

CAYMAN ISLANDS

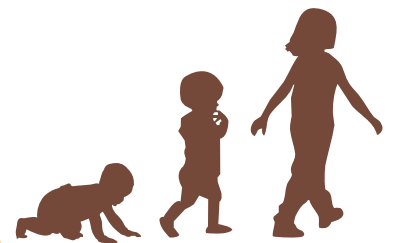
EARLY YEARS CURRICULUM FRAMEWORK



MINISTRY OF
EDUCATION

CAYMAN ISLANDS GOVERNMENT

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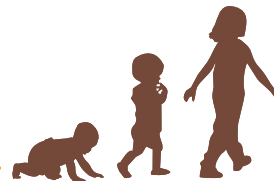


MINISTRY OF
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Designed and developed by the Early Childhood Care and Education Unit
of the Ministry of Education with support from stakeholders to be used in early childhood care and
education programmes within the Cayman Islands.

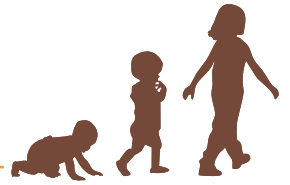
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of the Chief Officer of the Ministry of Education, Grand Cayman, Cayman Islands.*

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Minister's Message



Research shows that the early years is the most significant period in the growth and development of young children. In order for our children to develop into well rounded, confident adults who are assets to our community, we must begin by supporting them in their early years. As we empower our young children to communicate effectively while exploring their world through play and social interactions, we are guiding them on a positive learning pathway. All children are unique individuals, and as such they develop at different paces and have diverse needs and learning styles. Therefore, they need early childhood care and education practitioners who are equipped for the task.

The Cayman Islands Early Years Curriculum Framework (CIEYCF) is a tool for practitioners to use to develop programmes that meet the needs of the infants, toddlers and young children in their care. The Framework provides learning outcomes for children that are based on international best practice, and activities that are specifically designed to meet the needs of children in the early stages of their development.

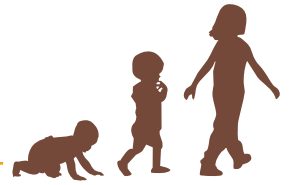
In preparation for the development of this Framework, the Ministry responsible for Education consulted with early years stakeholders. The Early Childhood Care and Education Unit was then charged with the responsibility to research and develop the Cayman Islands Early Years Curriculum Framework, taking into consideration the feedback received from the relevant stakeholders.

During the initial consultation meetings with early childhood care and education centre owners and school principals, there was a positive response to this important document. The comments and suggestions from ongoing discussions and the subsequent pilot have been used to inform the content of this Framework. Finally, consultation with educators and other stakeholders provided constructive dialogue and suggestions that have been reflected in the content of the CIEYCF. The willingness of each person to engage in this important process has been greatly appreciated.

The Ministry responsible for Education, through the Early Childhood Care and Education Unit, will continue to offer support as the Cayman Islands Early Years Curriculum Framework is implemented in early childhood care and education centres across our islands. We keenly anticipate witnessing the positive effects that experiences generated from the use of this Framework will have on the lives of our children and the wider community in ensuing years.

Hon. Tara Rivers, JP
Minister of Education, Employment & Gender Affairs

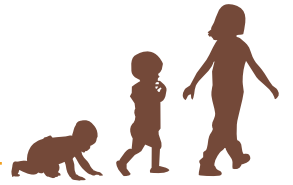
Foreword



The Cayman Islands Early Years Curriculum Framework (CIEYCF) was developed by the Ministry of Education’s Early Childhood Care and Education (ECCE) Unit in response to the need within our community for a guiding document that would ensure consistent provision within the early years. This Framework embraces best practice, inclusive of the Caribbean Community (CARICOM), and in accordance with the United Nations Convention on the Rights of the Child, 1995. It also honours our culture and supports our youngest citizens as they grow and develop to become responsible members of the Cayman Islands’ community.

The CIEYCF provides support and guidance for professionals as they plan and facilitate developmentally appropriate learning experiences that will cultivate key dispositions for life-long learning. Effective implementation of this Framework will foster collaborative relationships among all stakeholders, including ECCE centres and the families served.

The draft CIEYCF was piloted in 2012 by a group of twelve ECCE centres. Their direct feedback was incorporated into this Framework then used for wider consultation with stakeholders. The culmination of these efforts is reflected in this document as a coherent and well integrated tool which is essential in supporting our youngest citizens for their future success. The CIEYCF will support us as we work together to enhance the quality of early childhood provision in the Cayman Islands and “build a world class early childhood care and education system” that meets our Aspiration for Children.

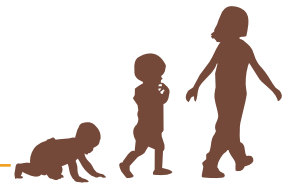


Children will be self-confident, resilient, critical thinkers who are intrinsically motivated to explore their world through play and active learning, and are able to clearly and creatively communicate their thoughts and ideas with respect to the people and the world around them.



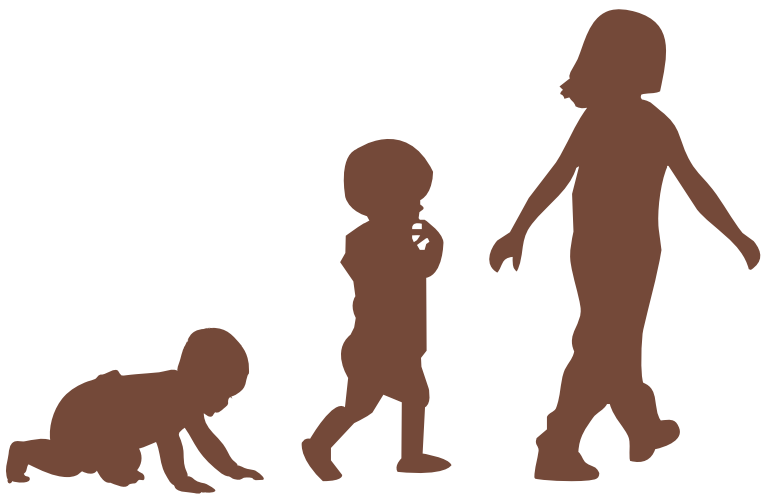
Photograph compliments of The Cayman Islands Curriculum Guide developed under the leadership of Mrs. Marjorie Beckles, Assistant Education Officer, Education Department 1998

Parts of the Curriculum Framework



This Curriculum Framework is designed to ensure that practitioners and caregivers identify the appropriate practices and activities that should be used to assist the infant, toddler or young child during each stage of development. There are 4 Key Focus Areas divided into Strands which are supported by Learning Outcomes.

EXPLORATION	RESPECT	COMMUNICATION	WELL-BEING
Movement	Self	Verbal and Symbolic	Health
Sensory	Others	Listening	Emotional
Scientific	Environment	Creative Expression	Social
Mathematical	Culture	Literacy	Reflection
Technological	Religion		
In each Key Focus Area there are Best Practices which must be adhered to in order to provide suitable guidance for the growth and development of each child.			



AGES AND STAGES IN THE EARLY YEARS



Infant - birth to 18 months



Key Practice

Caregivers of infants must be trustworthy, dependable, caring, attentive and affectionate while providing the infant with physical and emotional safety. Infants must have consistent caregivers at this stage of life, as a young infant's security depends on opportunities to bond with caregivers. Infants are completely dependent on caregivers and they are the people they first interact with who lay the foundations for their sense of identity, security, trust and ability to communicate.



Indicators of quality provision

Infant programmes must place high priority on fostering trust and security through low ratios and intentional, nurturing interactions. Infants need to be assured that their needs will be met by someone who values them and enjoys the time spent with them.

Programmes that cater to infants must include:

- One-to-one responsive interactions based on each infant's individual developmental needs and in response to his/her cues
- Individualised care and predictable routines that meet the needs of each infant
- A higher adult to child ratio where caregivers provide consistent, individualized care and instant availability to meet the infant's needs
- A calm, controlled environment that is sensory appropriate and facilitates the development of trust and security
- Strong partnerships established and maintained between the ECCE centre and parents and other adults responsible for the care of the infant

Characteristics of Infants

- Infants develop a sense of trust, security and identity which is directly related to the level of care, attention and affection they receive from their primary caregivers
- Infants are vulnerable and demand quality attention from their caregivers to ensure their continued health and well-being
- Infants grow rapidly and are physically transitioning from an involuntary reflex response to intentional body control
- Infants are learning to communicate through experimenting with sounds and vocalizing with their caregivers
- Infants are sensitive to the level of care they receive and their well-being is extremely fragile
- Infants need a stable and predictable environment with responsive adults who understand and can cater to their individual needs

Toddler - 18 months to 36 months



Key Practice

Persons who offer care for toddlers must be consistent, caring and affectionate. They must be able to cope with each toddler's evolving independence while still maintaining a safe, nurturing learning environment that meets the needs of all children. Toddlers are rapidly acquiring physical, social, reasoning and language skills as they negotiate their independence with their caregivers and peers. They need a lot of practice while embedding these important skills. There is a constant emotional identity struggle between a toddler's dependence on caregivers and his/her innate desire to establish independence. Gentle guidance is needed to support toddlers through this transition.



Indicators of quality provision

Toddler specific programmes must support toddlers in their quest for self-control and independence. Toddlers need time to practice their physical and social skills in a supportive environment where they are guided to manage their frustrations.

Programmes that cater to toddlers must include:

- Caregivers who can accommodate the toddlers need for a mix of predictable routines and spontaneity
- A learning environment that is age appropriate and sensitive to the sensory development of toddlers
- Flexible guided provision that supports independent exploration, movement and interactions with caregivers and peers
- Caregivers who can extend toddlers' thinking using good models of communication
- Intentional scaffolding of independent, age appropriate skill development based on individual needs

Characteristics of Toddlers

- Toddlers are fearless explorers who seek to make sense of their world through interactions and extending their limits
- Toddlers thrive on encouragement and positive social interactions with peers and caregivers
- Toddlers have excessive energy that compels them to move and they need time to practice their new skills in a safe and supportive environment
- Toddlers need to experience cause and effect through hands on involvement in activities
- Toddlers can often exhibit extreme and unpredictable emotions and behaviours
- Toddlers learn through doing and are stimulated through opportunities to play, as they engage in activities that they choose

Young Child - 3 years to school age



Key Practice

Young children are noted for their ever increasing capacity to learn new things, and their natural drive to communicate and share what they are learning. Their development is still moving at a unique and unpredictable pace, but they are beginning to develop coping skills that increase their independence.

A young child's caregiver must be able to balance the facilitation of a child's development through age appropriate activities while encouraging increased independence in a consistent, caring, encouraging and affectionate manner.

Indicators of quality provision

A young child needs to be engaged in experiences that require independent and cooperative learning as the child interacts with peers and adults. Young children are active participants in their own learning and show curiosity about the people, places and things in their world.

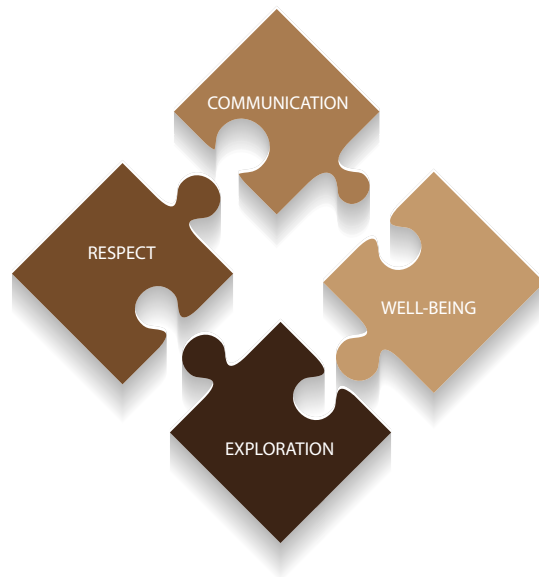
Programmes that cater to young children must include:

- A learning environment that is well resourced with a variety of indoor and outdoor activities that will challenge and enhance development
- Opportunities for young children to choose activities that engage their curiosity and encourage them to make predictions and test his/her working theories about his/her world
- Flexible guided interactions that allow for independent choice, thought and investigation and are based on individual needs of the young child
- Caregivers engage with young children in reflective discussions and shared reading experiences that naturally extend their communication and literacy skills
- Daily opportunities for physically active play



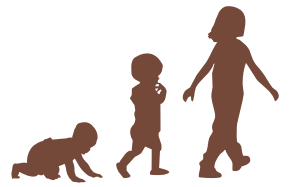
Characteristics of Young Children

- Young children are increasingly independent and they take pride in accomplishing tasks themselves
- Young children thrive on encouragement and appreciate words of praise
- Young children use their imagination to make sense of their world and they have a growing awareness of their own identity
- Young children begin to recognize patterns in the world around them and develop the capacity for more complex problem solving
- Young children communicate their thoughts, ideas and feelings through dramatic play, storytelling, dance and song
- Young children require good models of communication and will engage in conversations with trusted adults and peers
- Young children begin to display an understanding of their own abilities and how to extend these
- Young children are exploring the dynamics of relationships with peers, and are developing social skills such as empathy, resilience and interdependence
- Young children are growing rapidly and need daily activities that extend and develop their fine and gross motor skills



KEY FOCUS AREAS, STRANDS & LEARNING OUTCOMES

Key Focus Areas



EXPLORATION

Indoor and outdoor opportunities are provided for children to develop curious minds as they interact freely within their learning environment.



RESPECT

Guided and spontaneous interactions enable children to develop a sense of value and an appreciation of themselves, others and the world around them.

COMMUNICATION

Children's ability to listen and respond to others, and clearly express their own ideas, thoughts and feelings are fostered in a safe and supportive learning environment.

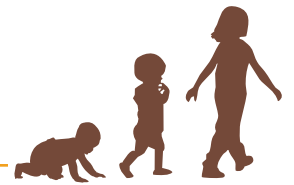
WELL-BEING

A well balanced and healthy lifestyle which enriches social and emotional development, self-confidence and resilience, is actively promoted.



STRANDS & LEARNING OUTCOMES

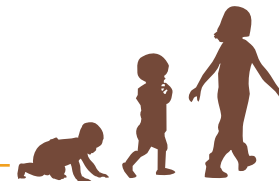
Exploration



1.Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	2.Sensory: Children use their senses in active exploration to understand their world.	3.Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	4.Mathematical: Children manipulate materials and explore concepts related to number, shape, space, measurement, time and classification through independent and guided opportunities.	5.Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.
Every child will:	Every child will:	Every child will:	Every child will:	Every child will:
E.1.1 develop fine and gross motor skills gaining increased control over the body. E.1.2 demonstrate an awareness of rules for safe movement in different environments. E.1.3 engage in a variety of movements within the indoor and outdoor environments as stimulated by their natural curiosity. E.1.4 develop fine and gross motor skills through the use of resources and equipment.	E.2.1 demonstrate emerging self-regulation in a variety of safe and stimulating environments. E.2.2 increase descriptive vocabulary through the use of the senses during indoor and outdoor experiences. E.2.3 interpret information received through multiple senses while engaging with the environment. E.2.4 develop tolerance for the effects of a variety of movements.	E.3.1 express thoughts as connections are made through the investigation of the natural world. E.3.2 develop observation skills as similarities, differences and changes in a variety of matter are examined. E.3.3 organize, describe, interpret and make representations of results using a variety of resources. E.3.4 investigate using a variety of rich, inquiry based experiences, and apply reflective thinking to ascertain why things happen and how things work.	E.4.1 demonstrate the ability to use, understand and communicate about numbers through practical experiences. E.4.2 categorize objects according to their properties with increasing intent. E.4.3 develop spatial understanding including an awareness of how objects can be moved or fitted together. E.4.4 use everyday language to describe comparisons, measures and time. E.4.5 make predictions and generalizations, and communicate these using mathematical language and symbols. E.4.6 communicate mathematical ideas through trial and error in order to find solutions.	E.5.1 expressively use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials for self-expression. E.5.2 represent ideas and experiences using creative and expressive media and the technologies associated with them. E.5.3 investigate the world through the use of resources such as magnifiers, cameras, and construction tools. E.5.4 use simple equipment like knobs, buttons, scissors, zippers, levers, and open ended materials.

STRANDS & LEARNING OUTCOMES

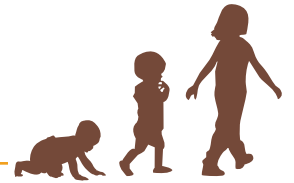
Respect



1.Self:	2.Others:	3.Environment:	4.Culture:	5.Religion:
Children develop a positive sense of who they are and an understanding of their own rights and responsibilities.	Children understand how their role and the roles of others impact the community.	Children will act responsibly in the preservation of their natural world.	Children gain an awareness of and appreciation for their own culture and cultures around the world.	Children have an awareness of and a respect for their own and other religions.
Every child will: R.1.1 display an awareness of how his/her actions impact his/her world. R.1.2 demonstrate an understanding of the limits and boundaries of acceptable behaviour. R.1.3 appropriately manage his/her personal needs while developing independence.	Every child will: R.2.1 recognize the needs of others and respond with care, empathy and respect. R.2.2 interact, establish and build relationships with people within the community. R.2.3 develop the ability to take turns and share fairly while interacting with others. R.2.4 display an awareness of the roles of community helpers.	Every child will: R.3.1 develop practices to reduce, reuse and recycle to protect the environment. R.3.2 understand the reciprocal relationship between how persons care for the environment and how the environment provides for them. R.3.3 gain an awareness of their own environment and environments around the world.	Every child will: R.4.1 make connections with his/her family and the wider world as he/she learns about his/her culture. R.4.2 gain familiarity with past traditions and customs of others. R.4.3 communicate his/her sense of identity with the local community and place to which he/she belongs. R.4.4 actively engage in cultural observances and celebrations.	Every child will: R.5.1 engage purposefully in his/her religious practices. R.5.2 participate in religious observances and celebrations, and discuss experiences with peers and adults. R.5.3 express an understanding of the meanings of the symbols that relate to religious practices.

STRANDS & LEARNING OUTCOMES

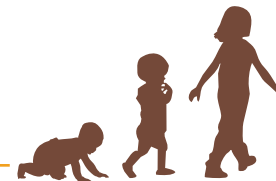
Communication



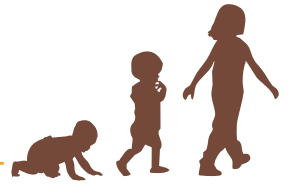
1.Verbal and Symbolic: Children will interpret information received and effectively express themselves in a variety of ways	2.Listening: Children develop the inclination and ability to listen attentively and respond appropriately.	3.Creative Expression: Children will experience and develop an appreciation for various forms of art from a variety of cultures.	4.Literacy: Children demonstrate an understanding that symbols are used to represent ideas.
Every child will: C.1.1 develop the skills of conversation in a variety of contexts. C.1.2 demonstrate non-verbal communication skills in his/her everyday experience. C.1.3 develop confidence, fluency and clarity as he/she engages in communicative experiences. C.1.4 expand his/her vocabulary as he/she explores the meanings and sounds of new words in different contexts. C.1.5 practice acquired writing skills at his/her own pace guided by the developmental writing process.	Every child will: C.2.1 demonstrate behaviours that indicate active listening. C.2.2 respond appropriately using questions and comments as he/she processes information. C.2.3 actively participate in a variety of listening experiences such as stories, poetry, nursery rhymes, music and nature walks.	Every child will: C.3.1 recreate roles and experiences through drama and storytelling. C.3.2 express him/herself through a variety of art media. C.3.3 experiment and extend self-expressions through music and dance. C.3.4 demonstrate rhythmic patterns through the use of common and created musical instruments and movement.	Every child will: C.4.1 actively participate in shared stories with peers, in small or large groups. C.4.2 develop book handling skills as he/she is exposed to a variety of books. C.4.3 gain familiarity with an appropriate selection of stories and literature from various cultures which are valued within the community. C.4.4 develop phonological awareness at his/her own pace through a variety of shared literacy experiences.

STRANDS & LEARNING OUTCOMES

Well-Being



1.Health: Children make safe and healthy decisions as they discover and learn about their bodies.	2.Emotional: Children identify and express their own feelings.	3.Social: Children will develop the skills to interact with others in a variety of contexts.	4.Reflection: Children will reflect on their experiences.
Every child will: W.1.1 make healthy choices independently while developing an understanding of the need for good health through exercise, healthy eating, sleep and good hygiene. W.1.2 recognize and communicate his/her bodily needs as he/she develops an understanding of how the body functions. W.1.3 demonstrate growing independence.	Every child will: W.2.1 display a growing capacity to self-regulate including the ability to accept challenges, manage change and cope with frustration. W.2.2 demonstrate a sense of the need to understand and manage his/her own emotions. W.2.3 acknowledge and accept guidance and affirmation.	Every child will: W.3.1 demonstrate an awareness of and a concern for the safety and well-being of everyone. W.3.2 practice working together peacefully, cooperating within groups. W.3.3 value and apply codes of behaviour in order to work together harmoniously. W.3.4 develop the ability to recognize unacceptable behaviours and to have the self-confidence to respond appropriately.	Every child will: W.4.1 reflect on his/her social interactions with adults and peers. W.4.2 acknowledge actions and the consequences to others, and adjust behaviour accordingly. W.4.3 express how he/she feels when interacting with others. W.4.4 develop resilience as he/she is supported to respond appropriately to both every day and unexpected challenges.



THE **BEST TEACHERS** ARE THOSE
WHO **SHOW** YOU WHERE TO LOOK,
BUT **DON'T TELL** YOU WHAT TO SEE.

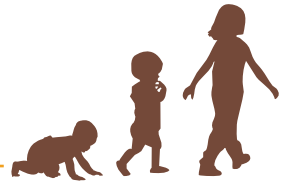
-Alexandra K. Trenfor



BEST PRACTICE IN THE EARLY YEARS

Best Practice: Exploration

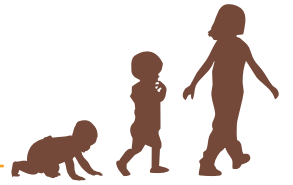
MOVEMENT: Children develop their fine and gross motor skills through independent and guided opportunities to move their bodies.			
Learning Outcome	Infant	Toddler	Young Child
E.1.1 Every child will develop fine and gross motor skills gaining increased control over the body.	Interact with children as they explore a variety of activities.		
	Encourage independence as the infant explores particular patterns of movement.	Provide equipment, space and daily opportunities for the toddler/young child to use his/her whole body during indoor and outdoor activities.	
	Provide an area that will allow for maximum space for each infant to move, is protected from children who are mobile	Provide indoor and outdoor activities for the toddler/young child to practice his/her movement independently and with his/her peers.	
	Record children's motor skill through photographs and observations and store these in their individual portfolio.		
E.1.2 Every child will demonstrate an awareness of rules for safe movement in different environments.	Closely monitor the infant to ensure he/she is safe.	Model the leadership role, then support the toddler/ young child to take turns leading the group.	
	Resources are sterilized after each use.		
	Cabinets used for storage are locked from children's access.		
	Swings and high-chairs have safety restraints which are used at all times.		
	All cleaning materials and medicines are inaccessible to children.		
	Ensure that all power outlets are covered.		
E.1.3 Every child will engage in a variety of movements within the indoor and outdoor environments as stimulated by natural curiosity.	Resources are easily accessible daily for all children.		
	Age appropriate resources are provided to develop hand and eye coordination during activities such as threading, sewing, peg boards and puzzles.		
	Age appropriate equipment such as riding toys, climbing equipment and balance beams are provided to develop balance during movement.		
	Provide equipment such as balls and bean bags to develop kicking, catching and throwing skills.		
	Plan play that supports the infant to practice retrieving objects.	Guide toddler in a variety of activities such as using dough type media or tearing for toddler to strengthen fine motor skills.	Monitor the young child's development and provide guided and independent opportunities to intentionally refine specific skills.
	Support the infant as he/she transitions from creeping to crawling and on to walking, providing opportunities for this both indoors and outdoors.	Create zones for energetic activities and model how to be safe to the toddler.	Support the young child to utilize both indoor and outdoor spaces for games, and use large equipment and resources in different ways, for example obstacle courses.
E.1.4 Every child will develop fine and gross motor skills through the use of resources and equipment.	Place interesting things beside the infant to encourage him/her to move as he/she explores.	Ensure that items related to topics reflecting the toddler's/young child's interests are freely accessible within the environment.	
	Place brightly coloured manipulatives that produce a noise in the environment to encourage the infant to search.		
	Intentionally introduce new, interesting resources to the infant through play.	Activity centres are provided to support the toddler/young child to engage in group and independent learning within the natural world.	



SENSORY: Children use their senses in active exploration to understand their world.			
Learning Outcome	Infant	Toddler	Young Child
E.2.1 Every child will demonstrate emerging self-regulation in a variety of safe and stimulating environments.	The environment is safe and adults are sensitive to the stimulation caused by varying degrees of environmental factors such as lighting, sound, temperature and texture. • Temperature in the centre is comfortable for the children. Adults are mindful that children have different preferences and/or tolerances that need to be catered to. • Ample lighting is provided for various types of activities. • Volume of music, spoken words and other noises in the environment are appropriate.		
E.2.2 Every child will increase descriptive vocabulary through the use of the senses during indoor and outdoor experiences.	Plan for new vocabulary that will be introduced during learning experiences and support the children to gain an understanding of the words and related concepts.		
	Adult : infant ratio is adhered to in order to support engagement with the infant, particularly in outdoor areas.	Introduce various scents to toddler/young child through planned and spontaneous investigations.	
	Converse with the infant and respond to his/her reactions to a variety of textured toys or objects.	Sensory experiences are planned for hearing, seeing, tasting, feeling and smelling as a regular part of the daily programme.	
	Walk infant around the environment and guide him/her to investigate while verbalizing his/her discoveries.		
E.2.3 Every child will interpret information received through multiple senses while engaging with the environment.	Provide a range of everyday objects for the infant to explore and investigate.	Provide activity centres such as listening, music, science and information technology centres, equipped with appropriate resources where the toddler/young child can independently investigate using his/her senses.	
	Provide contrasts in colour and design.		
E.2.4 Every child will develop tolerance for the effects of a variety of movements.	Children have daily access to safe indoor and outdoor spaces for active learning.		
	Monitor and rotate moveable equipment within play spaces to maintain interest.		
	Children have opportunities for varied movements that maintain their interest and promote their sensory development.		
	Varied activities support children in their transition to new learning experiences and routines.		

