so that they are visible and accessible to all.

In each room we provide materials for fine motor development [Lego, tinker toys, sewing cards, etc], make-believe [dress-up clothes, kitchen items...], open ended art [markers, scissors,

tracing cards, paint, sparkles, etc], tactile materials [sand, water, fingerpaints] and many other materials.

Every child has choices to play, explore and develop their skills. Every child, regardless of their developmental stage, needs or abilities, is able to be an active participant through hands on learning experiences.

Our centre has a gymnasium where children have access to trikes, mats, a variety of balls, bean bags, etc. to develop large motor skills such as posture, balance, ball play skills [throwing, catching and kicking] and locomotion skills [walking, running, skipping].

Outdoors we have a large open field for running and sports, a large fenced in area, three climbers, and a cement pad for trikes, bikes, basketball, etc. We provide ample outdoor time daily for children to further practice their large muscle skills and to interact with nature.

A consistent daily schedule gives children security. Our routines includes circle time, snack and meal times, outdoor play, a balance of large

The Players...

With different experiences and backgrounds, we work together with the entire cast to ensure everyone has a role in supporting the child’s learning...

Sharing information between the players in the child’s life helps to build positive relationships, creating a partnership for the benefit of the child.

Parents and Families

We respect the primary role of parents. We greet each child and family and exchange important information daily about the child’s mood, health, learning and development, daily activities etc.

Staff Members

We employ great staff who treat each other with respect and work as a team. Curriculum decisions are made with the best interests of the child in mind.

Children

We create and maintain positive relationships with the children through our daily interactions with them, learning from them and following their leads whenever possible.