

Our Caterpillars Daily Routine

0-3 years old



7am

Centre opens.

7am-8.30am

Children start the day in the caterpillar room (0-3years). During this time, we are engaged in combined free indoor/outdoor play. Older children assist educators in daily duties as we set up the environment & water our plants/trees indoors and outdoors.

8 am

Butterflies children (3-5years) transition to own room.

Acknowledgement Time. Educators use the clapping sticks to call the children to the circle then we pay respect to the land & the Aboriginal owners of our land.

8.50am

Transition to morning tea.

9am-9.30am

Progressive Morning tea, Children are encouraged to serve and feed themselves.

9.30am- 10.50am

Transition outdoors (sun safety songs, alphabet songs, numbers, colours)
Free indoor/outdoor play based on children's interest & extended plans. If the weather is wet/too hot or too cold, we remain indoors and gross motor experiences are provided indoors or on verandah to encourage the children to use their larger muscles and be active.

10.50 am

The groups get divided to 0-2yrs & 2-3yrs.

Munch & Move Program.

Once finished, we

Transition for lunch & rest time.

Children wash hands, get their sheets from their bags and are encouraged to set up own bed. During this time we also reflect

our morning, what we enjoyed most and what we would like to do later on.

11.20am

Lunch time

Children have the opportunity to serve their own meals, fruit & water. Once they have completed their meals, they place their food scraps in our scrap bowl, stack plates and cups on lunch trolley. We use our food scraps to feed our worm farm.

11.50am

Transition to bathroom.

Children sit on the transition mat while we sing or share our special news with peers.

12pm-2pm

Rest & relaxation time

Children are encouraged to sleep or just lay down on own beds while listening to relaxation music. Having a rest ensures our body and brain develops and grows well. Children who do not want to sleep are given books of choice to help them rest & relax their bodies while reading/looking at books.

1.30pm - 2pm

Quiet activities. As children start to wake up, they are encouraged to pack away their sheets; put socks and shoes on, use toilet, then get involved in quiet activities while peers start to wake up.

2pm-2.15pm

Acknowledgement Time. Educators use the clapping sticks to call the children to the circle then we pay respect to the land & the Aboriginal owners of our land.

Intentional teaching/group time

Educator and children discuss what we did in relation to calendar of events, what parents have suggested or group time discussions related to our topics of interest.

Divided group times

0-2 years: nursery rhymes, simple counting, simple shapes, baby tummy times, peekabo games

2-3 years: Group time about colours, shapes, numbers & letters recognition as well as story telling time.

Once finished, we

Transition to afternoon tea time and sunscreen application.

2.30pm-2.45pm

Progressive Afternoon tea. Children are encouraged to serve own meal

2.45pm-3pm

Wash hands & get our hats for outdoor play.

3pm-4pm

Free indoor / outdoor play (depending on weather)

4pm

Transition to late supper

4.10pm-4.30pm

Progressive Late supper

4.30pm-6pm

Free indoor/ outdoor play. Educational TV programs are available if children are interested between 5pm-6pm.

5.30pm-6pm

Combine both groups together in 3-5 years room.

6pm

Centre closed

The centre has a flexible routine, which means we support what the children are interested in doing most and we do not hurry the child. Everyone is encouraged to complete their task at their own preferred pace. If the children would like to remain indoors for free play, we do so but provide gross motor opportunities indoors to ensure they still get equal time of active play.

With the new National Quality Framework in Early Childhood, our programs aim to teach children and develop their skills through play as well as intentional teaching opportunities. Family input and feedback is also vital for our program to ensure we are forming strong links between home and the early childhood setting.

For more information, please see our friendly educators ☺