Best Practice: Exploration

SCIENTIFIC: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.			
Learning Outcome	Infant	Toddler	Young Child
E.3.1 Every child will express thoughts as connections are made through the investigation of the natural world.	Provide commentary to the infant regarding his/her indoor and outdoor experiences.	Activity centres with natural materials are set up in both indoor and outdoor spaces.	Support and interact with the young child as he/she explores the natural world.
		Guide the toddler through new experiences, interacting with him/her as he/she explores.	Ensure that the young child has the opportunity to develop gardens, care for pets and engage responsibly with the natural world.
E.3.2 Every child will develop observation skills as similarities, differences and changes in a variety of matter are examined.	Plan and model appropriate vocabulary prior to new experiences so that learning is intentional as well as spontaneous.		
	Ensure that the environment includes features that the infant can become familiar with, recognize, and explore.	Themes in activity centres are changed so that the toddler can explore the various changes that occur with a variety of matter.	Ensure activities are resourced appropriately and monitored to so that there is adequate provision for all young children.
	Converse with the infant during investigation and provide words and sounds for things that happen.		Records are kept of young child's interactions using assessment tools such as photographs and written observations.
E.3.3 Every child will organize, describe, interpret and make representations of results using a variety of resources.	Support the infant as he/she makes sense of his/her world.	Guide the toddler in discussion as he/she reflects on representations of his/her investigations.	Model and support the young child to discuss and use his/her observations in various ways to illustrate what has been learned, for example using pictographs.
		Art activity centre is available and well-resourced for the toddler to use when he/she chooses.	The young child's pictorial and graphical representations are displayed and stored in his/her learning portfolios.
			Monitor resources to replenish and ensure adequate provision for all young children.
E.3.4 Every child will investigate using a variety of rich, inquiry based experiences, and apply reflective thinking to ascertain why things happen and how things work.	Carefully monitor the infant as he/she experiences various positions that support him/her to have multiple perspectives of his/her world.	Engage the toddler in conversation about why things happen; modelling inquiry based learning strategies.	Pose open and investigative questions such as: Why is this bag heavier? What makes a truck move? Why does it rain? Where does sand come from? What is the dog saying when he barks?
			The young child is encouraged to monitor his/her own learning by including representations of his/her inquiries in his/her learning portfolio and displays.
	The infant has the opportunity to experiment with objects/toys that produce a cause and effect, such as an object/toy that lights up in response to touch, or the noise heard when rattle is shaken.	Investigations are driven equally by learning objectives and the curiosity of the toddler/young child.	
		Time is allowed for the toddler/young child to fully develop and investigate his/her working theories.	
		Ensure that the toddler/young child has time to investigate and discuss his/her findings.	
		Observe which resources have been used by the toddler/young child and identify what is needed to plan for and extend his/her learning.	
		Monitor and replenish necessary resources to ensure adequate provision for all toddlers/young children.	
		Guide the toddler/young child as he/she documents and adds investigations to his/her learning portfolio.	



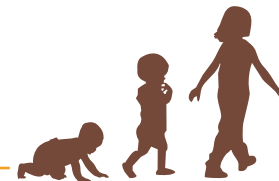
MATHEMATICAL: Children manipulate materials and explore concepts related to number, shape, space, measurement, time and classification through independent and guided opportunities.

Learning Outcome	Infant	Toddler	Young Child
E.4.1 Every child will demonstrate the ability to use, understand and communicate about numbers through practical experiences.	Support the infant during explorations through guided participation.	Provide open ended materials and opportunities for the toddler/young child to sort and use mathematical language to talk about the sets he/she has created.	
	Similar, age appropriate symbols and representations are part of the everyday environment.		
E.4.2 Every child will categorize objects according to their properties with increasing intent.	Talk with the infant about the colours and shapes of objects, as he/ she interacts with various objects in the environment with varied characteristics.	Discuss properties of materials and resources using mathematical language, (such as: round, square, same, different, big, small, long, short, colour words).	
		Provide open ended materials and opportunities for the toddler/young child to sort, and use mathematical language to explain the manner in which he/she sorted the objects.	
E.4.3 Every child will develop spatial understanding including an awareness of how objects can be moved or fitted together.	Age appropriate resources such as puzzles, blocks and stacking toys are provided and rotated frequently.		
	Engage with children while they explore age appropriate shapes and puzzles, and discuss the characteristics of the toys/objects that they interact with.		
	Support the infant/toddler to manipulate shapes into a shape sorter while using mathematical language.	Ensure that 2 and 3 dimensional shapes and puzzles that reflect varying levels of ability are freely available for the toddler/young child to choose from during activity time.	
E.4.4 Every child will use everyday language to describe comparisons, measures and time.	Model appropriate use of vocabulary during interactions with the infant.	Equipment such as scales, sand and water tables or containers are available daily; inside and outside.	Use mathematical vocabulary while offering support through discussion of the learning experiences and observations.
	During conversation with the infant use words such as, “a lot”, “few”, “many”, “same”, and “different”.	Use activities to introduce vocabulary such as measure, weight, pour, bigger than, smaller than, heavy, light, long and short.	
		Opportunities are provided for the toddler to set a timer during activity time.	The young child is guided in understanding the daily routines inside and outside of the centre.
	Adults display visual schedules of the centre day (containing appropriate pictures) and intentionally use time sequence words when talking with children such as later, tomorrow, soon and yesterday.		
E.4.5 Every child will make predictions and generalizations , and communicate these using mathematical language and symbols.	Engage the infant with conversation about the symbols and representations within his/her environment.	Provide activities and resources that support the toddler to manipulate shapes, numbers, etc. with and without guidance.	Engage the young child in activities that manipulate shape, numbers, etc., challenging him/her to reason and explain higher order problems.
E.4.6 Every child will communicate mathematical ideas through trial and error in order to find solutions.	Ensure that the children have time to fully engage in activities without interruption.		
	Observe and engage with children during their investigations.		
	Encourage the infant/toddler in his/her continuous attempts to master skills.	Scaffold and document the young child's progress as he/she develops his/her skills.	

Best Practice: Exploration

TECHNOLOGICAL: Children experiment with tools, materials and equipment through independent and guided opportunities.			
Learning Outcome	Infant	Toddler	Young Child
E.5.1 Every child will expressively use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials for self-expression.	Praise the children's attempt at creating a representation of an image.		
	Centre is well resourced with material and tools with which the infant/toddler is supported to freely experiment.		Record the young child's thoughts on his/her experiences and display his/her artwork in the environment.
	Children have opportunity to play with non-toxic clay, play dough and other expressive materials. Photos are kept of the representations and stored in their learning portfolios.		
E.5.2 Every child will represent ideas and experiences using creative and expressive media and the technologies associated with them.	The infant has opportunities to interact with age appropriate music.	Ensure that the toddler is supported to participate in the use of the media provided.	Support the young child in experiencing specific media software.
E.5.3 Every child will investigate the world through the use of resources such as magnifiers, cameras, and construction tools.	Adult offers guided support and verbalizes positive feedback when the infant attempts to use equipment.	Provide age appropriate equipment that the toddler can experiment with and investigate.	Learning experiences should be planned to include the safe use of appropriate construction technology/ tools, and to ensure that the young child has time for free exploration.
			The young child is supported to discover that tools and equipment can be used for multiple purposes.
		Support the toddler to use dress ups, to build with age appropriate tools, and to manipulate every day equipment.	Photographs and observations are used to record the young child's exploration.
			Monitor and replenish resources often to ensure adequate provision for all young children.
E.5.4 Every child will use simple equipment like knobs, buttons, scissors, zippers, levers, and open ended materials.	Interesting, age appropriate equipment is provided every day for children can explore.		
	The infant has the opportunity to explore safe, age appropriate resources while engaging with adults.	Observe how the toddler/ young child explores equipment, for example, by pressing buttons, lifting lids, cutting materials and turning knobs. After observations are made, plan for new experiences to extend the child's capability.	
		Offer commentary while the toddler/young child is using equipment such as, "Look, you pulled the string and made it come closer to you!"	
		Keep photo and observation records of the toddler's/ young child's explorations stored in his/her learning portfolios.	
		Ensure that home and role playing activity centres are well stocked with resources that provide the toddler/young child with opportunities to practice self-help skills such as dressing with a variety of fasteners, housekeeping and child care.	

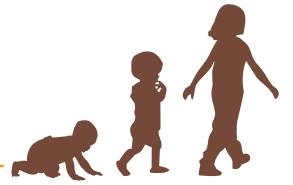
Best Practice: Respect



SELF: Children develop a positive sense of who they are and an understanding of their own rights and responsibilities.			
Learning Outcome	Infant	Toddler	Young Child
R.1.1 Every child will display an awareness of how his/her actions impact his/her world.	An area is available for the children who need a quiet alone space.		
	Accommodations are made for the children who need additional active play.		
	Be positive and consistent in praising the infant's efforts.	Respond positively to the toddler's behaviour, modelling how he/she should respond to others.	Use experiences from stories, visits and teachable moments to support the young child to identify his/her own needs and manage his/her reactions to the needs of others.
	Be gentle when redirecting the infant.	Opportunities are provided for the toddler to identify and discuss boundaries, so that he/she understands expectations.	Affirmations are given to the young child from his/her practitioner during individual conversations and group sessions.
R.1.2 Every child will demonstrate an understanding of the limits and boundaries of acceptable behaviour	Foster positive relationships with parents through building partnerships in order to maintain consistency between home and the centre.		
	Be attentive to the infant's efforts to communicate, and respond in order to meet his/her needs and expressed emotions.	The toddler/young child and adult work together to establish and maintain age appropriate boundaries.	
		Outline agreed procedures for the manner in which the adults respond to the toddler's/young child's behaviour and communicate these to the toddler/young child and the people working with him/her.	
R.1.3 Every child will appropriately manage his/her personal needs while developing independence.	The infant's routine is maintained by the adults who care for him/her. Changes to the routine are accommodated as the infant indicates that change is needed.	Activity centres are provided so the toddler can freely choose his/her preferred activity.	Opportunities are provided for the young child to choose his/her own activities and to make decisions regarding his/her chosen activities.
		The toddler/young child is encouraged to independently meet his/her own personal needs, for example toileting training, washing hands, identifying and verbalizing when he/she is hungry or tired.	

Best Practice: Respect

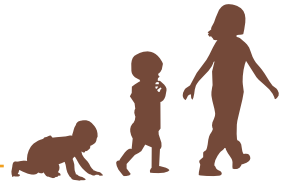
OTHERS: Children understand how their role and the roles of others impact the community.			
Learning Outcome	Infant	Toddler	Young Child
R.2.1 Every child will recognize the needs of others and respond with care, empathy and respect.	Commend children for showing affection or concern through acts of kindness.		
	Model appropriate actions when responding to the needs of others.		
	Provide time for the infant to interact with others in a small or large group, in a safe play space.	The toddler/young child is supported to develop empathy through opportunities to speak and listen in group discussions and express his/her emotions with respect to the emotions of others.	
The toddler/young child has opportunities to interact with children of different ages during the day, especially with his/her siblings who also attend the centre.			
R.2.2 Every child will interact, establish and build relationships with people within the community.	Parents and family members are invited to the centre to share special events.		
	Establish a relationship with the infant through interactions and meeting his/her needs to communicate.	The centre intentionally welcomes and encourages the toddler/young child to interact openly and confidently with his/her peers, the adults who care for him/her and the community.	
	Whenever possible, include the infant in centre events such as seasonal performances.	The toddler/young child has opportunities to visit workplaces and attractions within community such as the Fire Station, the National Gallery and parks.	
	Communicate with parents about the interactions that the infant is engaging in so that similar interactions can also take place in the home.	The toddler/young child has opportunities to interact with a variety of people from different backgrounds, such as people with various community roles and occupations.	
R.2.3 Every child will develop the ability to take turns and share fairly while interacting with others.	Model appropriate group behaviours by engaging with the children during play and activities.		
	Support the infant/toddler to learn how to share and follow rules as he/she interacts with others. Adults model appropriate behaviours and acknowledge the infant's/toddler's attempts.	Emphasize the importance of sharing and the boundaries of acceptable behaviour that guide interactions. Support the young child during games and activities to apply what he/she has learned.	
R.2.4 Every child will display an awareness of the roles of community helpers.	Provide opportunities for the children to interact with a variety of people from different backgrounds, such as people with various community roles and occupations.		
	Adults invite visitors from the community and plan field trips within the community so the children gain an understanding of people's roles within the community.		
	Encourage the infant to put on head wear that represents various community helpers. Talk about the role that each community person plays.	Ensure that the toddler/young child has opportunities to suggest places to visit and people to invite into the centre, for example visit families' workplaces and invite grandparents to the centre to share stories.	



ENVIRONMENT: Children will act responsibly and play their role in the preservation of their natural world.			
Learning Outcome	Infant	Toddler	Young Child
R.3.1 Every child will develop practices to reduce, reuse and recycle to protect the environment.	Re-usable containers are cleaned and introduced into the play environment for a variety of purposes.	Re-usable items are provided for the toddler/young child and are introduced as being reused or recycled for the benefit of the environment.	
		Encourage the toddler to be creative when reusing boxes, yogurt containers and collage materials.	Model possible ways for the toddler/young child to conserve natural resources such as water.
		Recycling stations are set up within the centre with visuals to explain the proposed use.	
		After a shared story is read, lead toddlers and young children in a discussion about reusing and recycling.	
R.3.2 Every child will understand the reciprocal relationship between how persons care for the environment and how the environment provides for them.	The infant has daily opportunities to enjoy safe outdoor spaces.	Children are involved in caring for native and imported plants that are part of the outdoor environment.	
		The toddler/young child has daily access to safe natural outdoor spaces for active learning.	
		Adults read stories that explore environmental topics and issues.	
		Opportunities are provided for the toddler/young child to investigate environmental topics and issues using books and other media.	
R.3.3 Every child will gain an awareness of their own environment and environments around the world.	The adult verbalizes to the infant what he/she is doing as he/she tidies the play area.	Children are encouraged to independently tidy up and care for their centre's indoor and outdoor environments. Adults model good hygiene and dispose of garbage appropriately.	
		The toddler/young child has the opportunity to prepare; plant and maintain healthy grow boxes.	
	The infant has opportunities to engage with books that depict his/her environment.	The toddler/young child has the opportunity to harvest, prepare and share the produce from the grow boxes.	
		Adults arrange for visits to the centre from the Department of Environment staff to share information about the environment.	
	The infant is encouraged to experience the different environments inside and outside of the centre.	Adults model positive attitudes regarding care given to the environment.	
		The adult guides discussion in relation to shared stories about environmental awareness.	
		The toddler/young child is supported to use art resources to create a representation of the environment.	
		The toddler/young child is encouraged to photograph his/her environment, especially during field trips. Pictures are displayed in scrapbooks or on bulletin boards in the centre.	
		The adult develops a roster to ensure that the toddler/young child maintains the class/centre pet's habitat and cares for the pet.	

Best Practice: Respect

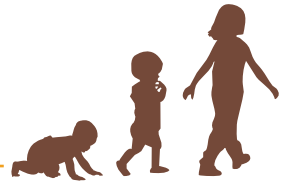
CULTURE: Children gain an awareness and appreciation for their own culture and cultures around the world.			
Learning Outcome	Infant	Toddler	Young Child
R.4.1 Every child will make connections with his/her family and the wider world as he/she learns about his/her culture.	Display pictures of people, festivals, environments and objects from other countries and engage children in discussion.		
	Children's culture is acknowledged within the centre, and as much as possible, their customs are catered to.		
	Multi-cultural dolls, foods, books, puzzles and other manipulatives are available to be explored within the activity centres.		
	Visitors from various cultural backgrounds are invited to visit the centre, especially in respect of special celebration times, for example the Chinese New Year.		
R.4.2 Every child will gain familiarity with past traditions and customs of others.	Include photos, flags, guests and artifacts that represent cultures within the centre, and represent cultures outside of the Caymanian culture.		
	Display pictures of the national symbols that reflect the cultural heritage of the Cayman Islands and the other cultures represented by the children within the centre.		
	Parents and family members are invited to the centre to share experiences of Caymanians, today and in the past.		
	Provide pictures of present and historical Cayman, placed at the infant's level, and interact with the infant as he/she engages with the pictures.	Gather Caymanian artifacts to share with the toddler/young child	
		Toddlers/young children have the opportunity to interact with knowledgeable people within their community to learn more about traditional Caymanian Culture.	
	Adult interacts with the toddler as he/she engages with pictures and artifacts from present and historic Cayman.	Adults organise field trips to historical locations such as Pedro St. James or the National Museum.	
R.4.3 Every child will communicate his/her sense of identity with the local community and place to which he/she belongs.	Communicate with families regarding special activities happening in the centre so they can be discussed and enjoyed at home.		
	Adults talk to the infant about his/her family members and the community.	The toddler/young child is encouraged to tell his/her parents about his/her cultural activity, and show his/her parents what was made during the day at the centre.	
	Foster positive relationships with parents so that children's home culture is understood.		
	Display Caymanian artifacts and artifacts from the cultures represented in the centre.		
	Exhibit the works of art created by the children as they explore artifacts from their own culture and other cultures.		
	Communicate with parents regarding the activities the infant has engaged in during the day so they can also be enjoyed at home.	Periodically rotate the themes and props of the dramatic activity area to provide varied community and cultural experiences for the toddler/young child.	
	Maintain a monthly celebration board that highlights cultural celebrations/events in the Cayman Islands and around the world.		
R.4.4 Every child will actively engage in cultural observances and celebrations.	Include all children in observances and celebrations whenever possible.		



RELIGION: Children have an awareness of and a respect for their own and other religions.			
Learning Outcome	Infant	Toddler	Young Child
R.5.1 Every child will engage purposefully in his/ her religious practices.	Be a positive role model for children and encourage them to be respectful of their own and other religions.		
	Children are encouraged to participate in songs and stories from their own and other religions.		
	The infant is encouraged to participate in religious songs and finger plays.	Adult models to the toddler how to respectfully participate in devotions.	Daily devotions are provided so the young child can learn more about religious beliefs.
R.5.2 Every child will participate in religious observances and celebrations, and discuss experiences with peers and adults.	Adults talk respectfully with children about their family's religious beliefs.		
	Ensure that alternative foods are provided for children whose family has special dietary requirements due to religious beliefs.		
	Adults ensure that the family's religious preferences are honoured within the centre.		
	Alternate activities are planned for children who cannot participate in an observance or a celebration as a result of their family's religious practice/belief.		
	The centre provides opportunities for children to share their own observances, celebrations and that of others.		
	The infant is encouraged to participate in religious songs and finger plays.	Provide the toddler/young child and his/her family with opportunities to celebrate together.	
	Provide children and their families with opportunities to celebrate together.		
R.5.3 Every child will express an understanding of the meanings of the symbols that relate to religious practices.	Children are introduced to stories and symbols that represent religious beliefs.		
	Encourage children to display their representations of religious observances through art works, artifacts or photos.		
	Children are guided to make connections between religious symbols and observances throughout the year.		
	Adults remain aware of the religions adhered to that are represented within in the centre, and they ensure that there is an inclusive effort made to show respect for all religious symbols.		

Best Practice: Communication

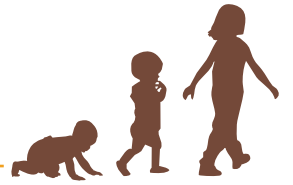
VERBAL AND SYMBOLIC: Children will interpret information received and effectively express themselves in a variety of ways.			
Learning Outcome	Infant	Toddler	Young Child
C.1.1 Every child will develop the skills of conversation in a variety of contexts.	Adults accept and encourage children's attempts to communicate by actively listening and affirming to the children what they are saying.		
	Sit with the infant and narrate his/her explorations.	Adults intentionally converse with the toddler to encourage his/her conversation skills.	Support the young child to identify who is talking, and model for him/ her how to signal that he/she also would like a turn to speak. This can be done using an object such as a discussion wand, a soft toy or by raising a hand.
	Talk with the infant about what you are doing so he/she will make a connection between words and actions.		
	Draw attention to and talk about visuals in the environment.		
	Interpret and give meaning to things that the infant shows interest in.		
	Be face to face and make eye-contact with children.		
Play "back and forth" game. Adult talks, then waits, infant coos and babbles the adult responds verbally. This continues in a conversation style.	The toddler is encouraged to freely communicate with adults and peers during a variety of activities.	Support the young child to communicate freely during all aspects of the day, for example as he/she problem solves or during group activities.	
C.1.2 Every child will demonstrate non-verbal communication skills in their everyday experience.	Visual timetables are displayed so that children know what is happening next in the day's programme.		
	Initiate play with the infant individually and in small groups, such as peek a boo games and finger rhymes.	The toddler is able to communicate his/her needs with non-verbal cues and is understood by the adults caring for him/her.	Use non-verbal cues when necessary to ensure that the young child is supported to communicate his/her needs.
C.1.3 Every child will develop confidence, fluency and clarity as he/she engages in communicative experiences.	Adults use correct models of English and good communication skills in communicating with the children and each other, ensuring that the voice level is appropriate for the children they engage with.		
	Ensure that adults interact with the children regularly and support them to construct full and correct sentences by reflecting the children's attempts at communication and by using correct sentence structure and grammar.		
	Adults familiarize themselves with stories before reading to the children to ensure that they use appropriate pronunciation and intonation.		
	Ensure that the infant receives individualized interactions every day.	Adults ensure that the toddler/young child has multiple opportunities to interact and converse with his/her peers during planned and spontaneous activities.	
		Adults intentionally converse with the toddler to encourage the toddler to develop his/her conversation skills.	The young child is encouraged to present and share his/her ideas during planned group times, for example show and tell about an item he/she has made that day or a toy/ object brought from home.
C.1.4 Every child will expand his/ her vocabulary as he/she explores the meanings and sounds of new words in different contexts.	Adults provide commentary to the infant during his/her activities, indoors and outdoors.	Adults engage in games and activities that use increasingly complex language to support the toddler in his/ her language development.	Adults model appropriate pronunciation and use a range of vocabulary in different contexts.
			Adults introduce new words on a regular basis through a variety of shared and individual learning experiences.
C.1.5 Every child will practice acquired writing skills at his/her own pace guided by the developmental writing process.	The infant/toddler has guided opportunities to explore finger-paint, play dough, bean bags, soft balls, and push-button toys to strengthen his/her fine motor skills.		The young child is encouraged to make marks, use dough/clay and paint freely to depict his/her thoughts, and/or discuss what he/she has created with adults and peers.
	The infant is encouraged to explore a variety of textured resources.	The toddler is facilitated to make marks, draw and paint freely.	Adults model good handwriting and provide writing experiences that are appropriate to match the readiness and interest of the young child.



LISTENING: Children develop the inclination and ability to listen attentively and responds appropriately.			
Learning Outcome	Infant	Toddler	Young Child
C.2.1 Every child will demonstrate behaviours that indicate active listening.	Talk and sing to the infant, engaging with him/her and building his/her listening skills.	Actively communicate with each toddler/young child that he/she is a valued member of the group by including him/her in group activities and listening and responding to his/her ideas.	
	Talk with the infant encouraging eye contact during communication.	Actively communicate with each toddler that he/she is valued by taking the time to listen and respond to his/her developing ideas.	Engage in discussion with the young child about what he/she hears in different environments.
	Vocalize while engaging in play with the infant to develop the infant’s auditory skills.	Model good listening strategies such as looking at the person who is speaking. Model active listening through gestures and responses to the toddler/young child.	
		Praise the toddler/young child as he/she demonstrates good listening skills making comments that are specific to the child’s skill.	
	Play games that encourage the infant to respond to sounds and words, such as peekaboo and pop up boxes.	Model listening skills and respond to the toddler by reflecting the toddler’s thoughts and ideas as he/she shares these.	Listen to and record the young child’s thoughts and ideas regarding his/her art work and classroom displays.
C.2.2 Every child will respond appropriately using questions and comments as he/she processes information.	Encourage the infant to respond through interactions between him/ herself and other infants.	Model open and closed questioning when engaging in conversations with the toddler and other adults.	Model questions that extend the young child’s thinking while encouraging the child to ask complex questions and make predictions about his/her investigations.
	Support children to practice their listening and responsive skills, for example modelling for them when giving simple instructions during routines and echo songs.		
	Support children to engage with their peers during group activities by modelling conversations.		
C.2.3 Every child will actively participate in a variety of listening experiences such as stories, poetry, nursery rhymes, music and nature walks.	Share stories, poetry, rhymes and music with children, individually and in small groups, throughout the day.		
	Read to the infant during his/her settling time.	Activity centres include props that require and encourage listening, such as headphones and story CDs.	
	Adults and children use musical instruments to add sound effects during a shared story.		
	Children have access to a variety of songs, stories, poetry and nursery rhymes at various times during the day.		
	Share transition cues such as a “Clean up...clean up...” song, clapping of hands or selected pre-recorded music.		

Best Practice: Communication

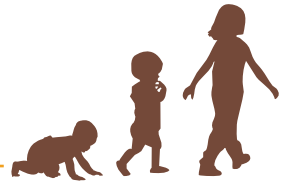
CREATIVE EXPRESSION: Children will experience and develop an appreciation for various forms of art from a variety of cultures.			
Learning Outcome	Infant	Toddler	Young Child
C.3.1 Every child will recreate roles and experiences through drama and storytelling.	Adults and the children use props when enjoying familiar and new shared stories.		
	Adults ensure that a comfortable story corner is set up in a quiet area where age appropriate books, puppets and props are easily accessible to children.		
	Adults engage the infant in imaginative roles while playing a game of pretend.	The toddler/young child is encouraged and praised when he/she retells a story using props.	
	Dramatic play activity centres are stocked with materials and resources that relate to the stories being shared.		
	Ensure that props and dress ups in activity centres are changed regularly to maintain children’s interest.		
	The infant is guided to imitate actions that relate to the story being shared.	The toddler/young child is encouraged to independently retell stories, and have free access to the story bags and books being shared.	
	Children are encouraged to use props and voice intonation when retelling a favourite story.		
C.3.2 Every child will express him/ herself through a variety of art media.	Plan learning experiences that include the children experiencing the safe use of art media and materials with time allowed for free exploration.		
	The infant is closely monitored as he/ she explores resources such as safe (edible) dough and paints.	The toddler/young child is praised for his/her creation and encouraged to discuss his/her artwork. Adults record annotations expressed by the toddler/ young child regarding his/her art work on display.	
		Learning experiences are planned to include the safe use of appropriate construction technology, with time allowed for free exploration of the technology and resources.	
	The infant has the opportunity to creatively use safe paints, pencils, crayons and dough.	A variety of art materials are placed in activity centres to support the toddler’s/ young child’s independent exploration.	
		Monitor the art and craft materials and ensure that the area is clean and well stocked.	
C.3.3 Every child will experiment and extend self-expressions through music and dance.	Adults model singing, with or without music as they encourage the infant to vocalize.		The listening activity centre is equipped with a media player and multiple headphones for toddlers/ young children who want to listen to music or a story, independently.
	Intentionally engage with children in dancing and movement, and making music.		
	Introduce children to a wide range of music, dance and rhythm from their own and other cultures.		
	Provide age appropriate instruments for planned and independent exploration.		
	Establish well stocked music, listening and creative expression centres so children can explore the resources independently and in groups.		
C.3.4 Every child will demonstrate rhythmic patterns through the use of common and created musical instruments and movement.	The infant has the opportunity to move to a rhythmic beat and use age appropriate musical instruments.	The toddler/young child is supported to express his/her creativity in the music centre; make music and move to his/her own and other rhythms and experiment with real and self-made musical instruments.	
		Adults capture the toddler’s /young child’s dance and musical experiences in photos that are displayed and kept in the child’s portfolio.	



LITERACY: Children demonstrate an understanding that symbols are used to represent ideas.			
Learning Outcome	Infant	Toddler	Young Child
C.4.1 Every child will actively participate in shared stories with peers, in small or large groups.	Children are immersed in a print rich environment.		
	Children's work is prominently displayed and revisited or updated regularly.		
	Age appropriate stories are shared daily one-on-one or in small groups.		
	Books, magazines and newspapers are included in the environment for children to explore.		
	Public library resources are used to provide a variety of stories and learning experiences.		
	Ensure that repeated rhythmic texts are a regular part of the shared story program.		
C.4.2 Every child will develop book handling skills as he/she is exposed to a variety of books.	Infuse each day with guided as well as independently chosen opportunities for literacy experiences.		
	Support children to lead shared story times with familiar books. Ensure that the children have free access to book bags (with resources including age appropriate manipulatives, puppets, and props) that relate to shared stories.		
C.4.3 Every child will gain familiarity with an appropriate selection of stories and literature from various cultures which are valued within the community.	Create book bags with activities, puppets, and props from shared stories with local, Caribbean or international themes.		
	Invite community members, parents and guardians to share favourite story books from home.		
	Songs, nursery rhymes and jingles are introduced to engage children with rhythm, rhymes and repetition.		
	Adults engage children in activities that focus on listening and remembering repeated sounds, encouraging the children to develop their skills through a variety of experiences including songs, shared stories and listening activities.		
C.4.4 Every child will develop phonological awareness at his/her own pace through a variety of shared literacy experiences.	Use different voices to tell stories and encourage children to join in when they can.		
	Adults understand that speaking and listening skills are valuable in their own right, and are essential for the development of phonological awareness.		

Best Practice: Well-Being

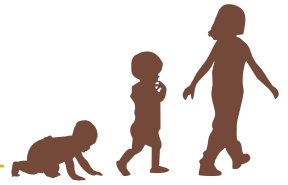
HEALTH: Children make safe and healthy decisions as they discover and learn about their bodies.			
Learning Outcome	Infant	Toddler	Young Child
W.1.1 Every child will make healthy choices independently while developing an understanding of the need for good health through exercise, healthy eating, sleep and good hygiene.	Adults should encourage the infant when he/she shows signs of independence, gradually sharing responsibility of their physical needs.	Ensure that dramatic play and house activity centres are resourced with a variety of dress ups, and props that provide opportunities for the toddler/ young child to practice and reflect on everyday life skills.	
		The toddler's/young child's self-help skills are informally monitored by adults and targeted independent support is provided as needed.	
		The toddler/young child has free access to a toileting area to develop his/her independence.	
		A comfortable rest area is provided for the toddler/young child to use, as necessary.	
W.1.2 Every child will recognize and communicate his/ her bodily needs as he/she develops an understanding of how the body functions.	Support the children's growing independence as they begin to do things for themselves such as feeding or toileting.		
	Meals, snacks and water are available when children indicate the need for nourishment.		
	Be responsive to the children's attempts to find their body parts and use the language associated with this activity.		
	Adults verbalise what they are doing when caring for the infants' needs.	Adult offers physical and emotional support when toddler/young child is in need of medical attention.	
W.1.3 Every child will demonstrate growing independence.	Guide children to make age appropriate, healthy snacks.		
	The child is engaged in a daily routine that includes exercise, healthy meals, hygiene and rest times in a clean environment.		
	Comfortable quiet areas are available for children needing rest.		
	Children can access the outdoors and have the opportunity for regular exercise and free movement every day.		
	Adults provide the infant with opportunities for increased independence, and praise the infant's efforts.	Centre menus are planned to ensure that the toddler/young child has healthy choices and is able to select his/her snack or meal as necessary.	
		Clean toileting areas are provided and stocked with soap, toilet tissue and disposable paper towels.	
		Support the child by modelling how to make healthy food choices.	
		Nutritionists are invited to talk with toddlers/young children and advise adults regarding healthy meal choices and preparation.	
	The infant has a familiar sleeping space and feeding area.	Shared stories include information about healthy eating and food preparation.	
		Housekeeping centre is stocked with props to role play food preparation and healthy eating.	
		Ensure that quiet, safe places are accessible to toddlers/young children who recognise that they need time away from others during the day.	
	Plan for interactive floor time where the infant can explore the room safely and independently.	Ensure that the toddler/young child has opportunities each day to engage in outdoor play where he/she can run, jump, climb, swing, and move in ways that strengthen and stretch their muscles and develop his/her motor skills.	



EMOTIONAL: Children identify and express their own feelings.			
Learning Outcome	Infant	Toddler	Young Child
W.2.1 Every child will display a growing capacity to self-regulate including the ability to accept challenges, manage change and cope with frustration.	Through ongoing observation, adult is familiar with the children’s preferences.		
	Monitor the children and encourage independence.		
	Each infant is different and his/ her needs should be attended to respectfully.	Display the toddler’s/young child’s creations, supporting him/her to choose what is to be displayed.	
	Respond appropriately to infants signals of pleasure, distress, fear and anger	The toddler/young child is encouraged to make choices with regards to where and with whom he/she chooses to play.	
	Ensure that a learning portfolio with evidence of the children’s progress is regularly shared with the children and their families.		
	Establish familiar, relaxed routines for feeding and toileting.	Small and large group activities and adult-child conferences are part of daily practice.	
	Children are supported to solve their own problems while being mindful of the needs of others.		
W.2.2 Every child will demonstrate a sense of the need to understand and manage his/ her own emotions.	Adults guide the infant to establish safe and consistent boundaries, when facing challenges.	The toddler/young child is supported to reflect on and respond appropriately to others during group activities.	
		The adults support the toddler/young child to establish clear and consistent boundaries for his/her self.	
	Include children with diverse needs into a flexible programme that caters for their needs while supporting their emotional development.		
	A familiar adult has primary responsibility for the infant’s care, so the infant knows who his /her caregiver is.	Adults ensure that the learning environment actively promotes the toddler’s/ young child’s ownership of his/her learning.	
	Positive feedback is part of the centre’s ethos and all centre adults participate in providing gentle guidance for children.		
	Adults engage the infant in games where he/she can predict a consistent response.	Adults support the toddler to gain confidence in seeking guidance through positive response to the toddler’s interactions.	Adults encourage the young child to ask questions and complement each other’s efforts/behaviours.
W.2.3 Every child will acknowledge and accept guidance and affirmation.	Children are recognised as being valuable contributors to their own learning experience.		
	A centre wide behaviour policy is in place and consistently applied with all children.		
	Free choice opportunities are available on a daily basis for children to select and regulate their participation.		
	Children are encouraged in their efforts through praise and constructive support.		
	Stories and artifacts that reflect the children’s interests are easily accessible.		
	Photographic evidence is kept of the children’s involvement in activities with and alongside others.		
	Adults meet the infant’s immediate needs calmly and respectfully.	The toddler/young child is supported to share his/her thoughts and feelings and knows that an adult will respond appropriately.	

Best Practice: Well-Being

SOCIAL: Children will develop the skills to interact with others in a variety of contexts.			
Learning Outcome	Infant	Toddler	Young Child
W.3.1 Every child will demonstrate an awareness of and a concern for the safety and well-being of everyone.	Support the infant to navigate play spaces and negotiate with his/her peers.	Support the toddler to be safe while he/she engages with his/her environment and peers.	Negotiate with the young child so that responsibilities are shared, and enable him/her to practice supporting the needs of others.
	Monitor play/activity spaces to ensure safety and support children as they negotiate with each other.		
W.3.2 Every child will practice working together peacefully, cooperating within groups.	Seize the opportunity throughout the day to highlight 'teachable moments' from which the children can learn how to interact successfully with others.		
	Participate in group games and activities, modelling cooperation and sharing during play.		
	Support the children to develop the ability to recognize discriminatory behaviours and to have the self-confidence to respond appropriately.		
	Children are encouraged to show their leadership skills when engaging in cooperative play or peer group activities.		
W.3.3 Every child will value and apply codes of behaviour in order to work together harmoniously.	Children are rewarded with praise and recognition for being role models to their peers.		
	Scaffold children to turn take and share with their peers when they are learning new games.		
	Support children to recognize the need to be responsible for their environment for example keeping their play area tidy.		
	Encourage sharing of resources while ensuring that children have adequate time with equipment and resources.		
W.3.4 Every child will develop the ability to recognize unacceptable behaviours and to have the self-confidence to respond appropriately.	A positive partnership is developed between the parents and the centre to ensure that there is consistency as children are supported to develop their social skills at home and in the centre.		
	Call the children by name and talk to them about what they are doing and the things they enjoy.		
	Encourage children to recognise their acceptable behaviour and that of others by acknowledging their attempts and discussing suitable options.		
	Support infants to understand that their caregiver has to attend to the needs of all the infants within the group.	Support toddlers in developing turn taking skills, praising and encouraging their efforts.	Ways of working together peacefully are modelled and young children have opportunities to practice these.
	Support the infant in times of conflict by modelling solutions and gently supporting the infant to accept the feelings of others.	If conflict occurs, be consistent in the positive management of toddlers.	Role model positive behaviour and encourage the young child to do the same.
		Stories that support character education are provided through shared reading experiences.	
		Engage the toddler in talking about how people's feelings and behaviour are connected.	Ensure that responses to young children's actions are consistent.



REFLECTION: Children will reflect on their experiences.			
Learning Outcome	Infant	Toddler	Young Child
W.4.1 Every child will reflect on his/her social interactions with adults and peers.	Acknowledge the infant's vocalization and support him/her to express himself/herself.	Encourage and support toddler/young child to share his/her thoughts, ideas and feelings in response to activities or events, for example asking questions after a field trip or during a group shared story time.	
	Adult models the skill of sharing his/her reflective thoughts while engaging with the children.		
	Support children to relax during meal times by being responsive to their conversations.		
	Engage the infant in imitative games that support him/her to react and develop a spontaneous response, for example hide the rattle.	Engage the toddler in conversation as he/she expresses his/her thoughts to the adult during activities and routines.	Adults are available to engage in reflective discussions initiated by the young child.
W.4.2 Every child will acknowledge actions and the consequences on others, and adjust behaviour accordingly.	Ensure that the adult's consistent response to unacceptable behaviour supports children to manage their actions.		
	Adults use teachable moments as they support children to engage in positive responses to others, for example praising children in front of their peers to encourage positive behaviour or supporting a peer.		
	Create a "child of the week" bulletin board that is visible to all children, and family and friends who visit the centre.		
	Support the infant/toddler in developing his/her relationships with others through positive interactions.		Ensure that reflection is a regular part of every learning activity by including time to discuss what the young child has been doing.
W.4.3 Every child will express how he/she feels when interacting with others.	Support the infant to have opportunities to interact with other people including other adults and children of different ages.	Encourage the toddler to share his/her feelings as he/she moves towards growing independence.	Adults encourage the young child to express his/her feelings in a positive manner by modelling this and praising the young child's efforts.
	Model appropriate interactions with adults and other children to support the infant as he/she develops his/ her interactive skills.	Recognize when the toddler/young child needs to express his/her emotions and support him/her by providing a safe place to do this, for example if a toddler/young child is upset, take him/her aside for a cuddle.	
W.4.4 Every child will develop resilience as he/she is supported to respond appropriately to both every day and unexpected challenges.	Spaces are available where the children can have privacy, and are monitored at all times.		
	Ensure that private spaces in the environment are of adequate size where children will be safe, and easily supervised.		
	Encourage children to respect the privacy of others who choose to engage in "hide away" quiet time.		
	Adult models the process of reflection as he/she guides the children through emotional responses, for example acknowledging when a child is feeling sad or is hurt.		
	Adults engage children in reflective discussions, individually or in small groups throughout the day whenever the opportunity arises.		



Sample Activities, Resources & Links

BIRTH TO SCHOOL AGE



Infant Activities

Exploration

MOVEMENT: Children will develop fine and gross motor skills through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.1.1 Every child will develop fine and gross motor skills gaining increased control over the body.	Kick and stretch freely on tummy and back.	Adequate, safe space Safe furniture and equipment that the child can pull up on, climb on, and investigate	Exploration: Sensory Respect: Self, Others, Environment Communication: Creative Expression Well-Being: Health, Social
	Pull up and stand with the support of safe, sturdy objects.	Soft, yet firm padding, such as blanket and foam tiles.	
E.1.2 Every child will demonstrate an awareness of rules for safe movement in different environments.	Crawl, shuffle and pull up to stand, walk or climb.	Adequate, safe space	Exploration: Sensory, Mathematical, Technological Communication: Verbal and Symbolic Well-Being: Social, Reflection
	Put on and take off lids and covers on various containers and pots.	Sterilized rattles, chew toys, cloths	
	Put objects into containers and take them out again.		
	Handle objects such as pegs, balls, dolls, play dishes and cars.	Adequate space for infants to safely explore a variety of objects	
E.1.3 Every child will engage in a variety of movements within the indoor and outdoor environments as stimulated by natural curiosity.	Engage in varied physical experiences, such as bouncing, rolling, rocking and splashing.	Soft, yet firm padding, such as blanket or foam tiles	Respect: Self, Others, Environment Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Health
	Attempt to stand and/or walk while receiving support from adult.		
E.1.4 Every child will develop fine and gross motor skills through the use of resources and equipment.	Interact with toys in the environment and indicate investigation through cooing, facial expression and eye contact as infant focuses on or plays with objects.	Soft, yet firm padding, such as a blanket or foam tiles	Exploration: Sensory Communication: Verbal and Symbolic
	Communicate through pointing while being guided by adult's conversation of pictures or familiar objects/people in the room.	Rattles, light-up toys that make sound	
	Older infant goes on a nature walk outside and enjoys interaction with his/her natural world.	Safe space Adequate personnel to monitor children	



SENSORY: Children use their senses in active exploration to understand their world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.2.1 Every child will demonstrate emerging self-regulation in a variety of safe and stimulating environments.	Retrieve blankets and comfort objects when desired.	Storage for infant's individual needs	Respect: Self Well-Being: Emotional, Reflection
	Explores objects using taste, touch, smell, hearing and sight.	Raisins, dry cereal (such as Cheerios), broken crackers, rattles, crinkly paper, objects with varying textures	
E.2.2 Every child will increase descriptive vocabulary through the use of the senses during indoor and outdoor experiences	Communicate with adult while engaging in different play spaces, such as smooth floors, carpet, grass, sand, soft and hard surfaces.	Varying surfaces, both indoors and outdoors	Exploration: Movement Respect: Environment Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional
	Explore a variety of cause and effect objects.	Toys/objects that light up, make noise or give another response when manipulated	
	Tear paper with a variety of textures and colours. This activity may be extended by throwing pieces in the air or transferring scraps from one pile/container to another.	Paper with various textures and colours	
	Experiences a variety of textured foods, utilizing all of their senses in investigation.	Feathers, cotton balls, swatches of varying materials	
E.2.3 Every child will interpret information received through multiple senses while engaging with the environment.	Explore a variety of objects and materials such as feathers, cotton balls, swatches and brushes.	Feathers, cotton balls, swatches of varying materials	Exploration: Movement, Scientific Respect: Environment Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional
	Engage with balls, blocks, cars and other resources that involve eye and hand coordination.	Variety of toys for use on various surfaces, both indoors and outdoors	
	Touch food with hands, and tastes a variety of flavours.	Variety of foods with various textures (soft, hard, crunchy)	
E.2.4 Every child will develop tolerance for the effects of a variety of movements.	Participate in various physical experiences, such as bouncing, rolling, rocking and splashing.	Safe, adequate space to play on the ground	Exploration: Movement Communication: Creative Expression Well-Being: Health
	Imitate the actions of adults and peers when reciting finger plays and sings nursery rhymes and simple songs.	Songs Nursery rhymes	

Infant Activities

Exploration

SCIENTIFIC: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.3.1 Every child will express thoughts as connections are made through the investigation of the natural world.	Infant is taken on walks around his/her indoor and outdoor environments; during which time he/she is lifted up to touch and investigate things out of reach.	Safe indoor and outdoor area Variety of safe objects	Exploration: Sensory, Mathematical Communication: Verbal and Symbolic
	Infant is engaged by adults with things in his/her environment that might not initially draw his/her attention. Adult verbalizes by naming things such as "bird in the tree", "worms in the sand", "water drops on the leaf".	Varied environments with different features to explore	
E.3.2 Every child will develop observation skills as similarities, differences and changes in a variety of matter are examined.	Toys are accessible in the room and infant can independently explore these objects at any given time.	Safe environment with adequate space Variety of safe objects	Exploration: Sensory, Mathematical Communication: Verbal and Symbolic
E.3.3 Every child will organize, describe, interpret and make representations of results using a variety of resources.	Collect and sort objects and resources in a variety of ways with guidance from adult as necessary.	Age appropriate toys and objects	Exploration: Mathematical Communication: Verbal and Symbolic Well-Being: Reflective
E.3.4 Every child will investigate using a variety of rich, inquiry based experiences, and apply reflective thinking to ascertain why things happen and how things work.	Visualize familiar things from different positions, e.g. near and far, front and back.	Various toys and objects	Exploration: Sensory, Mathematical Communication: Verbal and Symbolic, Creative Expression
	Infants have "tummy-time" each day with interesting objects that are placed nearby to stimulate his/her visual skills.	Pillow Various toys and objects	
	Infant manipulates paper or other objects to create crinkling or other sounds.	Variety of paper and cause and effect objects	
	Follow a light source or bright object with the eyes as it moves in front of infant or around the room.	Variety of light sources	
	Build a tower of blocks and knock them over with guidance as necessary.	Cause and effect toys Blocks and rattles	



MATHEMATICAL: Children manipulate materials and explore concepts related to number, shape, space, time, measurement and classification through independent and guided opportunities.

Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.4.1 Every child will demonstrate the ability to use, understand and communicate about numbers through practical experience	Infant is stimulated as he/she develops an awareness of mathematical shapes and patterns that are displayed in his/her environment.	Big, colourful images of shapes and/or patterns	Communication: Verbal and Symbolic, Literacy
	Count items in the environment while adult guides infant to touch the item(s) as the number is said.	Mobiles (store-bought or created - using an upside down umbrella and interchangeable toys)	
E.4.2 Every child will categorize objects according to their properties with increasing intent.	Experiment with different sized and shaped boxes with lids, matching the lids with each box.	Different sized and shaped boxes with lids	Exploration: Movement, Sensory, Scientific Communication: Verbal and Symbolic Respect: Environment
	Stack empty containers such as cereal boxes, margarine containers, egg cartons, juice cans, and other reusable items that have been cleaned.	Miscellaneous objects Reusable items such as empty cereal boxes, egg cartons	
E.4.3 Every child will develop spatial understanding including an awareness of how objects can be moved or fitted together.	Move to rhythmic patterns in familiar songs and rhymes.	Familiar songs and rhymes, pre-recorded	Exploration: Movement Communication: Verbal and Symbolic, Creative Expression, Literacy
	Interact with a mobile (out of reach) while in the crib.	Safe items hung over crib	
E.4.4 Every child will use everyday language to describe comparisons, measures and time.	Freely explore age appropriate toys and manipulatives as the caregiver talks with infant, highlighting characteristics or features.	Variety of toys that include cause and effect discovery and sensory stimulation	Exploration: Movement, Scientific, Technological
	Adult talks with the infant about the various activities that happen at various times during the course of the day (morning vs. afternoon).		
E.4.5 Every child will make predictions and generalizations , and communicate these using mathematical language and symbols.	Practice one-to-one correspondence in real-life situations, e.g. infant is asked to give one (1) block to the adult.	Blocks Toys Finger foods	Exploration: Movement, Scientific, Technological Communication: Verbal and Symbolic
E.4.6 Every child will communicate mathematical ideas through trial and error in order to find solutions.	Play with balls of varying sizes. Adult talks about rolling the BIG ball under the BIG chair and the small ball under the small chair.	Various sized balls	Exploration: Movement, Sensory, Scientific Communication: Verbal and Symbolic Well-Being: Reflection
	Interact with shape sorters to figure out the geometric dimensions according to the respective space.	Shape sorting containers Shapes to fit into respective containers	

Infant Activities

Exploration

TECHNOLOGICAL: Children experiment with tools, materials and equipment through independent and guided opportunities			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.5.1 Every child will expressively use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials for self-expression.	Play with safe, non-toxic (edible) dough.	Safe (edible) media such as play dough and finger paint	Exploration: Sensory Communication: Creative Expression
	Paint with safe, non-toxic paints e.g. finger paint.		
E.5.2 Every child will represent ideas and experiences using creative and expressive media and the technologies associated with them.	Adult takes and shares photos of infants within their environment.	Technological device such as camera, iPad or other media tablets	Exploration: Movement, Sensory Communication: Verbal and Symbolic, Creative Expression
	Engage with adult in the usage appropriate computer/tablet software.		
E.5.3 Every child will investigate the world through the use of resources such as magnifiers, cameras, and construction tools.	Play with squeeze and squeaky toys and other cause and effect resources.	Age appropriate equipment that is safe for infants to explore	Exploration: Movement, Sensory
	Tear open packages, and use spray bottles, and writing implements.		
	Play with age appropriate carpentry tools.		
E.5.4 Every child will use simple equipment like knobs, buttons, scissors, zippers, levers, and open ended materials.	Infant interacts with his/her reflection in a mirrored object.	Unbreakable mirror	Exploration: Movement, Sensory, Mathematical Communication: Creative Expression Well-Being: Health
	Explore simple kitchen containers such as pots and pans as storage and resealable vessels.	Safe containers with lids	
	Play with soft toys and objects that have fastening features.	Stuffed animals with safe fasteners	
	Attempt to complete 2 or 3 piece jigsaw puzzles, and age-appropriate shape sorters.	Age appropriate puzzles and shape sorters	

Infant Activities

Respect



SELF: Children develop a positive sense of who they are and an understanding of their own rights and responsibilities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.1.1 Every child will display an awareness of how his/her actions impact his/her world.	Make sounds, babble and use actions in order to express feelings (such as pleasure, frustration or anger) while exploring the environment.	Safe, adequate open space	Exploration: Movement Respect: Others Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Health, Emotional, Social
	Echo Game: infant's vocalizations and movements are repeated by adult. This indicates to the infant that he/she is being listened to.		
R.1.2 Every child will demonstrate an understanding of the limits and boundaries of acceptable behaviour.	Infant responds when praised after having completed a task, or when reprimanded if action is inappropriate.		Respect: Self, Others Communication: Verbal and Symbolic, Listening Well-Being: Health, Emotional
	Infant begins to show gradual awareness of attachment to his/her belongings, and responds in relation to the actions of others.		
R.1.3 Every child will appropriately manage his/her personal needs while developing independence.	Infant adapts to routines as he/she pursues his/her own interests.	Age/developmentally appropriate equipment is available, such as potty seats/chairs, spoons and cups	Exploration: Movement, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening Well-Being: Health, Emotional
	Infant explores developing independence in things such as toileting and feeding himself/herself.		

Infant Activities

Respect

OTHERS: Children understand how their role and the roles of others impact the community.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.2.1 Every child will recognize the needs of others and respond with care, empathy and respect.	Infant helps others as much as is possible during various activities throughout the day.	Various toys and objects	Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social, Health
	Participate in play with dolls and stuffed animals as he/she cares for them, e.g. pretending to feed and wash the dolls.	Dolls Stuffed animals Play food and utensils, scraps of cloth	
R.2.2 Every child will interact, establish and build relationships with people within the community	Interact one-to-one or two-to-one with an adult throughout the course of the day.	Safe, adequate open space	Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social
	Interact appropriately with other individual children or groups of children.		
	Develop non-verbal communication skills such as shaking/nodding the head, eye contact, smiling or vocalizing.		
R.2.3 Every child will develop the ability to take turns and share fairly while interacting with others.	Observe and react to the responses of others.	Age-appropriate toys and resources	Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social
	Interact positively with peers when playing with peers and sharing toys as guided by adult.		
R.2.4 Every child will display an awareness of the roles of community helpers.	Infant develops responses to various people and differences within his/her environment.		Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social

ENVIRONMENT: Children will act responsibly in the preservation of their natural world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.3.1 Every child will develop practices to reduce, reuse and recycle to protect the environment.	Play with clean, reusable containers and lids.	Reusable containers	Exploration: Movement, Technology, Mathematics Communication: Verbal and Symbolic
	Explore the sounds caused by shakers made with reusable materials.	Shakers made from clean, safe cans, bottles, beans, and coins	
R.3.2 Every child will understand the reciprocal relationship between how persons care for the environment and how the environment provides for them.	Infant is taken for nature walks.	Stroller(s) if needed	Exploration: Movement, Technology, Sensory Communication: Verbal and Symbolic, Creative Expression Well-Being: Reflective
	Play with sand and water using resources for scooping, sifting and pouring.	Age appropriate containers and equipment for sand and water play	
	Follow the example modelled by an adult while picking up and replacing items into respective containers.	Storage bins labelled with pictures	
R.3.3 Every child will gain an awareness of their own environment and environments around the world.	Infant is engaged by adult who talks about pictures of environments in shared stories.	Story books with age appropriate pictures	Respect: Self, Others Communication: Verbal and Symbolic, Literacy
	Assist with clean up while learning to maintain a clean and healthy environment.	Child size garbage cans and appropriate storage bins	



CULTURE: Children gain an awareness of and appreciation for their own culture and cultures around the world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.4.1 Every child will make connections with his/her family and the wider world as he/she learns about his/her culture.	Infant is engaged with adult who talks about illustrations in storybooks that include pictures of the past and introduce new cultural vocabulary.	Historical pictures	Exploration: Mathematical Respect: Others Communication: Verbal and Symbolic Well-Being: Social
	Infant is introduced to new cultural vocabulary through pictures (historical and cultural).	Cultural pictures and story books	
R.4.2 Every child will gain familiarity with past traditions and customs of others.	Listen to Cayman folk music and discuss with adult while looking at images that depict scenes or people in Cayman.	Caymanian folk music Caymanian pictures and posters	Respect: Others Communication: Verbal and Symbolic Well-Being: Emotional, Social, Health
R.4.3 Every child will communicate his/her sense of identity with the local community and place to which he/she belongs.	Look at pictures as adult talks about pictures of the infant and his/her peers that are displayed within the environment.	Pictures of the children within the centre while they are involved in community activity (e.g. playing at the park, or shopping at the supermarket)	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Health, Emotional, Social
R.4.4 Every child will actively engage in cultural observances and celebrations.	Visits from persons in the community who are dressed in traditional Caymanian clothing and have local artifacts.	Members of the community Traditional artifacts and instruments	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Health, Emotional
	Engage with adult who talks about pictures of celebrations and provides words to describe what is happening at the events depicted.	Pictures of cultural observances and celebrations	

RELIGION: Children have an awareness of and a respect for their own and other religions.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.5.1 Every child will engage purposefully in his/her religious practices.	Participate in morning devotional activity (such as clapping hands and repeating actions modelled by adult, or playing instruments).	Musical instruments (ready-made or created at the Centre)	Communication: Verbal and Symbolic, Creative Expression
R.5.2 Every child will participate in religious observances and celebrations, and discuss experiences with peers and adults.	Participate in seasonal celebrations, e.g. infant ringing bells while the song "Come On and Ring those Bells" is played or sung.	Musical instruments suitable for infants	Communication: Creative Expression
	Role play scenarios or actions from Bible stories.	Props for dramatic play	
R.5.3 Every child will express an understanding of the meanings of the symbols that relate to religious practices.	Engage with adult who talks about illustrations in storybooks that include pictures of religious symbols such as the star at Christmas and the cross at Easter.	Story books Pictures of religious symbols Religious objects (e.g. wooden cross or silver star)	Communication: Verbal and Symbolic, Creative Expression, Literacy Well-Being: Reflection

Infant Activities

Communication

VERBAL AND SYMBOLIC: Children will interpret information received and effectively express themselves in a variety of ways.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.1.1 Every child will develop the skills of conversation in a variety of contexts	Engage with brightly coloured toys and pictures/books while making responsive sounds to imitate his/her understanding of how to communicate.	Brightly coloured toys and pictures/ books	Exploration: Sensory Communication: Creative Expression, Literacy
	Engage with adult who uses spoken language to describe what the infant is doing, by providing a running commentary. For example, "You are playing with blocks. I see how high your tower is! Oops, it fell down when you bumped it! Let's build again."	Age appropriate toys for building Variety of toys that operate with cause and effect Stimulating visuals and toys	
C.1.2 Every child will demonstrate non-verbal communication skills in their everyday experiences.	Play imitation games with supportive adult who smiles, claps hands, and moves the body.	Soft, sterile play area where infants can interact on the floor as a small group	Exploration: Movement Communication: Verbal and Symbolic, Listening
	Engage in simple sign language that has meaning and bridges the gap between verbal or non-verbal communication.		
	Participate in imitative play with oral noises such as clicking of tongue, "ch....ch" sound, and popping of the lips.		
C.1.3 Every child will develop confidence, fluency and clarity as he/she engages in communicative experiences.	Babble and vocalize while being engaged with adult. When there is a break in vocalization, infant is spoken to using simple, expressive language. Adult stops speaking, waits (making eye contact with the infant) expectantly and gives the opportunity for the infant to begin vocalizing again.	Toy telephone	Exploration: Movement Communication: Verbal and Symbolic, Listening, Creative Expression
	Make eye contact with caregiver during various interactions such as play, feeding, and changing.		
	Imitate adult's conversation and actions while engaging with a toy such as a telephone.		
C.1.4 Every child will expand his/her vocabulary as he/she explores the meanings and sounds of new words in different contexts.	Infant is spoken with as he/she experiences new and varied activities throughout the day; adult describes actions and objects around the infant.	Various objects Activity centres, Pop up toys	Exploration: Movement, Sensory, Mathematical, Technological Respect: Environment Communication: Creative Expression Well-Being: Social
	Push and manipulate cause and effect toys such as activity centres and pop up toys.	Cause and effect toys Rattles	



LISTENING: Children develop the inclination and ability to listen attentively and respond appropriately.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.2.1 Every child will demonstrate behaviours that indicate active listening.	Infant lies on his/her tummy on the floor, listening to adult who sings a tune. Infant turns to adult; as he/she is supported to look at adult. This is repeated, switching sides. This activity can be varied by the location in which the adult interacts (e.g. sitting on lap) or by the noise of the object used for attention (e.g. small bell, rattle).	Safe, open space Small cause and effect toys such as rattles	Exploration: Movement, Sensory, Technological Respect: Environment Communication: Verbal and Symbolic Well-Being: Social
	‘Find the Bell’ - place a small bell (or other noise maker) inside a drink carton. Wrap carton and two other cartons in decorated paper. Give the infant the carton with the noise maker and help infant to shake it, allowing him/her to react to the noise. Help infant to discriminate by mixing the boxes and allowing the infant to find the carton that has the sound inside.	Small bell or sound shakers made from clean drink cartons or plastic bottles	
	Infant responds to transition cues and adult’s voice.		
C.2.2 Every child will respond appropriately using questions and comments as he/she processes information.	Point to a body part or toy that is named by the adult or another peer.	Props for imitative play	Exploration: Movement, Sensory Communication: Verbal and Symbolic, Creative Expression Well-Being: Health
	Point to objects in pictures that tell a story.		
C.2.3 Every child will actively participate in a variety of listening experiences such as stories, poetry, nursery rhymes, music and nature walks.	Listen to classical music or pre-recorded stories while infant is being rocked to sleep.	Pre-recorded classical music Media player	Exploration: Movement, Sensory, Mathematical Communication: Creative Expression
	Explore sounds while infant listening to adult who reads a story. Adult creates sounds as the story is being read e.g. “toot toot” for the sound of the train or “ssssshhhh” for the sound of rain. Older infant is able to imitate or create sounds as the story is re-read.	Appropriate storybooks Props, if necessary	
	Infant plays hand games with adults using poems such as “ <i>Open, shut them; Open, shut them, give a little clap. Open, shut them; Open, shut them, put them in your lap. Creep them, creep them, creep them, creep them; Right up to your chin. Open up your little mouth, but do not let them in.</i> ”		

Infant Activities

Communication

CREATIVE EXPRESSION: Children will experience and develop an appreciation for various forms of art from a variety of cultures.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.3.1 Every child will recreate roles and experiences through drama and storytelling.	Use stuffed animals, puppets and other props to act out stories and nursery rhymes with guidance and modelling as necessary.	Nursery rhymes Stuffed animals Small puppets Props	Exploration: Movement Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Social
	Adult wears different hats and initiates play by putting on a hat and talking in a silly voice. The hat is then placed on the infant's head and the infant says something in a similar 'silly voice'. Adult switches hats and voices. Infant is encouraged to imitate adult while wearing each hat. Extend the activity by using mirrors.	Various hats	
	Infant engages with old phones to pretend that he/she is talking on the phone.	Old phones used as toys	
C.3.2 Every child will express him/herself through a variety of art media.	Participate in creative and expressive experiences such as putting a hand in paint, clapping hands; squeezing or pulling play dough.	Recipe for play dough Paints Paint pots Brushes Smocks Dough tools Carpentry tools and wood	Exploration: Movement, Sensory, Technological Communication: Verbal and Symbolic Well-Being: Health
C.3.3 Every child will experiment and extend self-expressions through music and dance.	"Dancing Dolls" – Adult ties a ribbon to the head of a stuffed animal or rag doll demonstrating the toy dancing to music (created by the adult). Infant is shown how the toy can move side to side, back and forth, up and down. Infant is allowed to play independently with the toy.	Dancing props such as streamers, flags and hats Pre-recorded music Media player	Exploration: Sensory, Technological Communication: Creative Expression
C.3.4 Every child will demonstrate rhythmic patterns through the use of common and created musical instruments and movement.	Create music through sound exploration e.g. hitting spoons on different surfaces; or using shakers with different contents (e.g. rice, pebbles, beans, marbles, seeds).	Age appropriate instruments Pre-recorded music Media player	Exploration: Movement, Sensory, Technological Respect: Culture Communication: Verbal and Symbolic



LITERACY: Children will understand that symbols can be read and used to represent ideas for information and enjoyment.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.4.1 Every child will actively participate in shared stories with peers, in small or large groups.	Imitate characters' actions during a shared story.	Age appropriate storybooks and imaginary props	Exploration: Movement Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Social
	Participate in story time by using props on cue as the story is told or read.		
C.4.2 Every child will develop book handling skills as he/she is exposed to a variety of books.	Infant is guided through a story book as the adult draws his/her attention to pictures/characters in the storybook.	Collection of age appropriate books and rhymes	Communication: Verbal and Symbolic, Listening Respect: Culture, Religion
C.4.3 Every child will gain familiarity with an appropriate selection of stories and literature from various cultures which are valued within the community.	Listen to adult who reads/shares simple stories, rhymes and songs with the infant and who is mindful of the infant's culture, attempting to include things special to the infant's family or culture.		Exploration: Movement, Sensory Communication: Verbal and Symbolic, Listening Well-Being: Health
C.4.4 Every child will develop phonological awareness at his/her own pace through a variety of shared literacy experiences.	Sing and participate in finger plays, rhymes and familiar songs.	Collection of finger plays and rhymes (see curriculum resources) Pre-recorded music	Exploration: Movement Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Social, Health
	Engage with shared stories one-on-one and in small groups. Infant points at an object (real or in a picture), the adult names the object and gives it meaning.	Age appropriate storybooks Pre-recorded stories Media player	

Infant Activities

Well-Being

HEALTH: Children make safe and healthy decisions as they discover and learn about their bodies.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.1.1 Every child will make healthy choices independently while developing an understanding of the need for good health through exercise, healthy eating, sleep and good hygiene.	Infant feeds him/herself with the guidance of adults who makes small pieces of food accessible to the infant. Adult picks up the food and models eating it, saying "I am picking up the banana and putting it in my mouth. Yum, yum, yum". Adult takes the infant's hand and guides him/her in the process and then allows independent practice while verbalizing what the infant is doing (changing words as appropriate).	Items of food Utensils Plate or bowl Age appropriate healthy snacks	Exploration: Movement, Sensory Respect: Self, Others Communication: Listening
W.1.2 Every child will recognize and communicate his/her bodily needs as he/she develops an understanding of how the body functions.	Infant is engaged in conversation with adult while his/her bodily needs are being met. Adult explains which need is being met, and what is being done to meet the need. For example, when infant indicates he/she is hungry, adult may say, "You are hungry. I am fixing your bottle now. You will drink your milk and it will make your tummy feel full".	Pictures of objects used to meet infants' needs Objects used to meet infants' needs	Respect: Self, Others Well-Being: Emotional
W.1.3 Every child will demonstrate growing independence.	Older infant is guided and supported to complete tasks such as spreading jam, butter or cheese spread on bread or crackers.	Food items such as jam, butter or cheese spread Pictures of healthy foods	Exploration: Scientific, Mathematical, Sensory Respect: Self Well-Being: Reflection
	Older infant is encouraged to use paper cups (which are filled with dry cereal such as round pieces of oat cereal) to practice pouring the cereal from one cup to another. This can be modified using water.	Utensils Plastic/disposable cups or bowls Age appropriate dry cereal	
	Engage in exercise and free movement.	Soft, yet firm padding or foam tiles	



EMOTIONAL: Children identify and express their own feelings.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.2.1 Every child will display a growing capacity to self-regulate including the ability to accept challenges, manage change and cope with frustration.	Explore the environment in various ways.	Safe, open space	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Social
	Infant makes simple decisions about the foods he/she eats and the toys or stories he/she engages with.	Age appropriate books and toys	
W.2.2 Every child will demonstrate a sense of the need to understand and manage his/her own emotions.	Indicate own needs by pointing to objects.	Objects in the environment	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Social
	Infant shows preference to special 'comfort' objects within his/her immediate environment.		
	Infant responds appropriately when reprimanded or corrected.		
W.2.3 Every child will acknowledge and accept guidance and affirmation.	Infant attempts tasks such as walking, rolling a ball or building a tower of blocks, even if he/she is unsuccessful.	Age appropriate resources	Respect: Self, Others Communication: Verbal and Symbolic Listening
	Infant plays the echo game with adult who repeats infant's vocalizations and movements. This indicates to infant that he/she is being "listened" to.		
	Infant is engaged with adult in imitative games that develop the infant's consciousness to look for a response.		

Infant Activities

Well-Being

SOCIAL: Children will develop the skills to interact with others in a variety of contexts.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.3.1 Every child will demonstrate an awareness of and a concern for the safety and well-being of everyone.	Infant engages with adult in one-on-one games and conversation.	Large, safe play spaces Small stimulating toys Large stimulating, age appropriate climbing equipment	Exploration: Movement, Sensory Respect: Self, Others Communication: Verbal and Symbolic
W.3.2 Every child will practice working together peacefully, cooperating within groups.	System in place to reward infant as he/she grows to understand clear and consistent boundaries that are required for acceptable behaviour. Infant shows delight when he/she is praised or rewarded accordingly.	Reward items	Respect: Self, Others Communication: Verbal and Symbolic
W.3.3 Every child will value and apply codes of behaviour in order to work together harmoniously.	Infant is guided toward behavioural expectations and is continuously reminded of how to respond in various situations.		Communication: Verbal and Symbolic
W.3.4 Every child will develop the ability to recognize unacceptable behaviours and to have the self-confidence to respond appropriately.	Infants identify and respond to adults' reactions as they seek to confirm the infants' expressions of protest, displeasure and dislike.		Respect: Others Well-Being: Emotional, Reflection



REFLECTION: Children will reflect on their experiences.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.4.1 Every child will reflect on his/her social interactions with adults and peers.	Engage in conversations with adult in simple, expressive terms about what is happening around him/her.		Respect: Self, Others
W.4.2 Every child will acknowledge actions and the consequences to others, and adjust behaviour accordingly.	Infant receives support from adult to resolve conflict as the adult gently points out to him/her how his/her actions affect others. For example, "When you pull her hair, it hurts her and makes her cry. Let's try touching her gently so that she is happy". Infant imitates acceptable alternative behaviour.		Respect: Others Communication: Verbal and Symbolic
W.4.3 Every child will express how he/she feels when interacting with others.	Plays with dolls/stuffed toys during which various facial expressions are portrayed. Infant is guided by an adult to identify emotions; for example, if the child is crying because he/she misses a parent who has just left, adult says "You are sad. Mom/Dad just left. She/He will be back later and you can hug her/him then". Infant gradually begins to identify emotions and is able to understand and respond appropriately according to the respective feeling.		Respect: Others Communication: Verbal and Symbolic
W.4.4 Every child will develop resilience as he/she is supported to respond appropriately to both every day and unexpected challenges.	Infant enjoys moments of quiet play by him/herself and has ample space to move freely, sit, roll over, stand, attempt to crawl and move towards interesting objects.	Appropriate props such as bean bags, cushions, large cardboard boxes	Respect: Self, Others
	Infant "hides" quietly in little nooks and spaces indoor and outdoor, as he/she feels the need to.	Suitable spaces for quiet and reflective activity	

Toddler Activities

Exploration



MOVEMENT: Children will develop fine and gross motor skills through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.1.1 Every child will develop fine and gross motor skills gaining increased control over the body.	Play games such as: Bend and Stretch Toss and Catch Simon Says Can You Catch Me? (Tag) Hide and Seek	Spacious indoor and outdoor area	Exploration: Sensory Respect: Self, Others, Environment Communication: Creative Expression Well-Being: Health, Social
E.1.2 Every child will demonstrate an awareness of rules for safe movement in different environments.	Freely use resources such as building blocks, balancing toys, nesting and stacking objects.	Building blocks (wooden, plastic, or cardboard) Legos or Mega Blocks Tinker or Bristle Blocks	Exploration: Sensory, Mathematical, Technological Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Health, Social, Reflection
	Undo snaps, pull zippers and Velcro during play within the dress up activity centre.	Articles with snaps, zippers, Velcro	
	Grasp a spoon when eating or holding finger foods.	Finger foods Eating utensils	
E.1.3 Every child will engage in a variety of movements within the indoor and outdoor environments as stimulated by the natural curiosity.	Respond to rhythm and music through gesture and movement.	CD,DVD and tape players Musical instruments	Respect: Self, Others, Environment Communication: Creative Expression, Listening, Verbal and Symbolic Well-Being: Health
	Participate in activity that requires the use of a range of body movements at varied paces.	Safe, open spaces indoor and outdoor	
E.1.4 Every child will develop fine and gross motor skills through the use of resources and equipment.	Ride wheeled toys.	Tricycles, wagons, steering toys	Exploration: Sensory Respect: Self, Others, Environment Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Health
	Engage in activities that include pushing, pulling, lifting, climbing and balancing.	Equipment that the toddler can push, pull or lift, climb or balance on	
	Imitate animal movements using descriptive vocabulary and sounds with each movement.	Safe, open spaces indoor and outdoor	

Toddler Activities

Exploration

SENSORY: Children use their senses in active exploration to understand their world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.2.1 Every child will demonstrate emerging self-regulation in a variety of safe and stimulating environments.	Toddler assists with dressing him/herself and is supported to develop hygienic routines.	Safe environment that is carefully monitored Sanitation supplies	Respect: Self, Environment Well-Being: Health
E.2.2 Every child will increase descriptive vocabulary through the use of the senses during indoor and outdoor experiences.	Play 'Guess that Smell': Blind fold toddler or create a 'smelly box' to engage toddler in exploring the sense of smell as they are supported to develop his/her vocabulary.	Box containing objects with a variety of safe scents	Exploration: Movement Respect: Environment, Scientific Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional
	Experience walking with bare feet on different textures such as <i>smooth pebbles, rough sand, soft pillows, silky grass, bumpy cement and hard bricks</i> .	Variety of textured surfaces	
	Use touch to investigate various objects in a 'feely box'.	'Feely box' with a variety of textured objects	
E.2.3 Every child will interpret information received through multiple senses while engaging with the environment	Free interaction with a variety of resources within the toddler's environment each day.	Safe, well-resourced open spaces, indoor and outdoor	Exploration: Movement, Scientific, Technological Well-Being: Health
	Toddler is given multiple attempts to feel items within the 'feely box'. Adult then removes the toy from the 'feely box' and sets it beside another toy outside the 'box'. The toddler then has to guess which of the two toys was in the box.	Feely box with a variety of textured objects	
E.2.4 Every child will develop tolerance for the effects of a variety of movements.	Participate in swinging, riding, jumping, and rolling activities every day.	Outside play equipment that includes climbing, sliding, swinging and other active play movements	Exploration: Movement Communication: Creative Expression Well-Being: Health
	Engage in 'body tension' activities e.g. stretching, reaching, curling, moving with or without music.	Transition games and songs Music	
	Imitate animal movements such as: slither like a snake, jump like a frog, and waddle like a duck.	Safe, open spaces indoor and outdoor	



SCIENTIFIC: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.3.1 Every child will express thoughts as connections are made through the investigation of the natural world.	Water play discovery: Toddler runs under a high arc of water sprayed in the air (using a water hose). Toddler jumps over a stream of water a few inches off the ground. As the stream is raised the toddler crawls under it. The water is wiggled back and forth like a snake. Toddler looks for a rainbow in the water while the water is being sprayed overhead.	Safe outdoor areas Water hose	Exploration: Movement, Sensory Respect: Environment Communication: Verbal and Symbolic, Creative Expression
	Outdoor nature walk: Toddler goes for a nature walk outside, during which adult provides directions such as: "feel the wind in your hair; smell a flower; watch a butterfly; hold a worm in your hand; lie in the grass and look at the clouds; squish your toes in the mud; crunch the leaf; jump into a pile of leaves; taste fresh fruits and vegetables from the garden".	Resources for planned indoor and outdoor activities	
E.3.2 Every child will develop observation skills as similarities, differences and changes in a variety of matter are examined.	Paint with ice during which adult converses with toddler about change in surface on which he/she painted.	Ice Table top surface Disposable paper towels	Exploration: Movement, Sensory Communication: Verbal and Symbolic
	Play with corn starch goop. Paper rain: Toddler is given old magazines, tissue paper, wrapping and foil and he/she is encouraged to tear while experiencing texture and sound. Adult says "Here comes the rain!" The container is dumped out and the toddler lets paper fall while singing: "Rain, rain, go away..." Toddler picks up paper and starts again.	Cornstarch Water Tabletop surface Wrapping paper Old magazines Tissue paper Aluminum foil Old magazines Plastic container or small box	
E.3.3 Every child will organize, describe, interpret and make representations of results using a variety of resources.	Toddler participates in sharing time as he/she is encouraged to reflect on investigations and share his/her findings or visuals.	Gathering space for small group	Exploration: Mathematical, Technological Communication: Verbal and, Symbolic, Listening Well-Being: Emotional, Social, Reflection
	Toddler is guided through sorting and use of toys and objects.	Variety of age appropriate toys and everyday objects	
E.3.4 Every child will investigate using a variety of rich, inquiry based experiences, and apply reflective thinking to ascertain why things happen and how things work.	Resources in the building/ construction centre are used to create and make discoveries.	Building/construction toys and other resources	Exploration: Movement, Sensory, Mathematical, Technological Respect: Self, Others, Environment Communication: Verbal & Symbolic, Creative Expression Well-Being: Reflective
	Engage in colour mixing experiences.	Paints, food colouring, crayons and markers	
	Freely investigate various properties at the sand and water tables.	Sand, water, variety of age appropriate sand and water containers and toys	
	Set up and maintain a miniature herb garden.	Supplies for establishing and maintaining plants such as reusable plastic drink bottles, potting soil	

Toddler Activities

Exploration

MATHEMATICAL: Children manipulate materials and explore concepts related to number, shape, space, time, measurement and classification through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.4.1 Every child will demonstrate the ability to use, understand and communicate about numbers through practical experiences.	Participate in actions involving numbers throughout the course of the day such as: <i>clap 2 hands; hold 1 cup; walk up or down 2 steps.</i>	Objects within the immediate environment Objects that can be used to make sets or groupings	Exploration: Movement, Scientific
	Guided group making activities in which the practitioner and toddler each make/count sets up to 3.		
	Count objects during play, lunch or snack times to develop the awareness that numbers are a part of everyday life.		
	Build with blocks, empty containers or boxes. While toddler is guided to count the blocks or boxes used to build tower, adult uses words such as "taller than" or "how many more?"		
E.4.2 Every child will categorize objects according to their properties with increasing intent.	Play with hard and soft toys while learning how to classify objects according to their property – hard or soft. Toddler is intentionally introduced to some toys. When he/she picks up a soft toy, the adult says "soft" and encourages him/her to feel and say "soft".... Likewise with hard toys. After a few experiences, adult asks toddler to touch something that feels "soft" or "hard". Toddler sorts objects into groups using hoops.	Hard toys Soft toys Hoops for sorting Open floor space	Exploration: Sensory Communication: Verbal and Symbolic Well-Being: Social, Reflection
	Follow simple directions that require an awareness of object properties such as <i>bring the small bag; bounce the big ball; hug soft teddy.</i>	Objects of various sizes and properties	
	Categorize (with guidance to independence) objects such as large plastic fruit and vegetables, stacking rings, shape sorters and a variety of blocks.	Plastic fruit and vegetables Stacking rings Shape sorters Variety of blocks	
	Use plastic cubes or Uni-fix cubes to make long and short lengths. Using mathematical language to describe length (longer/shorter, more/less, taller/shorter).	Plastic cubes Uni-fix cubes	
E.4.3 Every child will develop spatial understanding including an awareness of how objects can be moved or fitted together.	Manipulate objects of varying shapes such as ball, box, cylinder, and cone.	Old cardboard decorations or greeting cards made into puzzles Simple, ready-made puzzles Open floor or table top space Containers with lids Pattern blocks Pattern mats	Exploration: Sensory Communication: Verbal and Symbolic
	Develop eye-hand coordination as he/she completes homemade puzzles made from old cardboard decorations (from parties or old holiday greeting cards) which are cut into different shapes. Adult talks about the colour and size of each piece while guiding the toddler.		
	Sort containers by size and match each with the correct lids.		
	Toddler investigates filling containers and adults provide words and phrases like empty, full, too much, more, less, not enough.		
	Manipulate pattern blocks with and without pattern mats.		



MATHEMATICAL: Children manipulate materials and explore concepts related to number, shape, space, time, measurement and classification through independent and guided opportunities.

Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.4.4 Every child will use everyday language to describe comparisons, measures and time.	Explore the properties of sand and water using mathematical language such as full, empty, pour, big, small; or describing the properties of sand for example rough, smooth, sticky, and wet.	Sand, Water Containers that can be used to hold sand and water that will not leak and allow for two children to play simultaneously	Exploration: Movement, Sensory, Scientific Communication: Verbal and Symbolic, Creative Expression
	Use timers when possible to help toddler to understand the concept of time, e.g. adult says, "We have 5 minutes until the end of the activity, let's set the timer. Can we beat the timer to clean up?"	Timers Sand timers Activity Centres	
	Compare the heights of towers during constructive play and count blocks when talking about higher, taller, wider, smaller.	Small scale Balance Scale	
	Use scales to compare weights using mathematical language (weights more/less/ the same).	Everyday objects of various weight and size	
E.4.5 Every child will make predictions and generalizations , and communicate these using mathematical language and symbols.	Play the Unwrapping Game: Wrap a toy in colourful paper. Show toddler the toy that is wrapped and ask him/her "What do you think this is inside?" Give the toy to a toddler and let him/her open it. Talk about the paper as it is being opened and encourage the toddler to describe the sounds it makes. Talk about the toy – was it what they predicted? Re-wrap the toy in front of them and support them to unwrap it again.	Old wrapping paper Familiar toys	Exploration: Sensory Communication: Literacy Well-Being: Health
	Build a tower with blocks, practicing how tall they can build it before it falls. During this activity, adult leads discussion about the tower such as "Is it taller?" "What would happen if...?"	Large Lego blocks Linking toys Blocks Bristle blocks	
E.4.6 Every child will communicate mathematical ideas through trial and error in order to find solutions.	Pile cushions in an attempt to see how many can be stacked, and then try to jump on the pile without the pile collapsing. Adult leads ongoing conversation about the process.	Safe open space Soft cushions	Respect: Others, Environment Well-Being: Health, Social
	Problem solving how many plates, cups and plastic wear are needed to set the table or if the dolls each have a bottle.	Baby dolls and bottles	
	Discuss the supplies for the task at hand (i.e. meal time, craft time or play time) with questions such as: Who needs more? How many more do we need? Do we have enough?	Housekeeping supplies	

Toddler Activities

Exploration

TECHNOLOGICAL: Children experiment with tools, materials and equipment through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.5.1 Every child will expressively use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials for self-expression.	Use dough; shaped cutters, child sized rolling pins and small containers to recreate images daily.	Modelling clay Play dough Rolling pin and cutters Blocks Various collage materials Paint Paper Assorted tools and vegetables	Exploration: Sensory Communication: Creative Expression
	Painting with brush, sponge, stamps made from vegetables (potato or broccoli), or finger painting.		
E.5.2 Every child will represent ideas and experiences using creative and expressive media and the technologies associated with them.	Play 'Who's Voice Is That?': Toddler records his/her voice on a recording device. In small groups, toddler listens to the voices that were recorded. Toddler is asked to recognize his/her own voice, or that of his/her peers and other adults.	Voice recording device	Communication: Listening, Verbal and Symbolic Respect: Others Well-Being: Social
E.5.3 Every child will investigate the world through the use of resources such as magnifiers, cameras, and construction tools.	Use an age appropriate magnifying glass to investigate the natural environment outside.	Magnifying glasses	Exploration: Movement, Sensory, Scientific Communication: Creative Expression
	Explore building tools such as hammers, screw drivers and wrenches to implement change in the construction activity centre.	Building tools such as hammers, screw drivers, small hand tools and malleable materials	
E.5.4 Every child will use simple equipment like knobs, buttons, scissors, zippers, levers, and open ended construction materials.	Explore scissors and simple art equipment in the art centre.	Age appropriate scissors Paint brushes Hole/shape punchers Stamps	Exploration: Movement, Scientific Communication: Listening, Creative Expression Well-Being: Health
	Use common, simple household equipment such as knobs, levers and faucets in the housekeeping centre.	Housekeeping equipment that includes knobs, levers and buttons	
	Dress up using props that support the practice of getting dressed such as zippers, buttons, hooks and snaps.	Dress up clothes that require various forms of closure	

Toddler Activities

Respect



SELF: Children develop a positive sense of who they are and an understanding of their own rights, and responsibilities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.1.1 Every child will display an awareness of how his/her actions impact him/herself and his/her world.	Listen to shared stories followed by discussion as toddler gains a better understanding of how his/her actions affect him/herself and others.	Collection of story books Visual prompts	Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social, Reflection
	View media clips that show social interactions, then participate in discussions.	Media clips	
R.1.2 Every child will demonstrate an understanding of the limits and boundaries of acceptable behaviour.	Game – Red Light, Green Light The game begins with all children lined up together and the adult standing across the play space. The adult says “green light” and all of the children race to get to the adult first. The adult says “red light” and the children must freeze. Children who continue to move instead of freezing must start over. The first child to reach the adult wins.	Safe, open space	Respect: Others Communication: Verbal and Symbolic Well-Being: Reflection
	Based on his/her needs, toddler chooses to be engaged in activities, or can remain in a tranquil state in a ‘quiet space’.	Pillows and soft textures for toddlers seeking quiet time	
R.1.3 Every child will appropriately manage his/her personal needs while developing independence.	Toddler shares his/her feelings and talks about why he/she responds to experiences in particular ways.		Respect: Others, Reflection Communication: Verbal and Symbolic
	Imitate adult in cleaning up after eating and other activities.		

Toddler Activities

Respect

OTHERS: Children understand how their role and the roles of others impact their community.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.2.1 Every child will recognize the needs of others and respond with care, empathy and respect.	Listen to shared stories that address similarities and differences, emotions and social interaction.	Shared stories	Communication: Verbal and Symbolic , Listening Creative Expression Well-Being: Social, Reflection
	Create and deliver gifts or cards for shut ins or hospital patients.	Visual aids, media clips and shared stories Supplies for creating cards and gifts	
R.2.2 Every child will interact, establish and build relationships with people within the community.	Participate in sharing/talking about life events e.g. birthday celebrations, death, birth, special holidays and cultural festivities.	Visual aids, media clips and shared stories that address being part of a family, a group, a team and a setting	Exploration: Movement Respect: Culture, Religion Communication: Verbal and Symbolic, Listening, Creative Expression, Literacy Well-Being: Health, Social
	Invite persons from the community to visit the EC centre to share their varying cultural backgrounds, show artifacts and talk about aspects of their life or their job.	A list of appropriate Visitors to the centre Locations for field trips Multi-cultural resources are available in the activity centres	
R.2.3 Every child will develop the ability to take turns and share fairly while interacting with others.	Participate in organized games that require everyone to take turns through positive interaction.	Collection of simple organized games with the necessary equipment Variety of activity centre resources	Exploration: Movement, Scientific, Mathematical, Technological Respect: Self Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Emotional, Social
	Interact in activity centres that are resourced sufficiently to encourage sharing of tools, props, and materials.	Visual aids that encourage sharing, turn taking and playing fair	
R.2.4 Every child will display an awareness of the roles of community helpers.	Participate in field trips during which toddler can interact with people within the community who vary in cultural background.	Transportation for field trips	Respect: Self, Culture, Religion Communication: Verbal and Symbolic, Listening Well-Being: Social
	Interact with people of varied occupations from the community who have been invited into the centre.	List of appropriate visitors	
	Role play community helpers using props in the dramatic play and dress-up activity centre.	Community helper costumes and props	



ENVIRONMENT: Children will act responsibly in the preservation of their natural world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.3.1 Every child will develop practices to reduce, reuse and recycle to protect the environment.	Use re-usable items in the art and craft centre. These items may also be used in sorting activities.	Paper, plastic and cardboard items that can be recycled	Exploration: Mathematical, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Creative Expression, Literacy Well-Being: Social
	Participate in recycling activities at the centre, for example washing yogurt containers to re-use them as crayon holders.	Re-usable items e.g. plastic containers, egg cartons, toilet/paper towel rolls	
	Listen to and discuss shared stories that illustrate and educate ways to reduce, reuse and recycle.	Labelled containers for sorting recycled materials	
	Adhere to signage on garbage bins for disposing paper and plastic.	Shared stories Labelled garbage bins	
R.3.2 Every child will understand the reciprocal relationship between how persons care for the environment and how the environment provides for them.	Take part in scavenger hunts that requires the toddler to look for specific items within the natural world to encourage observation.	Areas of landscaping around the centre in which children are safe and free to play	Exploration: Movement, Scientific Mathematical, Technological Respect: Culture Well-Being: Social
	Help to develop and maintain habitats for animals such as a class pet (e.g. fish or hamster).	Transportation to visit various sites for field trips	
	Care for indigenous (Caymanian) plants in the centre's garden.	Animals Cages/habitats Feed	
	Help to maintain a variety of plants within the indoor and outdoor environments, harvesting fruits and vegetables to be used in preparation of healthy snacks/meals.	Local indigenous plants	
	Feed ducks and other animals in their natural habitats.	Child sized gardening tools Seeds and plants Watering containers	
R.3.3 Every child will gain an awareness of their own environment and environments around the world.	Learn about the natural environment through planned opportunities to explore the surroundings, and through field trips to local parks and places of interest.	Displays of Cayman habitats Internet	Exploration: Movement, Scientific Communication: Verbal and Symbolic, Creative Expression, Literacy Well-Being: Health, Reflection
	View age appropriate media that shows local and foreign environments to spark discussion and further learning.	Age appropriate media with a variety of environmental pictures	
	Listen to shared stories that illustrate local and foreign environments. Discuss aspects of the story.	Picture books that illustrates variety of environments	
	Nature walks with peers and adult guidance.		

Toddler Activities

Respect

CULTURE: Children gain an awareness of and an appreciation for their own culture and other cultures around the world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.4.1 Every child will make connections with his/her family and the wider world as he/she learns about his/her culture.	Interact with people from the community with a varied cultural background, who visit the centre.	List of appropriate visitors	Respect: Others & Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Social
	Listen to shared multi-cultural stories that introduce cultural celebrations and events from a variety of places.	Multi-cultural books about celebrations and cultural events Multi-cultural dolls, play foods, books and puzzles	
R.4.2 Every child will gain familiarity with past traditions and customs of others.	Use traditional recipes to prepare local dishes.	National Trust representatives who visit the centre	Exploration: Mathematical Respect: Self, Others, Environment & Religion Communication: Verbal and Symbolic, Listening, Creative Expression, Literacy Well-Being: Social
	Create crafts utilizing traditional arts.	Traditional food recipes Traditional craft work Traditional games	
	Play traditional games from different cultures.		
R.4.3 Every child will communicate his/her sense of identity with the local community and place to which he/she belongs.	Share cultural understanding through discussion about local artifacts or photos.	Pictures and objects with cultural meaning	Respect: Self, Others, Religion Communication: Verbal and Symbolic, Listening Creative Expression
	Toddler and his/her family members share about their culture.	Cultural pictures and objects	
	Participate in cultural celebrations at the centre to learn about special celebrations that are observed around the world.	Books, visuals and other media Creative displays for cultural events and celebrations	
R.4.4 Every child will actively engage in cultural observances and celebrations.	Play with objects in the dramatic and dress up activity centre that reflect Caymanian and other cultures.	Multi-cultural dress ups and props	Exploration: Mathematical Respect: Self, Others, Religion, Environment Communication: Verbal and Symbolic, Creative Expression Well-Being: Social
	Use role play to portray different roles within different cultures.	Caymanian dress ups and props	
	Participate in planned heritage days that intentionally engage the toddler in learning about Caymanian and other cultures.	Display board with pictures that reflect Caymanian heritage	



RELIGION: Children have an awareness of and a respect for their own and other religions.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.5.1 Every child will engage purposefully in his/her religious practices.	Daily devotional time that help the toddler to learn more about beliefs, morals and values.	Religious resources	Respect: Self, Others, Culture Communication: Verbal and Symbolic , Listening, Creative Expression Literacy Well-Being: Social
	Shared reading of Bible stories that reaffirm positive values and behaviours.	Shared books and activity centres	
R.5.2 Every child will participate in religious observances and celebrations, and discuss experiences with peers and adults.	Toddler feels valued for who he/she is and engages in discussions that give opportunities to share his/her family's religious practices.	Age appropriate visual aids Stories and media clips that will enhance discussions about religious beliefs	Respect: Self and Others Communication: Verbal and Symbolic , Listening, Literacy
R.5.3 Every child will express an understanding of the meanings of the symbols that relate to religious practices.	Participate in role play during religious observances and celebrations.	Age appropriate dress ups, props and scripts relevant to religious observances and celebrations	Respect: Self, Others & Culture Communication: Verbal and Symbolic , Listening, Creative Expression Literacy Well-Being: Emotional, Social Reflection
	Participate in observances and celebrations within the centre.	Calendar of Centre approved religious celebrations and observances	
	Discussions about illustrations that depict religious symbols such as the star at Christmas and the cross at Easter.	List of approved visitors who can share about religious practices and beliefs	
	Role-play using symbolic objects as featured in various Bible stories.	Story books Pictures of religious symbols Religious objects (e.g. wooden cross or silver star)	

Toddler Activities

Communication

VERBAL AND SYMBOLIC: Children will interpret information received and effectively express themselves in a variety of ways.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.1.1 Every child will develop the skills of conversation in a variety of contexts.	Participate in group and individual discussions after having listened to a shared story.	Age appropriate books in large print such as big books	Respect: Self, Others Communication: Listening, Creative Expression, Literacy Well-Being: Social
	Interact with adult while investigating and enjoying activity centres.	Activity centres with sufficient age-appropriate resources	
C.1.2 Every child will demonstrate non-verbal communication skills in his/her everyday experiences.	Listen to stories, music and poetry (in standard English) in the listening centre.	Collection of songs and finger plays that have movements and encourage reciprocity	Exploration: Movement Communication: Creative Expression, Literacy Well-Being: Health
	Imitate adult who uses good models of English during shared reading activities.	Pictures depicting nursery rhymes Repetitive text	
C.1.4 Every child will expand his/her vocabulary as he/she explores the meanings and sounds of new words in different contexts.	Take a walk in the neighbourhood while speaking about the interesting things seen. Adult may say "Hello bug. My name is Susie. We are taking a walk today. Bye bye bug." Encourage the toddler to take note of interesting things.	Safe outdoor area	Exploration: Sensory, Scientific Communication: Listening, Creative Expression
	Play the Body Part Game: Demonstrate and engage toddler by saying "I am touching my ears. Can you touch your ears?" Identify different body parts each time. If they touch a different body part give them the correct name for the part touched.	Safe open space or gathering area	
C.1.5 Every child will practice acquired writing skills at his/her own pace guided by the developmental writing process.	Scribble and draw using crayons on paper; chalk on pavement or chalkboard/ slate; or marker on dry-erase board.	Crayons, chalk Dry-erase markers Blank, plain paper Concrete pavement Chalk board, dry-erase board	Exploration: Sensory Communication: Listening, Literacy Well-Being: Health
	Toddler has opportunities to roll, squeeze, stretch and press soft play dough or modelling clay.	Smooth, flat surface Non-toxic play dough Non-toxic modelling clay Cutters, rolling pin	



LISTENING: Children develop the inclination and ability to listen attentively and respond appropriately			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.2.1 Every child will demonstrate behaviours that indicate active listening.	Listening walks, outdoor. Toddler is encouraged to listen carefully and describe what he/she hears.	Safe outdoor space	Exploration: Movement Respect: Self, Others, Environment Communication: Verbal and Symbolic Well-Being: Social
	Participate in clapping game during which toddler imitates the number of claps or the rhythmic pattern made by adult.	Visual cues for good listening	
	Participate in activities that require toddler to move based on sound or volume.	Media player with multiple headphones	
C.2.2 Every child will respond appropriately using questions and comments as he/she processes information.	Toddlers listens to alternative endings for nursery rhymes, e.g. <i>Hickory dickory dock, the mouse ran up the clock.</i> " " <i>boot, the mouse can hear a toot.</i> " " <i>why, the pig is in the sty.</i>	Listening activity centre Reading centre Stories with repetitive text	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Social, Reflection
	Respond and interact during group reporting sessions that follow learning investigations and activities.		
C.2.3 Every child will display empathy as a result of having listened to thoughts, ideas and feelings that are shared.	Engage in shared stories that illustrate the display of empathy for others in need.	Shared stories that illustrate emotions and empathy	Communication: Literacy, Verbal and Symbolic Respect: Others Well-Being: Social
C.2.4 Every child will actively participate in a variety of listening experiences such as stories, poetry, nursery rhymes, music and nature walks.	Experience shared stories with simple repetitive, rhythmic text such as "Brown Bear, Brown Bear" or Green Eggs and Ham".	Repetitive text Role play props Media players with headphones	Communication: Verbal and Symbolic, Creative Expression Exploration: Technology Sensory
	Create sounds of varying pitches such as low gruff (troll); soft quiet (Goldilocks); piercing high (Elmer elephant) to portray characters in stories.	Microphone with amplifier Home-made and store bought instruments	

Toddler Activities

Communication

CREATIVE EXPRESSION: Children will experience and develop an appreciation for various forms of art from a variety of cultures.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.3.1 Every child will recreate roles and experiences through drama and storytelling.	After listening to the shared story, toddler participates in the re-telling of the story using puppets, costumes or props.	Storybooks Puppets Costume Props Age appropriate instruments - commercial or homemade instruments such as drum or rhythm sticks Safe, open space	Exploration: Movement, Sensory, Mathematical, Technological Respect: Others Communication: Literacy Well-Being: Social
	Play musical instruments to create sound effects during the shared story, such as sand blocks for rain, chimes for lightening, drums for a slammed door, rhythm sticks for footsteps.		
	Imitate adult to develop a repertoire of sequential movements as they represent characters in a story.		
C.3.2 Every child will express him/herself through a variety of art media.	Freely explore various art and craft materials to express his/her thoughts, ideas and feelings.	Variety of paints; brushes and painting tools Papers including card & tissue Chalk, crayons, markers, coloured pencils Scissors, hole punches Various types of glue Non-toxic dough and clay Smocks for protecting clothes Basket of natural sponges Brushes and painting tools Clays and dough Clear, flat working surfaces Easels or clear table surface Open floor space	Movement: Sensory, Technological Respect: Self Communication: Verbal and Symbolic Well-Being: Emotional, Reflection
	Explore colour and the effects of mixing colours using various media and tools such as mixing primary and secondary colour paints or markers.		
	Toddler extends his/her expressions by talking about the representations in his/her scribbles and/ or drawings.		
	Painting with feet: toddler dips feet into the paint tray and uses his or her foot print to create a design on a large sheet of paper. Vary activity by using hand prints instead.		
	Use torn paper and other materials to create a textured collage.		
C.3.3 Every child will experiment and extend self-expressions through music and dance.	Use props during action song activities and puppet stories.	Shared story books Props Puppets Dancers and musicians visit the centre Safe, open space CD player or tape player Pre-recorded music	Exploration: Movement, Sensory, Mathematical, Technological Respect: Self, Others, Environment Communication: Verbal and Symbolic Well-Being: Health, Emotional, Reflection
	Watch live performances of dancers and/or musicians and toddler has the freedom to join in as able.		
	Listen to pre-recorded music from a variety of cultures and genres, and freely respond to the music.		
C.3.4 Every child will demonstrate rhythmic patterns through the use of common and created musical instruments and movement.	Guided open-ended sessions with musical instruments (commercial and homemade) such as shakers, drums and tambourines.	Age appropriate instruments Dance pops Variety of multi-cultural music and media clips Scarves Ribbons Safe, open gathering area Props	Exploration: Movement, Scientific, Mathematical, Technological Respect: Self, Others, Culture Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social
	Experience guided and free sessions to engage in dancing using scarves and ribbons.		
	Engage in rhythmic exercises and experiences using instruments and props.		



LITERACY: Children will understand that symbols can be read and used to represent ideas for information and enjoyment.

Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.4.1 Every child will actively participate in shared stories with peers, in small or large groups.	Listen to stories being read with expressive voices that reflect the characters and the setting.	Variety of books suitable for toddlers including card books	Exploration: Technological Respect: Others Communication: Verbal and Symbolic, Listening, Creative Expression
	Interpret pictures in storybooks as a way of telling the story in toddler's own words.	Picture books BIG books	
	Tell the pictogram story by saying the name of the picture represented in the sentence while the adult reads the words.	Pictogram stories	
C.4.2 Every child will develop book handling skills as he/she is exposed to a variety of books.	Gain familiarity with books while modelling an adult's book handling skills, individually or in a small group.	Variety of books for shared readings	Exploration: Movement Respect: Self, Others Communication: Verbal and Symbolic Listening, Creative Expression Well-Being: Emotional, Social
C.4.3 Every child will gain familiarity with an appropriate selection of stories and literature from various cultures which are valued within the community.	Experience shared locally written pieces of work such as short stories and songs.	Library corner with a variety of books Book bags (with activities purchased as a kit or made)	Exploration: Movement Respect: Self & Others Culture, Religion Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Social
	Interact further with storybooks through activities provided in book bags.	Variety of small toys, puppets and props	
C.4.4 Every child will develop phonological awareness at his/her own pace through a variety of shared literacy experiences.	Participate in familiar finger rhymes and songs with adult's support.	Finger rhymes and songs	Exploration: Movement Respect: Self, Others, Social Emotional Communication: Verbal and Symbolic, Listening, Creative Expression
	Engage in shared reading through the use of simple, rhythmic texts.	Shared books	
	'The Mail is Here': toddler receives a bag of mail and is encouraged to open the letters. Letters could include pictures, advertisements, scraps of material of various textures to stimulate extended investigation.	Bag with 'mail' Magazine pictures, written notes used to make 'mail'	

Toddler Activities

Well-Being

HEALTH: Children make safe and healthy decisions as they discover and learn about their bodies.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.1.1 Every child will make healthy choices independently while developing an understanding of the need for good health through exercise, healthy eating, sleep and good hygiene.	Communicate preferences while freely chooses activities.	Variety of age appropriate activities in centres	Exploration: Movement, Respect for Self Communication: Verbal and Symbolic Well-Being: Emotional, Reflection
	Respond positively to assistance given and praise offered when new skills are being developed such as feeding or changing clothing.	Applicable provisions	
W.1.2 Every child will recognize and communicate his/her bodily needs as he/she develops an understanding of how the body functions.	Sing and do the actions to songs such as "Head, Shoulders, Knees and Toes".	Safe, open space	Exploration: Movement, Sensory Communication: Verbal and Symbolic
	Play 'Body Stickers': Toddler is given a variety of sticky things such as band aids, stickers, tape, labels, and post it notes. Toddler is shown how to stick it on his/her body.	Band aids Stickers of different shapes and sizes Labels Tape	
	Extend the activity further: Toddler follows directions given such as "Stick it on your tummy, then push your tummy in and out." "Stick it on your elbow, then move your elbow up and down."		
	Action games that help toddler to become familiar with the parts of the body: Toes - wiggle them Elbows - move them up and down Hands - open and close	Pictures of various parts of the body Poster depicting a child, with labelled parts of the body	
W.1.3 Every child will demonstrate growing independence.	Make Teddy Bear Sandwiches: Toddler is guided to cut out heart shapes from whole wheat bread using a cookie cutter. Toddler then cuts off the point at the bottom of the heart. Adult speaks of the sandwich looking like a bear's head. Toddler spreads apple butter onto the bread and decorates it using raisins or other nutritional foods for the face.	Heart shape cookie cutter; whole wheat bread; healthy spread; raisins and other small nutritional foods Other Simple Recipes	Exploration: Movement, Sensory Respect: Self, Others Communication: Verbal and Symbolic, Listening, Creative Expression, Literacy
	Play the Muffin Man Game: while muffins are placed in a basket on a table, toddler is engaged in singing: "Do you know the muffin man, the muffin man, the muffin man? Do you know the muffin man that lives in Cayman Brac?" Toddler picks from the basket while singing: "Yes I know the muffin man, the muffin man, the muffin man. Yes I know the muffin man that lives in Cayman Brac." After toddler has a turn doing the actions, toddler then enjoys eating the muffins.	Muffins in a basket	
	Enjoy the provision of quiet spaces and activities.	Quiet area with resources for napping Well-resourced activity centres in safe spaces for 'slower-paced' activities	



EMOTIONAL: Children identify and express their own feelings.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.2.1 Every child will display a growing capacity to self-regulate including the ability to accept challenges, manage change and cope with frustration.	Toddler values the response of others and develops social skills through interaction with adults and peers.		Respect: Self, Others Communication: Listening, Creative Expression Well-Being: Social, Reflection
	Toddler engages in discussions that celebrate his/her achievements and that of others.		
	One-on-one time communicating with adult as toddler interacts during indoor and outdoor activities and gains a better understanding of how to respond in various situations.		
W.2.2 Every child will demonstrate a sense of the need to understand and manage his/her own emotions.	Free choice of activity during indoor and outdoor play.	Well stocked activity centres Large motor moveable equipment	Exploration: Movement Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Health, Social
W.2.3 Every child will acknowledge and accept guidance and affirmation.	Role-play with adult who supports the toddler to display unselfishness toward his/her friends.	Role play props	Respect: Self Communication: Verbal and Symbolic Well-Being: Social

Toddler Activities

Well-Being

SOCIAL: Children will develop the skills to interact with others in a variety of contexts.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.3.1 Every child will demonstrate an awareness of and a concern for the safety and well-being of everyone.	"What if" pictures: show toddler pictures of scenarios such as a child crossing the road by him/herself, or a child climbing up on a high table. Discuss the possible outcomes.	Pictures depicting various scenarios Gathering space	Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Reflection
W.3.2 Every child will practice working together peacefully, cooperating within groups.	Interact with peers while playing together with resources, making choices and practicing social skills such as using good manners. Emulate the example set by adults in being mannerly towards others. Learn positive ways to respond to or mediate on behalf of others through role play, with adult's guidance.	Age appropriate toys and resources Safe open area, indoor and/or outdoor	Respect: Self, Others Communication: Verbal and Symbolic, Listening
W.3.3 Every child will value and apply codes of behaviour in order to work together harmoniously.	Listen and respond to shared stories which portray cooperative play and sharing. Practice taking turns on the slide and other play equipment. Listen and respond to shared stories that open discussion about discrimination such as "The Sneeches" By Dr. Seuss.	Shared storybooks Play equipment Variety of shared books that promote positive behaviour	Respect: Self, Others Communication: Verbal and Symbolic, Literacy Well-Being: Health
W.3.4 Every child will develop the ability to recognize unacceptable behaviours and to have the self-confidence to respond appropriately.	Participate in turn taking games such as Ring Around the Rosie; London Bridge Is Falling Down; A Tisket A Tasket; and Duck, Duck Goose. Play the game "What Should You Do?" Adult presents situations to the toddler such as "you just spilled your milk" and then gives the toddler 2 options asking, "what would you do? Help clean it up or leave the mess". Toddler then responds.	Safe, open space	Exploration: Movement Respect: Self, Others Communication: Verbal and Symbolic, Literacy Well-Being: Health



REFLECTION: Children will reflect on their experiences.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.4.1 Every child will reflect on his/her social interactions with adults and peers.	Emulate conversation during meals, as modelled by adult.	Table on which meal is served Appropriate eating utensils	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Health, Social
	One-on-one conversation with adult. Toddler is engaged during free choice times and asked about their day, their feelings or what they like.	Appropriate area for interaction	
	Toddler copies taking turns talking and asking questions that are age appropriate with guidance of adult.		
W.4.2 Every child will acknowledge actions and the consequences to others, and adjust behaviour accordingly.	Make gifts and give the finished product to someone. Toddler expresses how he/she feels when giving to others and speaks of the feelings shown by the receiver.	Creative resources and tools	Exploration: Technological Respect: Others Communication: Creative expression, Verbal and Symbolic
	Toddler brings pictures to decorate a designated bulletin board showcasing things he/she likes or can do well.	Wall space with bulletin board Pictures or items for the bulletin board	
W.4.3 Every child will express how he/she feels when interacting with others.	Talk about pictures of people who display variety of feelings. Adult models to toddler how to express that emotion and uses the language of feelings in discussions.	Picture cards	Respect: Self, Others Communication: Verbal and Symbolic Well-Being: Health, Social
	Toddler places a picture of a mouth on a pictured face to match the respective feeling.	Paper plates An image of a mouth (that can be right-side up for a smile or upside down for a frown)	
W.4.4 Every child will develop resilience as he/she is supported to respond appropriately to both, everyday and unexpected challenges.	Listen to shared story and dramatize the feelings expressed in the story.	Shared stories that speak of resilient children for example how they felt after the death of a pet or loved one, or having experienced bullying at school	Respect: Self Communication: Verbal and Symbolic, Creative Expression Well-Being: Health
	Participate in open ended play where children can create, invent and problem solve.		

Young Child Activities

Exploration

MOVEMENT: Children will develop fine and gross motor skills through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.1.1 Every child will develop fine and gross motor skills gaining increased control over the body.	Take part in opportunities to explore movements as they relate to rhythm and music, for example dance, finger plays and musical games such as “Hokey Pokey” or “Looby Loo”.	Dance ribbons Child-size musical instruments	Exploration: Sensory Respect: Self, Others, Environment Communication: Listening, Creative Expression Well-being: Health, Social
	Join in large group games that incorporate both fine and large muscle movements such as “Follow the Leader” and “Simon Says”; or small group games such as “1,2,3 Red Light” “Hopscotch”.	Open space indoor and outdoor	
E.1.2 Every child will demonstrate an awareness of rules for safe movement in different environments.	Work with a variety of tools while discussing (with peers or an adult) the need for safe handling of equipment.	Carpentry tool kit Scissors Stencils	Exploration: Sensory, Mathematical, Technological Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Social, Reflection
	Participate in obstacle course activities which have a variety of complexities.	Stationary and moveable equipment that require a variety of fine and gross motor activity	
	Take part in body tension activities such as stretching, reaching, curling, turning with or without music.		
	Explore various forms of movement such as hopping, galloping, tip-toeing; and speaking about the effects of each.		
E.1.3 Every child will engage in a variety of movements within the indoor and outdoor environments as stimulated by natural curiosity.	Participate in a variety of organized games that use props such as balls, bean bags, cones and jump ropes.	Game equipment e.g. various sizes of balls, jump ropes, hoola-hoops, bean bags, cones	Respect: Self, Others, Environment Communication: Listening, Verbal and Symbolic Well-Being: Health, Social, Emotional
	Play games that require controlled movement such as “Hide and Seek” (outdoors), or “Musical Chairs” (indoors).	Open space indoor and outdoor	
E.1.4 Every child will develop fine and gross motor skills through the use of resources and equipment.	Use equipment for investigations and experiments indoors and outdoors.	Open ended, manipulative equipment/resources and models that can be freely investigated in activity centres Factual texts	Exploration: Sensory, Mathematical, Scientific, Technological Respect: Environment Communication: Creative Expression
	Engage in planned activities that include opportunities to draw, paint, cut, colour, paste, and tear.	Scissors, finger & water paints, paint brushes, crayons, markers, pencils, variety of paper - different colours and textures, glue, dough, clay	



SENSORY: Children use their senses in active exploration to understand their world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.2.1 Every child will demonstrate emerging self-regulation in a variety of safe and stimulating environments.	Display acceptable practices such as washing hands regularly, putting away toys after play, placing tissue in the bin, taking turns or listening attentively during story time.	Hand washing facility Containers in which resources are kept Story corner with books	Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Social, Emotional, Reflection
E.2.2 Every child will increase descriptive vocabulary through the use of the senses during indoor and outdoor experiences.	Engage in shared reading activities that include sensory experiences such as stories using felt and magnetic props.	Large and small format books with planned activities Book activity bags	Exploration: Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Social, Reflection
	Participate in dialogue as the child experiences finger painting with a variety of medium including goop and slime.	Finger paints, goop, slime Textures: sand, cotton, dry leaves, shells, reusable junk	
E.2.3 Every child will interpret information received through multiple senses while engaging with the environment.	Participate in daily planned activity centres that use a variety of resources, including art and craft materials, blocks, puzzles, cooking and tasting.	Headphones Tape/CD players Musical instruments Rotating selection of materials and manipulatives	Exploration: Mathematical, Scientific, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Social, Reflection
E.2.4 Every child will develop tolerance for the effects of a variety of movements.	Take active part in activities that include swinging, riding, jumping, rolling and stretching.	Outside play equipment is provided that includes climbing, sliding, swinging and other active play movements	Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Exploration: Mathematical, Technological, Scientific Respect: Self, Others Well-Being: Social, Reflection
	Imitate animal movements such as "slither like a snake", "jump like a frog", "waddle like a duck", "gallop like a horse", "stomp heavily", "tip-toe lightly".	Transition games and songs Balls, blocks, ropes and other moveable equipment	

Young Child Activities

Exploration

SCIENTIFIC: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.3.1 Every child will express thoughts as connections are made through the investigation of the natural world.	Participate in indoor and outdoor scavenger hunts.	Props	Exploration: Movement, Sensory, Technological Respect: Self, Others, Environment, Culture Communication: Verbal and Symbolic, Listening, Well-Being: Health, Emotional, Social, Reflection
	Plan for and experience a camping trip within the centre grounds.		
	Visit various field trip locations to see and interact with animals and natural fauna.	Planter boxes, soil, seeds, plants	
	Plant, care for and monitor the growth of plants including an edible garden.		
	Take care of centre pets.	Class or centre pet and food	
E.3.2 Every child will develop observation skills as similarities, differences and changes in a variety of matter are examined.	Talk about similarities, differences and changes in the environment; demonstrating observation skills.	Weather chart and measuring instruments	Exploration: Sensory, Mathematical, Technological Respect: Self, Others, Environment Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Emotional, Reflection
	Monitor the weather, measure rainfall and engage in discussions about what is seen.		
	Design and create plant grow boxes and measure/monitor plant growth.	Grow boxes and supplies to grow plants	
	Engage in 'catch and release' insect hunts.	Bug viewer or clear plastic bottles	
	Interpret graphs for numeric value and comparison of information sets.	Assorted counters and classroom objects	
E.3.3 Every child will organize , describe, interpret and make representation of results using a variety of resources.	Measure and record the growth of plants and the child's own height and weight.	Poster paper Writing/Art supplies	Exploration: Scientific, Mathematical Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Reflection
	Create representations of aspects of his/her life such as transportation, families, foods eaten and pets.	Large sheets of paper Drawing tools	
	Create life size silhouettes and engage in direct and indirect measure comparison.		
	Work with graphs for numeric value or set comparison.		
E.3.4 Every child will investigate using a variety of rich, inquiry based experiences, and apply reflective thinking to ascertain why things happen and how things work.	Share information about a topic, investigation or object and asks questions as he/she explores.	Open ended science materials such as droppers and food colouring	Exploration: Sensory Mathematical, Technological Respect: Self, Others, Environment Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Investigate colour; mix using droppers of food colouring, paints and brushes, finger paints and playdough.		
	Use trial and error to solve problems and discuss cause and effect.		
	Participate in nature walks to collect leaves, shells, sea fans and other natural materials to investigate and explore.	Variety of materials	
	Apply reflective thinking while exploring cause and effect to determine why things happen and what can be learnt from experiences.		



MATHEMATICAL: Children manipulate materials and explore concepts related to number, shape, space, time, measurement and classification through independent and guided opportunities.

Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.4.1 Every child will demonstrate the ability to use, understand and communicate about numbers through practical experiences.	Make sets/groups up to 10, matching the number symbol to the groups created.	Items normally found within a rich learning environment	Exploration: Scientific, Communication: Verbal and Symbolic, Creative Expression Well-Being: Reflection
	Count and compare items within groups to identify same, more, less and how many will be needed to make them equal.		
E.4.2 Every child will categorize objects according to their properties with increasing intent.	Freely sort and classify objects according to size, colour, shape and other observable characteristics.	Variety of manipulatives, varying in size, colour, texture and shape	Exploration: Scientific, Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Reflection
	Independently sort objects according to weight and purpose.		
	Play with a variety of toys, using them appropriately e.g. feeding and dressing a baby.		
	Explore the properties of magnets during activities such as classifying and sorting magnetic and non-magnetic materials.		
E.4.3 Every child will develop spatial understanding including an awareness of how objects can be moved or fitted together.	Use 2 and 3 dimensional shapes for creating designs and identifying forms within pictures, such as shape blocks, mosaics, puzzles and pegs.	Tangrams and picture cards 2 and 3D shapes Peg, floor, mat and other puzzles	Exploration: Scientific, Technological Respect: Self, Others, Communication: Verbal and Symbolic, Creative Expression Well-Being: Reflection
	Manipulate and describe 2 and 3 dimensional shapes.		
	Engage with puzzles to develop visual problem solving and eye-hand coordination skills.		
E.4.4 Every child will use everyday language to describe comparisons, measures and time.	Count objects with one to one correspondence and compare sets using words like more, less and the same.	Pictures of mathematical measures and comparisons Counters and manipulatives Multi-sized containers Sand and water equipment Scales and balances Visual calendar Age appropriate math vocabulary	Exploration: Scientific, Technological Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional, Social, Reflection
	Use direct and indirect comparison to compare and use comparative vocabulary such as bigger, smaller, longer, taller.		
	Use different objects such as paper clips, hands and feet, crayons and rulers to measure objects.		
	Explore volume through pouring, weighing with scales and using multi-sized containers.		
	Manipulate counters and objects to visually recognize sets to 6 without counting.		
	Use sequencing words for time such as soon, later, yesterday, tomorrow.		
E.4.5 Every child will make predictions and generalizations, and communicate these using mathematical language and symbols.	Predict and discuss everyday processes such as the weather, weight, sinking and floating, changes to materials caused by mixing, cooking, freezing and melting.	Objects with varying properties Art materials Modelling clay Writing tools	Exploration: Scientific, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Social, Reflection
	Represent numbers using fingers, marks on paper, pictures, drawing and modelling clay representations.		
E.4.6 Every child will communicate mathematical ideas through trial and error in order to find solutions.	Create simple graphs to show results for class inquiries.	Socio-dramatic play Art materials Food items, utensils and dishes	Exploration: Scientific, Technological Respect: Self, Others, Communication: Verbal and Symbolic, Creative Expression Well-Being: Social, Reflection
	Engage in life-like activities such as real and imaginary shopping trips, travel, and banking.		
	Bake and prepare food using a recipe that requires measurements.		

Young Child Activities

Exploration

TECHNOLOGICAL: Children experiment with tools, materials and equipment through independent and guided opportunities.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
E.5.1 Every child will expressively use a variety of media and tools, such as paint, dough, brushes, carpentry tools and natural materials for self-expression.	Create mosaics and collages using a variety of textures and tools.	Variety of art supplies	Exploration: Sensory Respect: Self, Others, Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional, Social, Reflection
	Create 3 dimensional shapes with clay, pipe cleaners, foam and other form holding media.	Adhesives Plastic jewels and buttons	
	Paint with dotting tools, blowing straws or rakes to add texture to artwork.	Pipe cleaners, wiggly eyes, clay, straws, paint	
E.5.2 Every child will represent ideas and experiences using creative and expressive media and the technologies associated with them.	Engage with familiar software such as cameras and printers to represent ideas.	Computer Camera A variety of age appropriate software	Exploration: Sensory, Scientific Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Social, Reflection
	Independently use tape and CD players to engage in listening activities.	Tape or CD player	
	Participate in discussion with adults and their peers about the equipment being used.	A variety of electronic equipment	
E.5.3 Every child will investigate the world through the use of resources such as magnifiers, cameras, and construction tools.	Explore construction activity using wood and child size woodworking tools and materials and various forms of glue such as liquid, stick and hot glue.	Simple construction tools Various forms of glue	Exploration: Scientific, Mathematical Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional, Social, Reflection
	Use cameras to record learning experiences.	Cameras, photographs	
	Use magnifying glasses and tools to investigate a variety of natural materials.	Magnifying glasses Manipulatives with various 'workable' features	
	Experiment with magnets and discuss the development of working theories.	Magnets	
	Independently self-select investigations with various tools and equipment, through free access to activity centres.	Well-resourced activity centres	
E.5.4 Every child will use simple equipment like knobs, buttons, scissors, zippers, levers, and open ended materials.	Engage in experiences such as sewing, threading, weaving, plaiting with laces; working with buttons, straws, threads, Silver Thatch Palms and cloth materials.	Beading sets Threading cards	Exploration: Movement, Sensory, Scientific, Mathematical Respect: Self, Others Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional, Social, Reflection
	Develop self-help skills through independently completing tasks such as dressing.	Dress ups with buttons, snaps, zippers, hooks,	
	Use age appropriate scissors and a variety of construction materials including paper, card, tubes and boxes in the creative expression centre.	Functional age appropriate scissors Variety of re-usable resources	
	Use simple objects such as measuring cups or growth charts, direct comparison, comparing weights by using hands as a balance.	Home equipment that includes child size home appliances and utensils	

Young Child Activities

Respect



SELF: Children develop a positive sense of who they are and an understanding of their own rights, and responsibilities.

Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.1.1 Every child will display an awareness of how his/her actions impact him/herself and his/her world	Engage in discussion about routines and boundaries, enabling the child to gain a better understanding of how their actions affect themselves and others.	Visual representations of the class routines	Exploration: Sensory Respect: Others, Environment, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Health, Emotional, Social, Reflection
	Use labelled containers to assist with packing away and clearing up after completing learning activities or play time.	Labelled containers	
	Participates in discussions about consequences (positive and negative) as part of everyday conversation.		
	Perform tasks in the daily routine as a group helper.		
R.1.2 Every child will demonstrate an understanding of the limits and boundaries of acceptable behaviour.	Engage in shared reading activities that help to manage his/her needs through planned role play.	Shared books that show inclusive practices	Respect: Others, Environment, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Health, Emotional, Social, Reflection
	Shows responsibility for his/her behaviour and accepts consequences through the group behaviour management program.	Safe open space	
	Game - Mother May I? : The game begins with the child asking the 'Mother' (caregiver may play this part) if he/she can take a certain amount and type of step, such as 2 Baby Steps, 1 Scissor Step, 3 Giant Steps, 1Jumping Jack Step, 2 Karate Steps, or 1 Jump Step. The Mother then replies with “Yes, you may,” or, “No, you may not.” The rest of the children ask Mother for steps on their turn and once all have asked play returns to the first child and continues until a child reaches the mother.		
R.1.3 Every child will appropriately manage his/her personal needs while developing independence.	The child engages in play that replicates real life, situations such as setting a table, preparing food, giving a doll a bath.	A collection of shared stories and games	Exploration: Sensory Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Emotional, Social, Reflection

Young Child Activities

Respect

OTHERS: Children understand how their role and the roles of others impact their community.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.2.1 Every child will recognize the needs of others and respond with care, empathy and respect.	Speak and listen during group discussions, enabling the child to express his/her feelings while being mindful to respect the feelings of others.	Visual aids, media clips and shared stories that show similarities and differences, emotions and social interaction	Respect: Self, Culture Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	The child is praised for his/her attempts to show affection and concern through acts of kindness to his/her peers and adults.	Relationships with local community charities, businesses and groups are established for children's outreach opportunities.	
	Responds to others who are less fortunate, e.g. donating canned foods or clothing to the needy, visiting sick at the hospital or singing for the elderly.		
	Make cards for elderly citizens and visit retirement homes to sing for the residents.	Craft items for card making	
R.2.2 Every child will interact, establish and build relationships with people within the community.	Engage in small group discussion in which family stories and life events are shared with adults and peers, for example birthdays, holidays, births/ deaths, and family visits.	Visual aids, media clips and shared stories Multi-cultural resources in the activity centres	Exploration: Sensory Respect: Self, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Family members are invited to visit the centre for special occasions.		
	Go on field trips to visit places in the community such as the fire or police station or the museum.		
R.2.3 Every child will develop the ability to take turns and share fairly while interacting with others.	Participate in organized games that encourage turn taking and positive interaction as the child follows the rules of the game for example Follow the Leader, Simon Says, Hopscotch, Snakes and Ladders.	Collection of simple organized games and the required equipment	Exploration: Movement, Sensory Respect: Self Communication: Verbal and Symbolic, Listening Well-Being: Health, Emotional, Social, Reflection
	Listen to stories that speak about taking turns or being fair and respond accordingly.	Stories about fairness and turn-taking	
R.2.4 Every child will display an awareness of the roles of community helpers.	Persons in the community are invited to do interactive demonstrations for special observances e.g. veterans for Remembrance Day (poppy flower), pastor for Easter.	A list of appropriate school visitors and locations for field trips	Exploration: Movement Respect: Self, Culture Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Emotional, Social, Reflection
	Identify and discuss various community helpers and the role they play within the community.	Community helper photos	
	Dramatize what people do within the community, using the dramatic play activity centre.	Community helper costumes and props Transportation for field trips	



ENVIRONMENT: Children will act responsibly in the preservation of their natural world.

Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.3.1 Every child will develop practices to reduce, reuse and recycle to protect the environment.	Engage in activities that help the child to discover ways to reduce the amount of natural resources used every day.	Visual reminders of conservation	Exploration: Movement, Scientific, Mathematical, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Social
	Actively re-use items in learning experiences which would normally be wasted, for example egg containers, boxes, re-used for sorting and storage.	Paper, plastic containers, egg cartons, paper towel rolls, yogurt containers, shoe boxes re-used for storage and as play items	
	Take part in recycling activities for example washing yogurt and plastic containers for re-use.		
	Develop and maintain edible gardens using water containers cut in half.	Soil and plants	
	Share stories that illustrate ways to reduce, re-use and recycle.	Labelled containers for sorting recycled materials	
R.3.2 Every child will understand the reciprocal relationship between how persons care for the environment and how the environment provides for them.	Maintain a scrapbook or bulletin board to keep record of the care of the environment.	Scrapbook materials, paper	Exploration: Scientific, Mathematical, Technological Respect: Self, Others, Culture Communication: Verbal and Symbolic, Creative Expression Well-Being: Health, Emotional, Social
	Develop and maintain animal habitats.		
	Develop and maintain grow boxes.		
	Participate in thatching and other creative hobbies that are based on natural resources.	Local indigenous plants Areas of landscaping around Centre that are safe	
	Learn to harvest plants from a garden or fruit tree properly.		
R.3.3 Every child will gain an awareness of their own environment and environments around the world.	Visit farms and learn the relationship between the farmer and his crop and/or animals.	Field Trips to visit farms parks and community gardens	Exploration: Movement, Scientific, Technological Respect: Self, Others, Culture Communication: Verbal and Symbolic, Creative Expression Well-Being: Social, Reflection
	The child engages in learning about the natural environment of the Cayman Islands through visits to the centre by experts, and the re-creation of Cayman habitats in the centre.	Expert visitors Displays of Cayman habitats	
	Share in stories and factual texts that illustrate the local environment and environments around the world.	Photographs and books about different environments	
	Participate in scavenger hunts in outdoor environs to explore a variety of plants including those that are indigenous to the Cayman Islands.	Camera Stories and factual texts	
	Look at pictures and media clips to compare and contrast different environments.	Pictures, internet and media clips	

Young Child Activities

Respect

CULTURE: Children gain an awareness of and an appreciation for their own culture and other cultures around the world.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.4.1 Every child will make connections with his/her family and the wider world as he/she learns about his/her culture.	Visits from people in the community who are invited to interact with the child and share about their cultures.	List of appropriate visitors	Exploration: Sensory Respect: Self, Others, Religion Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Social, Reflection
	Participate in shared stories and planned experiences that introduce cultural celebrations and events.	Multicultural books about celebrations and events within a culture Multicultural dolls, play foods, books and puzzles	
R.4.2 Every child will gain familiarity with past traditions and customs of others	Views pictures, books, internet and media clips that illustrate history within Cayman and other cultures.	Transportation for field trips	Respect: Self, Others, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Social, Reflection
	Visit local museums, then make a comparison of present day life experiences with those of prior generations.	National Trust, Pedro St. James, National Museum and other community historians	
	Prepare traditional Caymanian recipes and recipes from cultures represented within the centre.	Traditional food recipes	
	Interact with visitors through traditional experiences such as doing thatch work or playing traditional games.	Traditional games Traditional craft work supplies Visits from grandparents and local persons	
R.4.3 Every child will communicate his/her sense of identity with the local community and place to which he/she belongs.	Show and Tell: the child shares about his/her culture through discussion of artifacts or objects brought from home.	Cultural artifacts or objects Pictures of national symbols	Exploration: Movement Respect: Self, Others, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Sing the National Song regularly so the words can be learnt and shared with families at gatherings and school events.	Words of National Song	
	Engage in dramatic play in the housekeeping centre that reflects the roles of community people in the Cayman Islands such as store owners, fishermen, school teachers, policemen and fire fighters.	Caymanian traditional dress and props Community helper costumes and props	
R.4.4 Every child will actively engage in cultural observances and celebrations.	Participate in planned Heritage Day activities within the centre and the community.	Traditional Caymanian meals	Exploration: Movement Respect: Self, Others, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Participate in planned international activities that reflect the cultures represented within the centre.	Multicultural books about celebrations and events	



RELIGION: Children have an awareness of and a respect for their own and other religions.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
R.5.1 Every child will engage purposefully in his/her religious practices.	Actively participate in morning devotional exercise with adults and peers at the centre.	Religious resources	Respect: Self, Others, Culture Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Role play Bible stories such as the “Good Samaritan” and talk about the need to be a good neighbour; “Feeding the 5,000” and discuss the need to share.	Shared reading stories that have various religions characters Age appropriate role play dress ups and props	
R.5.2 Every child will participate in religious observances and celebrations, and discuss experiences with peers and adults.	Share about beliefs or recent activities with adults and peers such as activities that he/she has been part of over the weekend e.g. a church/religious event.	Creative materials	Respect: Self, Others, Culture Communication: Verbal and Symbolic, Creative Expression Well-Being: Emotional, Social, Reflection
	Create and share drawings of experiences such as attending a family Christening or wedding.		
R.5.3 Every child will express an understanding of the meanings of the symbols that relate to religious practices.	Discuss experiences and symbols associated with religious observances such as the Easter, Christmas, Hanukkah, family Christenings and other observances in which the child participated.	Calendar of religious celebrations and observances that reflects the religions represented at the centre Variety of symbolic objects	Exploration: Movement Respect: Self, Others, Culture Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Emotional, Social, Reflection
	Sing songs of celebration, for example <i>Christmas Away in a Manger</i> , Kwanza - Sing A Song of Kwanza, Hanukkah - <i>How Many Candles?</i> , Masjid - <i>UpsyDaisy, I Look, I See 2</i> , Easter - <i>Deep and Wide</i> .	Pre-recorded songs /CDs with a variety of songs for various celebrations	
	Engage in shared reading opportunities and songs that highlight religious symbols for example the star that stood over the manger as a guide for the Wise Men; the rod for protecting the sheep; the cross as a symbol of sacrificial love; the Star of David, the menorah and dreidel of Judaism and the prayer mat of Islam.	Picture books about different religions Religious objects/artifacts	

Young Child Activities

Communication

VERBAL AND SYMBOLIC: Children will interpret information received and effectively express themselves in a variety of ways.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.1.1 Every child will develop the skills of conversation in a variety of contexts.	Take active part in questioning and turn taking during interviews with special visitors.	Prop to identify who is speaking in group discussion	Respect: Self, Others Communication: Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Discuss shared stories applying background knowledge to relate, infer and predict.	Shared stories in large format	
	Learn and display the foundations of conversation through echo songs such as “Who Ate the Cookie from the Cookie Jar” and shared stories that require interactions such as “Dear Zoo”.	Activity centres with props that encourage conversation	
	Engage in meaningful conversations with adults and peers during activity centre time, for example role playing in the dress up area and group building projects with blocks and props.		
C.1.2 Every child will demonstrate non-verbal communication skills in his/her everyday experiences.	Participate in charades with peers where the child does moves and/or makes sounds that will give hints to the group regarding which animal, action, or scenario they are portraying. The group reads the body cues and predicts.	Pre-recorded stories, listening devices such as CD players	Exploration: Mathematical Respect: Self, Others Communication: Listening, Literacy Well-Being: Social, Reflection
	Create mathematical signs to communicate mathematical ideas such as dots, number symbols or marks.	Paper Variety of writing tools	
C.1.3 Every child will develop confidence, fluency and clarity as he/she engages in communicative experiences.	Listen to and imitate the teacher as the child develops skills of conversation.	English courses for adults for whom English is a second language	Exploration: Movement, Sensory Respect: Self, Others Communication: Listening, Creative Expression Well-Being: Social
	Participate in Tea Party activity during which child converses with adult and peers.		
C.1.4 Every child will expand his/her vocabulary as he/she explores the meanings and sounds of new words in different contexts.	Show and Tell: bring items of interest (such as a storybook, a picture or a favourite toy) to school to show peers, and tell about the items.	Personal object brought from home	Respect: Self, Others Communication: Listening, Literacy, Creative Expression Well-Being: Social, Reflection
	Sequence pictures and retell the stories.	Story sequencing cards	
	Participate in shared story activities, poetry and nursery rhymes that encourage children to use new words, for example nonsense rhymes and rhythmic texts.	Shared stories Poetry and nursery rhymes	
C.1.5 Every child will practice acquired writing skills at his/her own pace guided by the developmental writing process.	Engage in multiple writing experiences in activity centres each day such as list making, writing notes, creating instructions and writing recipes.	Pencils: coloured and plain Crayons, markers, pens Notebooks, scrap paper Tablets, white boards Dry erase markers	Communication: Literacy, Creative Expression Well-Being: Social, Reflection
	Guided practice in letter formation and inventive spelling.		



LISTENING: Children will be attentive and respond appropriately.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.2.1 Every child will demonstrate behaviours that indicate active listening.	Go on nature walks where adults encourage the child to listen and repeat then describe the sounds that he/she hears. Child makes listening ears to wear during the nature walks.	Art supplies to make 'listening ears' Safe outdoor space	Exploration: Movement, Sensory, Scientific, Mathematical, Technological Respect: Self, Others, Environment Communication: Verbal and Symbolic, Literacy, Creative Expression Well-Being: Health, Emotional, Social, Reflection
	Play <i>Teddy in the Jungle</i> : The child plays Rescue – One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Support the other children to guide the rescuer to the teddy by singing louder as the rescuer gets closer to or quieter as the rescuer moves further away from the teddy.	Visual cues for good listening	
	<i>I Have a Box</i> : The child engages with a mystery box – Turn a box on its side with the opening facing away from the children. One by one, place between four and six familiar noisy items (for example a set of keys, squeaky toys, blocks to bang together) into the box, pausing to name them and demonstrate the sound each one makes. Singing to the tune of Old MacDonald Had A Farm: "(Child's Name) has a box E I E I O, and in that box she has a.....". Stop and gesture, asking the children to listen. Make a noise using one of the objects in the box. The children take turns to guess which object is making the sound.	Mystery box and contents	
C.2.2 Every child will respond appropriately using questions and comments as he/she processes information.	Respond to and interact with the story, for example reading along with and repeating actions in familiar shared stories such as <i>Going on a Lion Hunt</i> and <i>Brown Bear Brown Bear</i> .	Shared stories	Exploration: Technological Respect: Self, Others Communication: Verbal and Symbolic, Literacy Well-Being: Social
	Creatively represent what is heard, using art media or dough.	Variety of art materials	
	Matching sounds using a variety of animal props or toys and a range of musical instruments to match sounds to the animals. The child is encouraged to discuss why he/she chose the sound matches.	Animal props Musical instruments	
C.2.3 Every child will actively participate in a variety of listening experiences such as stories, poetry, nursery rhymes, music and nature walks.	Enjoy a story or music in the listening centre.	Media player with multiple headphones	Exploration: Movement, Sensory, Technological Respect: Self, Others Communication: Verbal and Symbolic, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Identify sounds from sound clips in a shared listening activity.	Pre-recorded media clips of common sounds (such as animals)	
	Participate in musical experiences that provide opportunities to alter movements based on sound or volume, for example musical chairs and statues.		

Young Child Activities

Communication

CREATIVE EXPRESSION: Children will experience and develop an appreciation for various forms of art from a variety of cultures.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.3.1 Every child will recreate roles and experiences through drama and storytelling.	Use puppetry to independently retell and re-enact familiar stories.	Puppets Stuffed animals	Exploration: Movement, Sensory, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Emotional, Social, Reflection
	Engage in planned activities linked to shared stories including opportunities for the child to re-tell stories using costumes or props.	Role play props	
	Perform role play during morning devotions and other centre and community celebrations.	Musical instruments Shared story props	
	Enjoy media clips of others engaged in role playing to inspire further dramatic play.	Role play scripts	
	Experience live theatre, for example attending a play at a school or the playhouse.	Age appropriate theatre productions	
	Entertain visitors to the centre who share stories, plays, dance and music.	Visitors	
C.3.2 Every child will express him/herself through a variety of art media.	Construct with wood using child size wood-working tools.	Construction and wood-working tools	Exploration: Movement, Sensory, Scientific, Mathematical, Technological Respect: Self, Others, Environment Communication: Verbal and Symbolic, Listening, Literacy Well-Being: Emotional, Social, Reflection
	Construct and create with glue in liquid, stick and hot glue forms.	Glue in a variety of forms	
	Build, construct and create using a variety of natural resources such as boxes, cardboard tubes, wool, cotton material, bottle tops and other re-useable materials.	Collection of re-usable materials ('creative junk')	
	Explore traditional arts using media such as clay, sewing, weaving, and painting.	Supplies for sewing, weaving and painting	
	The child records his/her world through photography, taking and printing photos for discussion and display.	Cameras Photographs	
	Use a magnifying glass to investigate the natural world, including bug hunts, leaf rubbings and looking at the properties of minerals and rocks.	Magnifying glasses	
C.3.3 Every child will experiment and extend self-expressions through music and dance.	Engage in age appropriate traditional folk dances during which the child is guided to independent involvement.	Dance props Appropriate music	Exploration: Movement, Sensory, Technological Respect: Self, Others, Culture Communication: Verbal and Symbolic, Listening Well-Being: Social, Reflection
	Rhythmic activities using age appropriate simple music for instruments (bells, chimes, rhythm sticks).	Variety of multicultural music and media clips Appropriate homemade or store bought instruments	
	Watch live performances of dancers and or/musicians and freely extend impressions.	Dancers and musicians to visit the centre Field trips to local performances	
C.3.4 Every child will demonstrate rhythmic patterns through the use of common and created musical instruments and movement.	Engage in rhythm experiences with instruments and props; the child is supported through guided practice.	Rhythm sticks Age appropriate musical instruments	Exploration: Movement, Sensory Respect: Self, Others, Culture Communication: Verbal and Symbolic, Listening Well-Being: Social, Reflection
	Dance to music using scarves, ribbons, tambourines and other safe, appropriate props.	Ribbons, scarves, tambourines	



LITERACY: Children demonstrate an understanding that symbols are used to represent ideas.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
C.4.1 Every child will actively participate in shared stories with peers, in small or large groups.	Enjoy repetitive texts such as "Going on a Lion Hunt", through rote reading, providing sounds or motions and engaging in the overall excitement of the story during shared readings.	Shared stories	Exploration: Movement, Sensory
	Experience stories through book bags with activities that relate to the story.	Book bag activity sets	Respect: Self, Others, Culture, Religion
	Read wordless books independently and shared with an adult or small group.	A variety of books that the child can access individually, with their peers or request for shared reading	Communication: Verbal and Symbolic, Listening, Creative Expression
	Recite familiar shared stories and play with words that rhyme, for example making up nonsense songs and chants that rhyme.		Well-Being: Social, Reflection
C.4.2 Every child will develop book handling skills as he/she is exposed to a variety of books.	Imitate book handling skills (modelled by adult) while engaging in reading opportunities.	Access to the public library	Respect: Self, Others, Culture, Religion
	Explore a variety of books such as board books, soft books; BIG books or picture book.	Variety of books	Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Health, Emotional, Social, Reflection
C.4.3 Every child will gain familiarity with an appropriate selection of stories and literature from various cultures which are valued within the community.	Explore books that provide information about the child's topics of interest.	Cushions	Exploration: Movement, Sensory
	Listen to locally written or re-told stories and songs.	Book shelves	Respect: Self, Others
	Listen to shared stories that introduce positive social skills and healthy choices in relation to the child and his/her community.	A selection of appropriate books Visits from local identities to share stories off/from their childhood	Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Reflection
C.4.4 Every child will develop phonological awareness at his/her own pace through a variety of shared literacy experiences.	Identify and discuss signs and symbols in the environment, for example during travel for field trips, classroom and role play signs.	Visual aids and media clips	Exploration: Movement, Sensory Mathematical Respect: Self, Others Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Emotional, Social, Reflection
	Engage in shared stories, songs and poetry that use familiar signs and symbols, and have time to engage in these independently and with their peers, for example "Ten in a Bed" and "Five Little Ducks".	Book bag activity sets	
	Participate in games such as Hopscotch, Trouble, Connect Four and Chutes and Ladders making connection between number symbols and moves.	Writing centre	
	<i>Adjust the Volume:</i> Two children sit opposite each other with identical instruments. Each one has a turn to copy the other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each other first. Use cards giving picture or symbol cues to represent loud or quiet (e.g. megaphone for "loud", finger on lips for "quiet").	Reading centre	
	<i>Matching the Sound Makers:</i> Show pairs of sound makers (e.g. maracas, triangles). Place one set of the sound makers in a feely bag. Each child takes turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker should stand up and play it. This activity can be adapted by playing the sound maker behind a screen so that the children have to identify it by the sound alone.	A variety of songs and finger plays	
	Take part in songs, jingles and finger plays that develop the child's phonemic awareness.	Rhythmic stories	
	Use shared stories to develop an awareness of rhyme, onset and rime.	Nursery rhymes	
	Blend sounds as guided through the stages of phonemic awareness at the child's own pace.		

Young Child Activities

Well-Being

HEALTH: Children make safe and healthy decisions as they discover and learn about their bodies.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.1.1 Every child will make healthy choices independently while developing an understanding of the need for good health through exercise, healthy eating, sleep and good hygiene.	Cook and share food with peers and adults, for example making cupcakes or soup.	Recipes presented in age appropriate format (eg. pictures and simple words)	Exploration: Movement, Sensory, Scientific, Mathematical, Technological Respect: Self, Others, Environment, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Make healthy choices of snacks and meals.	Visual aids, media clips and story books that promote healthy eating	
	Earn stickers on a chart when healthy food choices are made.	Student charts and stickers to celebrate healthy food choices	
	Enjoy field trips to places such as the grocery store or local farm to experience where some of their food comes from.	Transportation for field trips	
	Participate in shared stories that promote healthy practices, for example Goodnight Bear and The Very Hungry Caterpillar.	A variety of stories on healthy choices	
	Engage in exercise and free movement daily such as large motor games for example "Follow the Leader", and obstacle courses.	Resources for organized games Outdoor play area Play equipment	
	Relax in quiet, rest area.	Soft furnishing for rest area	
W.1.2 Every child will recognize and communicate their bodily needs as they develop an understanding of how their bodies function.	Independently access water from a safe drinking supply when thirsty.	Child level drinking water supply	Exploration: Sensory, Technological Respect: Self, Others, Communication: Verbal and Symbolic, Listening Well-Being: Emotional, Social, Reflection
	Seeks the necessary first aid for him/herself when injured and supports his/her peers when they are hurt or upset.	Well stocked first aid kits in office and play areas Visual aids/cues for children to communicate their needs	
W.1.3 Every child will demonstrate growing independence.	Practice life skills through daily free choice and role play.	Props for housekeeping that include age appropriate life like appliances Adequate restroom supplies Dress ups with buttons, snaps, zippers, hooks, and ties	Exploration: Movement, Sensory, Environment, Technological Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social, Reflection
	Progressively master daily routines such as tidying up, dressing and toileting, resting and home time preparation.		



EMOTIONAL: Children identify and express their own feelings.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.2.1 Every child will display a growing capacity to self-regulate including the ability to accept challenges, manage change and cope with frustration.	Use art activities as a form of self-expression. Child chooses his/her art work for display and engages in discussing his/her art.	Materials for art work displays Portfolios	Exploration: Movement, Sensory Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Social, Reflection
	Solve problems, including mediating and negotiating with peers (guided by an adult).	Shared books that help to support the child in understanding his/her emotions and feelings	
	The child has free choice to engage in activities that he/she enjoys, while being mindful of the need to accommodate the interests of others.	Activity centres with age appropriate resources	
	Participate in organized games where the child experiences turn taking and supports his/her peers as they interact together.	Organized games	
W.2.2 Every child will demonstrate a sense of the need to understand and manage his/her own emotions.	Role play with peers and adults, practicing coping skills such as sharing and communicating feelings, and positive problem solving techniques.	Props for role play	Exploration: Movement, Sensory Respect: Self, Others, Environment, Culture, Religion Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Health, Emotional, Social, Reflection
	Listen to stories that speak about managing one's emotions for example "Goldilocks and the Three Bears". Discuss how each character in the story felt and responded.	Appropriate stories	
W.2.3 Every child will acknowledge and accept guidance and affirmation.	Engage in one-on-one conversations with adults and peers as he/she seeks feedback on their progress in learning.		Exploration: Sensory Respect: Self, Others Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Social, Reflection
	Engage in shared stories that allow for discussion, critique and affirmations, and where strategies for responses are modelled by adults, for example asking questions and supporting the child to predict and discuss the story.		

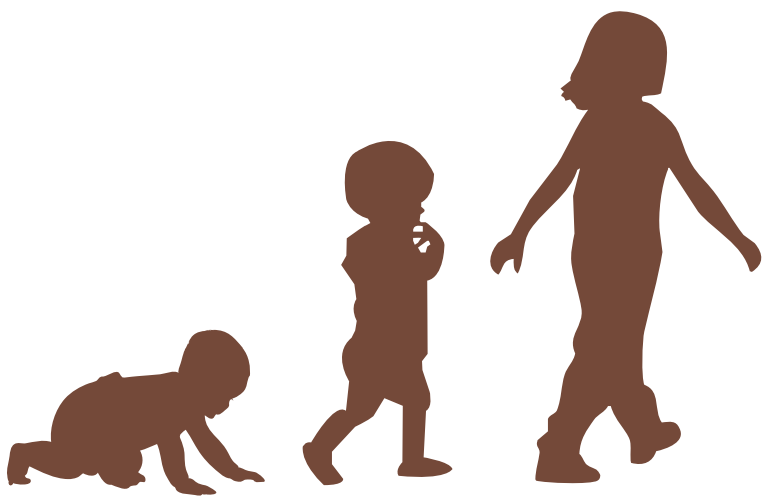
Young Child Activities

Well-Being

SOCIAL: Children will develop the skills to interact with others in a variety of contexts.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.3.1 Every child will demonstrate an awareness of and a concern for the safety and well-being of everyone.	Opportunity is given to lead the group in large motor activities like “Simon Says”, obstacle courses they have made and circle games.	Resources for large motor activities	Exploration: Movement, Sensory, Technological Respect: Self, Others, Environment Communication: Verbal and Symbolic, Listening Well-Being: Health, Emotional, Reflection
	Child demonstrates that he/she understands rules for keeping him/herself and others safe, and is able to be responsible for monitoring his/her safety and the safety of peers.		
W.3.2 Every child will practice working together peacefully, cooperating within groups.	Planned and spontaneous group activities where peaceful ways of working are modelled and practiced.	Activity centres that are well stocked, both indoor and outdoor	Exploration: Movement, Sensory, Scientific, Mathematical, Technological Respect: Self, Others, Environment, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Emotional, Social, Reflection
W.3.3 Every child will value and apply codes of behaviour in order to work together harmoniously.	Engage in shared stories that are used to start discussions regarding positive social skills. The child then has opportunities to practice working as part of a group, taking turns and sharing fairly for example “Show and Tell” in a small group and a shared art activity.	Shared stories that promote pro-social behaviour	Exploration: Movement, Sensory, Scientific, Mathematical, Technological Respect: Self, Others, Environment, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Emotional, Social, Reflection
	Participate in role play opportunities for different social scenarios and practicing social skills, for example playing ‘Family’: using props from the home play activity centre and block activity area with community helper resources such as fire engines.	Well stocked home play and block activity centres	
W.3.4 Every child will develop the ability to recognize unacceptable behaviours and to have the self-confidence to respond appropriately.	Listen to shared stories that introduce the child to the importance of non-discriminatory behaviours and positive interactions with others who may seem to be different to him/her. Discuss content, guided by adult.	Story books that discuss discrimination in age appropriate formats such as Dr. Seuss: The Sneetches Arrangements for field trip	Exploration: Sensory Respect: Self, Others, Religion Communication: Verbal and Symbolic, Listening, Literacy, Well-Being: Health, Emotional, Reflection

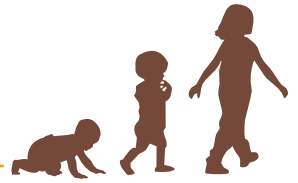


REFLECTION: Children will reflect on their experiences.			
Learning Outcome	Sample Activities	Resources Needed	Framework Links
W.4.1 Every child will reflect on his/her social interactions with adults and peers.	Reflect on learning through group discussions during and after activities and events.	Gathering space	Exploration: Sensory, Technological Respect: Self, Others, Culture Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Emotional, Social
	Engage in shared stories that promote discussion and reflection with a small group utilizing inference, prediction, connection and application of background knowledge.	Share stories	
	Respond to reflective thoughts through activities such as drawing, painting, collage and dough.	Activity centres Art materials	
W.4.2 Every child will acknowledge actions and the consequences to others, and adjust behaviour accordingly.	Engage in problem solving activities and discussions about how the child's actions have an impact on others, as they are reminded of the feelings of other people.	Share stories Well stocked activity centres	Exploration: Movement, Sensory Respect: Self, Others, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Emotional, Social,
	Engage in activities and discussions that enable the child to develop an understanding regarding their actions.		
	Listen to shared stories followed by role play during which the child has the opportunity to show active reflection.		
W.4.3 Every child will express how he/she feels when interacting with others.	Discuss feelings with peers and adults: child is encouraged to express how he/she feels when safe and has adults who will offer support.	Gathering/Circle time A special item for passing during circle times to identify the speaker	Respect: Self, Others, Culture, Religion Communication: Verbal and Symbolic, Listening, Literacy, Creative Expression Well-Being: Health, Emotional, Social,
	Engage in listening to shared stories. Talk about one's feelings with his/her peers, especially in conflict situations.	Shared stories about feelings	
W.4.4 Every child will develop resilience as he/she is supported to respond appropriately to both every day and unexpected challenges.	Express one's feelings, especially following major events and life changes such as the birth of a sibling.	Gathering/Circle time	Exploration: Sensory Respect: Self, Others, Culture, Religion Communication: Verbal and Symbolic, Listening, Creative Expression Well-Being: Health, Emotional, Social
	Engage in group activities and discussions when major events take place, for example hurricanes.	A special item for passing during circle times to identify the speaker	



APPENDICES

LITERACY



Age appropriate literacy activities that are tailored to the interests and abilities of the children are an integral part of the programme at an early childhood care and education centre. Integrating literacy into all aspects of the programme ensures that children enjoy maximum exposure to literacy based activities so that they will understand that symbols can be read and used to represent ideas for information and enjoyment



Shared Reading

The adult reads the book aloud, usually to the whole group. Repeat readings of stories using larger books with larger print and illustrations (such as big books) are recommended. One book can provide shared reading experiences for the whole week.

- ✓ The adult models basic book handling skills
- ✓ Children are encouraged to participate
- ✓ The adult highlights features of the book to enrich the experience for the children
- ✓ The adult plans activities linked to the shared book that will engage all learners
- ✓ After reading, the book is available to children to read independently



Guided Literacy

This is a special learning experience during which adults interact with children in very small groups or individually; modelling, encouraging and inspiring children to express themselves.

- ✓ Proper book handling skills are experienced and practiced while enjoying books
- ✓ Using writing implements such as pencils, crayons or paintbrushes when experiencing creative expression
- ✓ The child investigates tools such as scissors
- ✓ The adult and child engage in conversation, for example talking to the child about their drawing from the story and then recording their thoughts
- ✓ Discussion and activities linked to the shared book or a book they have chosen independently



Phonological Awareness

The adult supports children in developing phonological awareness through planned games and activities. Developing children's expressive language and listening skills are the first steps in setting the foundations for reading.

- ✓ Listening activities tune a child's ear to the pitch and tone of sounds
- ✓ Shared reading of repetitive stories with a variety of sounds allow children to practice and enjoy making sounds
- ✓ Listening to and discussing the sounds in the environment sharpen a child's ability to decipher and identify familiar sounds
- ✓ Songs and rhymes that children can share and sing together help to solidify a child's phonological skills

SUGGESTED EQUIPMENT LIST

Resources for Exploration

BOOKS AND STORYTELLING

FURNITURE:

Display units should be low so that children can see and select their own books. Shelves could be sloping with a lip to allow books to stand up. Provide cushions and/or soft chair.

	Under 2 yrs.	Over 2 yrs.
Selection of at least 30-50 books		
Hard & soft covered	✓	✓
Traditional / classical stories		✓
Cultural stories	✓	✓
Nursery rhymes	✓	✓
Poetry and songs		✓
Make believe		✓
Stories of people in real life situations	✓	✓
Large books for shared group story-time	✓	✓
Story props:		
Puppets	✓	✓
Magnetic boards and stories	✓	✓
Story CDs		✓



MANIPULATIVES

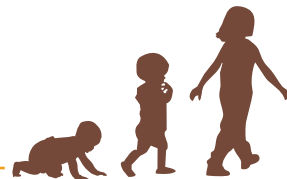
FURNITURE:

A suitable display unit for puzzles or similar, preferably with sloping shelves (with a lip) so that children can see the puzzles and choose them.

Note: Cardboard puzzles will not last long, cannot be cleaned effectively and should not be considered permanent equipment. Puzzles should reflect bi-culturalism and gender equity and be of varying degrees of difficulty.

	Under 2 yrs.	Over 2 yrs.
Knobs	✓	✓
Picture puzzles		✓
Shapes		✓
Geometric		✓
Posting box		✓
Threading		✓
Peg boards		✓
3 dimensional puzzles		✓
Math games: include materials such as shells and stones		✓
Stacking equipment	✓	✓





CREATIVITY - MUSIC

FURNITURE (Storage unit):

- shelves
- hooks
- baskets or boxes

	Under 2 yrs.	Over 2 yrs.
CD player/stereo	✓	✓
Variety of CDs		
Children's	✓	✓
Caymanian	✓	✓
Caribbean		✓
Classical	✓	✓
Contemporary		✓
Music and song books	✓	✓
Variety of musical instruments		✓
Keyboards		✓
Tambourines		✓
Rhythm sticks	✓	✓
Sand blocks	✓	✓
Bells and Chimes	✓	✓
Castanets		✓
Maracas / shakers	✓	✓
Coloured scarves and ribbons	✓	✓
Sound toys	✓	✓



CREATIVITY - ART & CRAFT

	Under 2 yrs.	Over 2 yrs.
Glue pots and assorted glue brushes	✓	✓
Variety of paper		✓
Children's scissors	✓	✓
Left-handed scissors	✓	✓
Adult scissors		✓
Stapler (for adult's use)		
Roll of cello tape / masking tape		✓
Ball of string / wool		✓
Packet of felt	✓	✓
Non-toxic crayons (wax / wooden)		✓
• Jumbo or large		✓
• Markers		✓
• Children's pencils		✓
• Ruler		✓
• Glitter and containers		✓
• Hole punch	✓	✓
• Collage materials: scraps and natural materials (e.g. leaves and seeds)	✓	✓



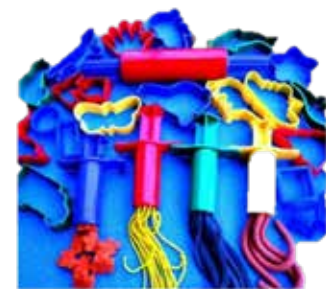
SUGGESTED EQUIPMENT LIST

Resources for Exploration

CREATIVITY - PAINTING		
	Under 2 yrs.	Over 2 yrs.
Easels (double-sided)	✓	✓
Aprons	✓	✓
Assorted paint brushes	✓	✓
Non-toxic paint, assorted colours	✓	✓
Paint palette		✓
Rollers	✓	✓
Drying rack	✓	✓
Newsprint	✓	✓

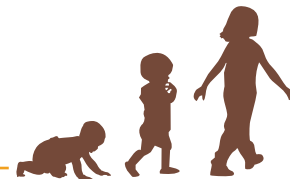


CREATIVITY - CLAY		
	Under 2 yrs.	Over 2 yrs.
Nylon string for cutting clay		✓
Water container		✓
Sponges		✓
A variety of clay tools		✓
A variety of natural materials		✓
Canvas		✓



CREATIVITY - DOUGH		
Interesting designs can be made in dough using everyday items like cotton reels and corrugated card board.		
FURNITURE: table and seating		
	Under 2 yrs.	Over 2 yrs.
Cutters (cookie or art shapes)	✓	✓
Rolling pins	✓	✓
Pounders	✓	✓
Knives and forks (plastic)	✓	✓
Garlic crushers		✓
A variety of cooking equipment (e.g. pots and pans)	✓	✓





DRAMATIC PLAY

Furniture:

- unit for storing dress up clothing
- child sized sleeping unit
- rooms dividers / screens
- small table with seating
- stove and sink unit

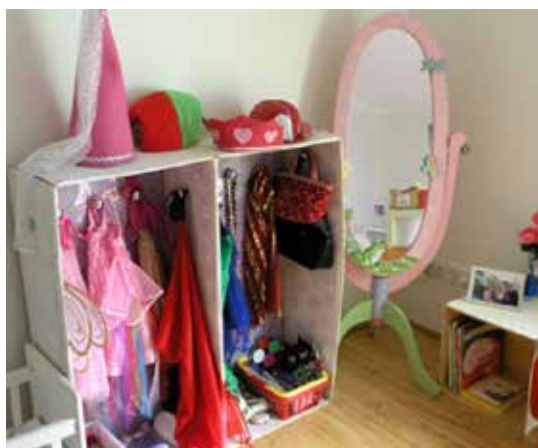
	Under 2 yrs.	Over 2 yrs.
Dress ups and equipment with a variety of themes such as: • occupational • animal • cultural • fantasy	✓	✓
Tea set; pots and pans	✓	✓
Cooking utensils e.g. bowls, spoons, whisks, chopsticks	✓	✓
Dolls – male and female	✓	✓
Doll's pram or stroller	✓	✓
Doll's bed	✓	✓
Telephone	✓	✓
Iron and ironing board		✓
Full-length unbreakable mirror	✓	✓
Clothes line (optional)		✓
Bed linen		✓

CARPENTRY

Furniture:

- large flat surface (such as a table) storage bins / containers or trolley
- **Note: Even though child safe toys/equipment should be used, an adult must be on hand to supervise during use.**

	Under 2 yrs.	Over 2 yrs.
Screwdriver		✓
Hammer		✓
Vice grips		✓
G clamp		✓
Saw (children's size)		✓
Pliers		✓
Carpentry pencil		✓
Tape measure		✓
Hand drill		✓
Containers for paint and brushes		✓
A variety of soft wood		✓
A variety of toy child safe nails (flat top)		✓
A variety of screws		✓
A variety of collage equipment • bottle tops • cotton cord • sandpaper		✓



SUGGESTED EQUIPMENT LIST

Resources for Exploration



BLOCKS

FURNITURE:

- storage unit
- carpeted area
- large, clear surface
- extra items like dolls and blankets added to this area can change play in many ways.

	Under 2 yrs.	Over 2 yrs.
Assorted sets of multiple blocks	✓	✓
A variety of small, coloured blocks		✓
A variety of interlocking blocks	✓	✓
Toy people	✓	✓
Plastic or wooden vehicles		✓
Vehicle station	✓	✓
Animal set		✓
Large vehicles (e.g. trucks, planes)	✓	✓
Clothes line (optional)	✓	✓

INFORMATION AND COMMUNICATION TECHNOLOGY

	Under 2 yrs.	Over 2 yrs.
Digital cameras	✓	✓
Video camera blocks	✓	✓
Computer- laptop or desktop	✓	✓
Software	✓	✓
Skype	✓	✓
Tablets and iPads		✓

ACTIVE PLAY

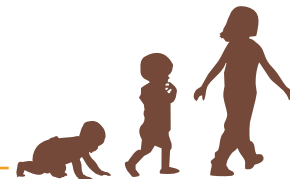
FURNITURE:

Either a fixed item of equipment or movable equipment such as ladders, planks, tires, cable reels, swings, slides or see-saws should be provided. Fixed equipment must be securely anchored and regularly maintained. Cushioning materials such as sand, rubber mulch or other must be used under large play equipment.

Moveable equipment provides greater flexibility and offers greater opportunity for children to be independent and creative.

	Under 2 yrs.	Over 2 yrs.
Ladders (age-appropriate)	✓	✓
Planks		✓
Wooden boxes – variety of sizes and heights	✓	✓
Tires (not steel belted)	✓	✓
Balls (assorted sizes)		✓
Ropes - several	✓	✓
Wheeled vehicles		✓
• Trikes		
• Trolleys		
• Ride-ons		
• Large trucks		
• Wheelbarrow		
• Walkers		
Hula hoops		✓





WATER PLAY

Large water trough with small containers for different activities

	Under 2 yrs.	Over 2 yrs.
Pouring items e.g. buckets, jugs, bottles, and watering cans	✓	✓
Water wheels		✓
Hoses – various sizes and lengths		✓
Funnels		✓
Aprons	✓	✓
Water pump	✓	✓
A variety of pipes and plastic guttering		✓
A variety of items for floating and sinking	✓	✓

SAND PLAY

	Under 2 yrs.	Over 2 yrs.
Pouring items e.g. buckets, jugs, bottles, and watering cans	✓	✓
Spades	✓	✓
Rakes		✓
Funnels		✓
Sieves		✓
Vehicles	✓	✓
A variety of natural materials	✓	✓



NATURE AND SCIENCE EXPLORATION

FURNITURE:

- storage unit
- display table
- clear, open surface

	Under 2 yrs.	Over 2 yrs.
Reference books (with pictures)		✓
Magnifying glasses		✓
Insect viewers		✓
Magnets (assorted e.g. bar, U shaped, strips)		✓
Range of items to use with magnets	✓	✓
Mirror (non-breakable)	✓	✓
Scales		✓
Plants		✓
Variety of living things (e.g. fish, insect, bird or other pet)	✓	✓
Variety of gardening equipment (e.g. spades, trowels, potting mix, plant pots)		✓
Microscope		✓

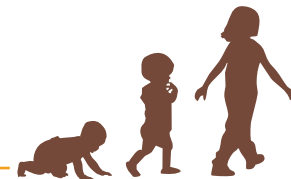


SUGGESTED FIELD TRIPS

A field trip is an outing that takes children away from their regular learning environment. It is a way of exploring a particular theme or topic related to current learning activities in the early childhood setting and provides our young children with first-hand experiences within our community. Popular field trip sites include farms, parks, and community agencies such as the fire station, police station, and hospital, local businesses and cultural sites or museums.

- FIRE DEPARTMENT
- POLICE STATION
- MUSEUM
- PARKS
- BAKERY
- HERITAGE SITES
- NATURE WALKS
- POST OFFICE
- VETERINARY
- PLANT NURSERY

RESPECT		
OTHERS:	ENVIRONMENT:	CULTURE:
Children understand how their role and the roles of others impact the community.	Children will act responsibly in the preservation of their natural world.	Children gain an awareness of and appreciation for their own culture and cultures around the world.
Every child will recognize the needs of others and respond with care, empathy and respect. Every child will interact, establish and build relationships with people within the community. Every child will develop the ability to take turns and share fairly while interacting with others. Every child will display an awareness of the roles of community helpers.	Every child will develop practices to reduce, reuse and recycle to protect the environment. Every child will understand the reciprocal relationship between how persons care for the environment and how the environment provides for them. Every child will gain an awareness of their own environment and environments around the world.	Every child will make connections with his/her family and the wider world as he/she learns about his/her culture. Every child will gain familiarity with past traditions and customs of others. Every child will communicate his/her sense of identity with the local community and place to which he/she belongs. Every child will actively engage in cultural observances and celebrations.



LOCATION: GRAND CAYMAN	CONTACT INFORMATION	COMMENTS
Fire Services	Tel. 949-2276 Website: www.cifs.gov.ky	Make contact approximately 2 weeks in advance
Police Service (Royal Cayman Islands)	Website: www.rcips.ky Email: rcipsinfo@gov.ky West Bay Police Station: 649-3999 George Town Police Station: 949-4222 Bodden Town Police Station: 649-2220 East End Police Station: 649-7411 North Side Police Station: 649-9411	Make contact at least 1 week in advance Police are available to come to the Early Childhood Centre In some instances, it may be possible to arrange to allow children to visit the Police Station
Post Office	Tel. General Post Office: 949-2474 Airport Post Office: 945-6875 (Parcels)	
Cayman Islands Museum	Tel. 949-8368	
Pedro St. James	Tel. 947-3329 Website: www.pedrostjames.ky Email: info@pedrostjames.ky	Each child \$1.00 3 adult chaperones per group allowed free Additional adults \$8.00
National Trust	Tel. 749-1121 Website: www.nationaltrust.org.ky Email: info@nationaltrust.org.ky	
Queen Elizabeth II Botanic Park	Tel. 947-9462 Website: www.botanic-park.ky Email: info@botanic-park.ky	With tour guide, children \$1.00 Without tour guide, children free 1 adult:10 children required Additional adults \$8.00

LOCATION: CAYMAN BRAC & LITTLE CAYMAN	CONTACT INFORMATION CAYMAN BRAC	CONTACT INFORMATION LITTLE CAYMAN
Fire Services	948-1245 or 948-1293	948-0011
Police Service (Royal Cayman Islands)	948-0331 or 948-0441	948-0011
Post Office	948-1422	948-0016
Museum	948-2622 / 948-2222 / 244-4446	
Heritage House	948-0563	
Cayman Brac Power and Light	948-2224 or 948-2679 or 948-2624	
Pioneer Bakery	948-0519	

CHARACTER EDUCATION

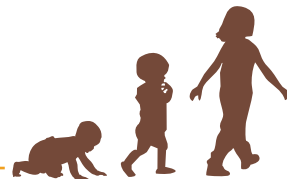
During the early years, teaching children about the traits that are essential to building good character is often done through a hidden curriculum. Traits are conveyed through explicit and implicit instruction and during children's social interactions. Character Education emphasizes traits such as fairness, honesty, integrity, loyalty, trust, care and citizenship; as children are taught to make wise decisions and act on them. This can happen throughout the day when children play or interact with each other.

Piaget (1962) categorized play as solitary, parallel, associative and cooperative. Young children enjoy each of these forms of interaction that provide first-hand opportunities for them to learn social skills which help them to be sensitive to and value others; manage their emotions; and be cooperative as they practice self-control while sharing their space with others. During play time, they will need to exercise self-control, diligence and turn taking even when playing indoors or outdoors.

When someone is sad or upset, young children may show care by offering to help, for example if a child falls down, another child will offer an outstretched hand; if a child is crying, another child may offer a tissue, a pat on the back or a hug; if a child is hungry, another child will share his/her food with the hungry child. It's not uncommon to hear little children say "you're not my friend", or to see a child snatch a toy from another child. Situations like these can be used to 'build character' as adults explain to the children what is the acceptable behaviour and/or appropriate response to behaviours. This will also help children to learn how to develop self-control as they share their space with others. These teachable moments are good opportunities to talk with children and help them to understand the effects of being hurtful and using hurtful words or taking revenge.

Children's literature is a great resource that can be used to help young children to understand the need to cultivate positive values and good character. After reading a story, the use of pictures and discussion can have a positive effect on their young impressionable minds. Literature can also have a marked effect on how they manage their feelings as they encounter various situations such as quarrels on the playground, death in the family, or first day at school.

The CIEYCF outlines learning outcomes that encourage young children to be mindful of themselves, others, their environment, culture and religion. Depending on the choice of learning outcomes, at any given time, characteristics may be highlighted through stories, discussions and interactive activities.



CURRICULUM STRAND	LEARNING OUTCOME	CHARACTER
RESPECT: SELF Children develop a positive sense of who they are and an understanding of their own rights and responsibilities.	- Every child will demonstrate an understanding of the limits and boundaries of acceptable behaviour. - Every child will appropriately manage his/her personal needs while developing independence.	Honesty Fairness Responsibility Integrity
RESPECT: OTHERS Children understand how their role and the roles of others impact the community.	- Every child will recognize the needs of others and respond with care, empathy and respect. - Every child will develop the ability to take turns and share fairly while interacting with others.	Trust Loyalty Fairness Citizenship Empathy Responsibility Caring
RESPECT: ENVIRONMENT Children will act responsibly in the preservation of their natural world.	- Every child will develop practices to reduce, reuse and recycle to protect the environment. - Every child will understand the reciprocal relationship between how persons care for the environment and how the environment provides for them.	Ethics Citizenship Loyalty Responsibility Caring
RESPECT: CULTURE Children gain an awareness of and appreciation for their own culture and cultures around the world.	- Every child will make connections with his/her family and the wider world as he/she learns about his/her culture. - Every child will gain familiarity with past traditions and customs of others. - Every child will communicate his/her sense of identity with the local community and place to which he/she belongs.	Loyalty Citizenship Responsibility
RESPECT: RELIGION Children have an awareness of and a respect for their own and other religions.	- Every child will engage purposefully in his/her religious practices. - Every child will participate in religious observances and celebrations, and discuss experiences with peers and adults.	Loyalty Integrity Trust

NUTRITION

The meals that are served should promote children's health and development. They should be pleasing to the eye, meet the highest nutritional standards and served in a hygienic manner. One can maintain high nutritional standards with meals planned around the first four food groups.

There is no food standard in place for Early Childhood at this time. The portion size should not exceed the amount on the lowest range for four to eight year olds recommended.

FOOD ITEM	EXAMPLE: AVERAGE (1) SERVING SIZE	SMALL MEAL 4-8YRS (550 - 600 KCALs)*
Meat & Alternatives (70 kcals avg) Servings known as ounce equivalents	Meat: 1 oz (cooked) meat, chicken, fish Meat Substitutes: 1 egg ¼ cup (cooked) dried beans/peas ½ ounce nuts or seeds 1 tablespoon peanut butter	1.5 ounce equivalents
Milk & Dairy (120 kcals avg) Servings known as cup equivalents	1 cup (8 oz) low fat milk 1 cup (8 oz) low fat yogurt 1 ½ oz low fat hard cheese 1/3 cup low fat shredded cheese 2 oz low fat processed cheese	1 cup equivalent
Staples (100 kcals avg) Servings known as ounce equivalents	Bread / Bread Product (1oz) 4 ½ inch pancake Small boiled potato (2 oz) or ½ cup mashed 1/2 cup cooked Rice (1 oz dry) 1/2 cup cooked Pasta (1 oz dry) 1 cup Cereal (flakes or rounds) 2 Tbsp Flour (1 ½ oz) ½ cup cooked oats/porridge (1 oz dry)	2 oz equivalent
Vegetables (25 kcals avg)	See Standard #2: More Fruits and Vegetables	1 Serving (primary school serving)
Fruit / Dessert (60 kcals avg)	See Standard #2: More Fruits and Vegetables	1 Serving (primary school serving)
Fats and Oils (45kcals)	1 Teaspoon oil, margarine, butter or mayonnaise, salad dressing	Max. of 2 Servings

*1/3 Caribbean RDA (1993) for Energy. Average energy requirement between males and females ranging from sedentary to active. Individuals may need less or more.
 NB: These standards have been adapted from the Cayman Islands Food Guide for Good Health and the USDA Food Guide Pyramid (2005), and the School Food Trust UK (2005). Courtesy of Cl. Health Services Authority

Suggestions for Mid-Morning and Afternoon Snacks

Mid-morning and/or mid-afternoon snacks should be viewed from the standpoint of nutritional benefits. The child's age needs to be taken into account when planning the child's snack. An infant's snack will be much different than a toddler or young child's snack. Snacks need to be chopped in small manageable pieces. Snacks should be served with 8 fl oz. of water or 4 to 8 fl oz. of nonfat/low fat milk. If the child is drinking juice it needs to be no more than 4 fl oz. of 100% fruit juice.

SNACK SUGGESTIONS

Apple wedges	Honeydew melon	Pitted dates
Bananas	Star fruit	Plain yoghurt with fresh fruit
Orange slices	Unsweetened applesauce	Hummus
Mango	Sliced bell peppers	Popcorn
Watermelon	Cucumber slices	Whole grain crackers
Strawberries	Cauliflower	Graham crackers
Blueberries	Broccoli	Pretzels
Papaya	Carrot sticks	Whole grain bread
Guava	Celery with cream cheese	Whole grain cereal
Grapes (cut in half)	Kale chips	Cheese cubes
Pineapple	Zucchini chips	String cheese
Cantaloupe	Raisins	Slice of swiss cheese



NUTRITION - SAMPLE MENU

SAMPLE 4 WEEK MENU CYCLE

DAY OF THE WEEK	WEEK 1	WEEK2	WEEK 3	WEEK 4
MONDAY	Baked Chicken, Mashed Potato Mixed Veggies Fruit Salad	BBQ Chicken Rice and Beans Vegetable Medley Honeydew Melon Slices	Baked Chicken Tenders Potato/ Veg Salad Apple Slices	Baked Pork Chops Mash Potato Peas/ Carrots Grapes
TUESDAY	Spaghetti w/ Meat Balls Garden Salad w/ dressing Grapes	Baked Ham Mashed Potato Green Beans Pineapple Rings	Chicken Curry Rice Steamed Carrots Fruit Cup	Beef Stew w/ potatoes. carrots, green peas Lunch Roll Fruit Cocktail
WEDNESDAY	Tuna/ Macaroni Bake Steamed Mixed Veggies Orange Slices	Cayman Style Fish Rice and Beans, Cole-slaw Sliced Peaches	Spinach Lasagne Garden Salad Sliced Peaches	Baked Chicken Macaroni and Cheese Green Peas Tomato Slices Sliced Pears
THURSDAY	Stewed Chicken Baked Fries Carrot/ Apple/ Raisin Salad	Chilli w/ Rice Tossed Salad Pear Halves	Roast Beef Rice and Beans Mixed Veggies Fresh Fruit	Chicken Stir Fry Rice Orange Slices
FRIDAY	Choice of Sandwich (Tuna, turkey, ham) Cucumber & Celery Slices w/ dressing Apple Slices	Choice of Sandwich (Tuna, turkey, ham) Broccoli w/ cheese Fruit Cocktail	Choice of Sandwich (Tuna, turkey, ham) Baby Carrots Sliced Pears	Choice of Sandwich (Tuna, turkey, ham) Cucumber & Celery Slices w/ dressing Fruit Cocktail

SAMPLE 1 WEEK MENU CYCLE

DAY OF THE WEEK	BREAKFAST	LUNCH	SNACK
MONDAY	Wholegrain cereal with Milk**	Rice, Corn & Carrots, Fish Fillet Stew Or Rice, Chilli Beans & Mixed Veggies	Fresh Fruit or fruit cup (packed in natural juice) Or Graham Crackers
TUESDAY	Scrambled Egg & Cheese, Whole Wheat Bread, Milo with Milk	Spaghetti w/ Meat Sauce & Broccoli/ Cauliflower Or Chicken Soup	Fresh Fruit or fruit cup (packed in natural juice) Or Fruit Yogurt
WEDNESDAY	Porridge & Milk	Chicken Stew, String Beans & Mash Potato Or Chicken Hotdog, Rice, Mixed Veg	Fresh Fruit or fruit cup (packed in natural juice) Or Wholegrain Goldfish crackers
THURSDAY	Pancake & Milk	Macaroni & Cheese, Broccoli/ Carrots Or Beef Stew	Fresh Fruit or fruit cup (packed in natural juice) Or Tuna Sandwich
FRIDAY	Oatmeal & Milk	Chicken Nuggets, Baked Fries, Salad Or Pizza in a Pocket, Salad	Fresh Fruit or fruit cup (packed in natural juice) Or Popcorn (low salt)

**Breakfasts served with milk; milk alternative available for children intolerant of cow's milk (e.g. calcium fortified soy or rice milk)

Lunches served with 4 oz. 100% fruit juice

Snacks served with water

Courtesy of the Nutrition Services, H.S.A.

NUTRITION - SAMPLE RECIPES



SHEPHERD'S PIE

Yield: 12 servings

Serving size: 1 piece (3"x 3¼")

Meal components:

Meat/meat alternative 1½ oz.

Fruit/vegetable ½ cup

12 SERVINGS	INGREDIENTS
1½ lbs. ½ cup (1 med.) 6 medium 1 (15 oz.) can 1 (15 oz.) can 1 (10¾ oz.) can 1 tsp. ½ cup To taste ½ cup	Lean ground beef Chopped onion Potatoes, washed and peeled Corn, drained Green beans, drains Undiluted reduced fat Cream of Mushroom soup Worcestershire sauce Skim milk for potatoes Salt and pepper Grated Parmesan cheese
1. Brown beef and onions until meat is done. Drain fat and set aside. 2. Boil potatoes for making mashed potatoes. 3. Mix ground beef, corn, green beans, undiluted Cream of Mushroom soup and Worcestershire sauce. 4. Put mixture in a lightly greased 9"x13" pan. 5. Mash potatoes, adding milk, salt and pepper to taste. 6. Spoon 12 mounds of mashed potatoes on top of meat/vegetable mixture. 7. Sprinkle the Parmesan cheese over the mashed potatoes. 8. Bake at 375°F for 25 minutes, until hot and tops of potatoes get slightly brown. Variations: Frozen vegetables may be substituted for canned vegetables. Instant mashed potatoes may be used. Spread mashed potatoes over meat mixture instead of making mounds.	



PAN PIZZA

Yield: 10 servings

Serving size: 2 pieces (2½" x 3")

Meal components:

Meat/meat alternative 1½ oz.

Grains/ breads ½ cup

10 SERVINGS	INGREDIENTS
1 loaf (1 lb.) 1 lb. 2 cups 1 cup (4 oz.)	Frozen bread dough, thawed OR 1 pkg. pizza crust mix Lean ground beef Pizza or spaghetti sauce Shredded mozzarella cheese
1. Roll out bread dough on a 10" x 15" cookie sheet. Let rest for 5 minutes, then bake at 400° for 10 minutes or until lightly browned. 2. If using pizza crust mix, prepare according to package instructions. 3. Brown beef until done. Drain fat and set aside. 4. Spread pizza sauce on pre-baked crust. 5. Spread cooked beef over sauce. 6. Sprinkle cheese on top. 7. Bake at 400-425°F for 15-20 minutes 8. Cut pizza into 20 equal squares. Variations: Use various meat or vegetable toppings.	



Courtesy of the Nutrition Services, H.S.A.

TUNA-RICE SUPREME

Yield: 10 servings

Serving size: $\frac{3}{4}$ cup

Meal components:

Meat/meat alternative	1½ oz.
Grains/ breads	½ serving
Fruit/vegetable	¼ cup

10 SERVINGS	INGREDIENTS
1¼ cups	Instant rice uncooked
1¼ cups	Cut broccoli, fresh or frozen
1¼ cups	Cubed carrots, raw
1 cup (4 oz.)	Shredded mozzarella cheese
½ cup	Chopped onion
3 cups	Water
1 (10¾ oz.) can	Undiluted reduced fat Cream of Mushroom soup*
1 tsp.	Garlic salt
¼ tsp.	Pepper
3 (6 oz.) cans	Water packed tuna, drained
½ cup	Lowfat milk

1. In a large saucepan, combine rice, broccoli, carrots, onion and water. Cover with lid.
2. Bring to a boil; reduce heat and simmer for 15 minutes or until rice is cooked.
3. Remove from heat. Drain excess liquid.
4. Add mushroom soup, garlic salt, pepper, drained tuna and milk.
5. Put mixture in a greased 2½ qt. Casserole dish.
6. Bake at 350°F for 45 minutes.

Variations:
Substitute 1½ (16 oz.) cans deboned salmon for tuna.





SONGS, RHYMES AND JINGLES

SONGS, RHYMES AND JINGLES

WELCOME AND GOODBYE SONGS

WELCOME EVERYONE

(Tune: "Twinkle, Twinkle Little Star")

Welcome, welcome, everyone
It is time to have some fun,
First we'll put our bags away
Then we'll start our busy day.
Welcome, welcome, everyone
I'm so glad that you have come!

- Jean Warren

NOW OUR DAY IS DONE

(Tune: "Mary Had a Little Lamb")

1. All day long we worked and played,
Worked and played, worked and played;
All day long we worked and played
Now our day is done.
2. Wave goodbye to all your friends,
All your friends, all your friends;
Wave goodbye to all your friends
Until we meet again.

- Jean Warren

MARY'S HERE TODAY

(Tune: "The Farmer in the Dell")

Mary's here today, Mary's here today.
Let's all clap our hands and say.
Hip, hip hurray!

Continue singing about other children as
they join the group.

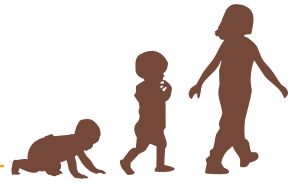
- Anon

GOODBYE EVERYONE

(Tune: "Twinkle, Twinkle Little Star")

Goodbye, goodbye, everyone,
I sure hope that you had fun;
Tomorrow is another day
We will laugh and sing and play;
Goodbye, goodbye, everyone,
I sure hope that you had fun.

- Lisa King



TRANSITION SONGS

RING, RING, RING YOUR BELL

(Tune: "Row, Row, Row Your Boat")

Ring, ring, ring the bell
So everyone can hear.
Time to gather round
Circle time is here.

(Sit at circle time area. Give a bell to the first child who joins you. Have them ring the bell while everyone sings the song).

- Jean Warren

IT'S TIME TO CLEAN UP

(Tune: "The Farmer in the Dell")

1. It's time to clean up now,
It's time to clean up now,
Heigh – ho, just watch us go
It's time to clean up now,
2. We'll put our things away,
Ready for another day;
Heigh - ho, just watch us go
We'll put our things away.

- Unknown

IF YOU'RE READY FOR A STORY

(Tune: "If You're Happy and You Know It")

If you're ready for a story, come sit down,
If you're ready for a story, come sit down.
Let's all gather near so everyone can hear,
If you're ready for a story, come sit down.

- Unknown

THE TODAY SONG

(Tune: "Are You Sleeping?")

Today is _____.
Today is _____.
All day long, all day long.
Yesterday was _____.
Tomorrow will be _____.
Oh what fun!
Oh what fun!

- Unknown

SONGS, RHYMES AND JINGLES

FINGER PLAYS, POEMS & RHYMES

WEATHER

Good morning Mr. Sun,
Our day has just begun;
And in our prayers we say,
Thank you for bringing day.

SCHOOL

School is over, oh what fun!
Lesson's finished, play begun.
Who will run, you or I?
Who will laugh?
Let us try!

QUIET TIME

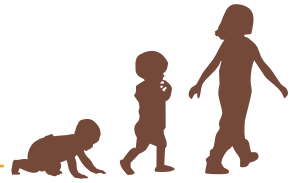
This is my quiet time
My hands and feet are still.
My head is down, my eyes are closed
This is my quiet time.

GETTING READY TO LISTEN

Let your fingers pound together
Let your fingers clap.
Let your fingers pound together
Put them in your lap.
Let me see your wide awake eyes
Let me see your smiling faces.
Let me see you sitting tall
With nothing in your hands at all.

TRY, TRY, TRY AGAIN

Tis a lesson you should heed
Try, try, try again;
If at first you don't succeed,
Try, try, try again.



ACTION SONGS

WHO ATE THE COOKIE FROM THE COOKIE JAR?

(Keep the beat on knees and a clap)

All: Who ate the cookie from the jar?

All: *(child's name)* ate the cookie from the cookie jar.

Child: Who me? *(Gestures towards self)*.

All: Yes you. *(Gestures towards child)*.

Child: Couldn't be. *(Uses hands to say no)*.

All: Then who? *(Child chooses another child)*.

All: *(child's name)* ate the cookie from the cookie jar.

Child: Who me?

All: Yes you.

Child: Couldn't be.

All: Then who?

(Child chooses another child. Continue until all the children get a turn).

OPEN, SHUT THEM

Open, shut them - *open hands and close hands*

Open, shut them - *open hands and close hands*

Give a little clap - *one clap*

Open shut them - *open hands and close hands*

Open, shut them - *open hands and close hands*

Lay them in your lap - *place hands in lap*

Creep them, creep them - *walk fingers up to the chin right up to your chin*

Creep them, creep them - *walk fingers up to the chin right up to your chin*

Right up to your chin

Open up your little mouth - *open your mouth; put hand quickly behind your back*

But do not let them in.
Shake them, shake them - *shake hands in front of body*

Shake them, shake them,
Shake them just like this

Roll them, roll them, roll them, roll them - *roll hands*

Blow a little kiss - *blow a kiss*

SONGS, RHYMES AND JINGLES

SONG AND RHYMES ABOUT CARING AND SHARING

IF YOU WANT TO BE A FRIEND

(Tune: "If You're Happy And You Know It")

If you want to be a friend, clap your hands.
If you want to be a friend, clap your hands.
A friend is someone who,
Is always kind to you.
If you want to be a friend, clap your hands.

- Adapted Traditional

MY FRIENDS AND I LIKE TO SHARE

(Tune: "My Bonnie Lies Over The Ocean")

My friends and I like to share.
It's what we all like to do.
My friends and I like to share.
We hope that you do, too!

- Unknown

I WILL BE KIND

I will be kind to my friends every day,
I will be kind in my own special way.
I will take turns and share my things, too
I will be kind – 'cause that's what friends do.

- Linda Warren

BE A FRIEND

(Tune: "Are You Sleeping")

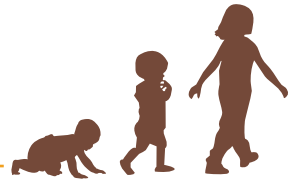
Are you sharing,
Are you sharing,
Little ones, Little ones?
Sharing is caring,
Caring is sharing,
Be a friend! Be a friend!

- Unknown

FRIENDSHIP

If you are a friend to others
Loyal, kind and true,
You will find that they will want
To be a friend to you.

- Anon



RHYMES ABOUT GOOD MANNERS

BE POLITE

Politeness is a precious jewel
And respect a radiant pearl,
Good morning, Thanks, Excuse me, Please,
Means a whole lot in this world.

- Anon

EXCUSE ME

When you need to pass
And someone blocks your way,
“Hello there, please excuse me”
Are the magic words you say.

- Anon

POLITENESS

1. I think it would be lots of fun
To be polite to everyone.
A boy would doff his little hat
A girl would bow, just that.
2. And both would use such words as these
“Excuse me Sir”, and “If you please”.
Not only just at home you know
But everywhere that they would go.

- Unknown

I HAVE SUPER MANNERS

(Tune: “I’m a Little Teapot”)

I have super manners. Yes, I do.
I can say “Please,” and “Thank You,” too.
When I play with friends, I like to share.
That’s the way I show I care!

- Unknown

MANNERS ARE THE WAY

(Sung To: “The Farmer in the Dell”)

Manners are the way
To brighten up my day
Please and thank you is what I say
To brighten up my day.

- Unknown

SONGS, RHYMES AND JINGLES

BODY RHYMES

I WIGGLE MY FINGERS

I wiggle my fingers.
I wiggle my toes.
I wiggle my hands.
I wiggle my nose.
Now the wiggles are out of me.
And I'm as still as I can be!

- Adapted Traditional

PUT YOUR FINGER ON YOUR KNEE

(Tune: "If You're Happy And You Know It")

Put your finger on your knee, on your knee.
Put your finger on your knee, on your knee.
Then turn yourself around,
Stamp your feet upon the ground,
And put your little finger on your knee, on your knee.

(Continue singing and pointing to additional body parts.)

- Elizabeth McKinnon

MY THUMBS ARE STARTING TO WIGGLE

(Tune: "The Bear Went Over The Mountain")

1. My thumbs are starting to wiggle
My thumbs are starting to wiggle,
My thumbs are starting to wiggle
Around and around and around.
2. My hands are starting to wiggle
My hands are starting to wiggle,
My hands are starting to wiggle
Around and around and around.

- Adapted Traditional

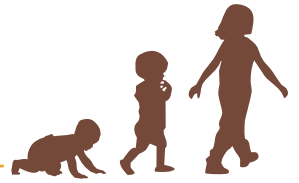
SCRUBBING SONG

(Tune: "Here We Go 'Round the Mulberry Bush")

1. This is the way we scrub our arms, scrub our
arms, scrub our arms.
This is the way we scrub our arms, when we
take a bath.
2. This is the way we scrub our legs, scrub our
legs, scrub our legs.
This is the way we scrub our legs, when we
take a bath.
3. This is the way we scrub our stomachs.....

(Continue singing about scrubbing other body parts).

- Jean Warren



FRUIT SONGS & RHYMES

LEMONS AND LIMES

(Tune: "Three Blind Mice")

Lemons and limes
Lemons and limes,
Squeeze out their juice,
Squeeze out their juice.
Pour it in a great big cup,
Add sugar and water and stir it up,
Drink until you've had enough.
Lemons and Limes.

- Jean Warren

WATERMELON

Watermelon, watermelon
Rolling down the street.
Watermelon, watermelon
Stopped at my feet.
I put him in my wagon
And took him home.
I hoped he liked it
And wouldn't try to roam.
My mother was delighted
My father was too.
He was the guest of honour
At our family barbecue!

- Jean Warren

BIG GREEN BANANAS

I walked through the jungle
And what did I see?
Big green bananas
Hanging on a tree.
I chopped down a bunch
And set them in the sun.
When they turned yellow,
I ate every one!

- Anon

FIVE RED APPLES

Five red apples high in a tree,
One looked down and winked at me.
I shook that tree as hard as I could,
One fell down....mmmm it was good!

- Adapted Traditional

SONGS, RHYMES AND JINGLES

FRUIT SONGS & RHYMES

I'M A JUICY ORANGE

(Tune: "I'm A Little Teapot")

I'm a juicy orange, round as can be,
A big juicy orange, hanging on a tree.
If you want some juice, just pick me,
Cut me open and squeeze, squeeze, squeeze!

- Jean Warren

PICKED A STRAWBERRY

(Tune: "Clementine")

Picked a strawberry, picked a strawberry,
That was growing in the sun;
Then I washed it, and I ate it,
And I picked another one.

- Anon

I'M A LITTLE PURPLE GRAPE

(Tune: "I'm A Little Teapot")

I'm a little purple grape
Out in the sun.
If I stay too long
My grape days will be done.

First, I'll start to wrinkle,
Then, I'll turn all brown.
Finally, I'll be a raisin on the ground!

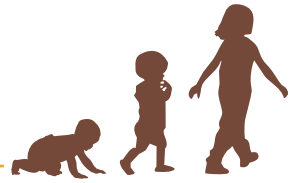
- Jean Warren

RAINBOW FRUIT BOWL

Raspberry red, blueberry blue
Yellow lemons, bananas too,
Tangerines, cantaloupes with orangey hue
Green grapes, kiwis and honey dew.

Purple plums, brown figs and dates
Blackberries spilling all over the plates,
Fabulous fresh fruit from far-off lands
My fruit bowl's a rainbow right here in my hands.

- Anon



VEGETABLE SONGS & RHYMES

HEALTHY VEGETABLES

- A colour rhyme

(Cut a tomato shape out of red felt, a zucchini shape out of green felt and a corn cob shape out of yellow felt. Place the shapes on a flannel board as you read the following rhyme).

I ate a red tomato,
The biggest I have seen.
I ate a long zucchini,
It was the colour green.
I ate some yellow corn
That was sweet as sweet could be.
When I eat my colours,
I know I'm healthy!

- Jean Warren

WE ARE GREEN BEANS

(Tune: "Mary Had A Little Lamb")

We are string beans, green and fine,
Green and fine, green and fine.
We are green beans, green and fine.
Growing on a leafy vine.

Continue with other vegetable verses such as:

We are onions, round and white,
We make soup taste just right.....

We are carrots, orange and long,
We can make you big and strong.....

- Jean Warren

MAKING STONE SOUP

(Tune: "The Farmer In the Dell")

*(Have your children act out the song,
Pretending to toss the ingredients into a big
pot as they sing).*

Let's make stone soup, let's make stone soup,

Put some water in a pot. Stir, it's getting hot.

First we add a stone, then we add a bone,

Stir the soup in the pot, the soup is getting hot.

Then we add some broth, then we add some corn.

Stir the soup in the pot, the soup is getting hot.

Next, we add some carrots, then we add some peas.

Stir the soup in the pot, the soup is getting hot.

Last, we add potatoes, celery and zucchini.

Stir the soup, oh what fun, The soup is now done!

- Jean Warren

SONGS, RHYMES AND JINGLES

WEATHER SONGS & RHYMES

THE RAINBOW

(Tune: "Jingle Bells")

The sun is shining, the sun is shining,
Shinning all around.
Can you see the shadows it makes upon the ground?

Rain is falling, rain is falling,
From the clouds up high.
Can you see the rainbow it makes up in the sky?

- Jean Warren

A THUNDERSTORM

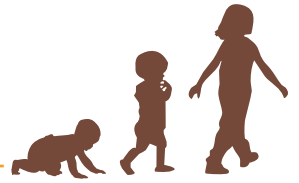
Boom, bang, boom, bang!
Rumpety, lumpety, bump!
Zoom, zam, zoom, zam!
Clippity, clappity, clump!
Rustles and bustles
And swishes and zings!
What wonderful sounds
A thunderstorm brings.

- Adapted Traditional

MY UMBRELLA

Here is my umbrella
It will keep me dry.
When I'm walking in the rain
I hold it up so high.

- Adapted Traditional



NUMBER RHYMES & FINGER PLAYS

FIVE LITTLE SEASHELLS

(Hold up 5 fingers).

Five little sea shells lying on the shore,
Swish went the waves and then there were four.

(Hold up 4 fingers, bend down 1 finger).

Four little seashells cozy as could be,
Swish went the waves and then there were three.

(Hold up 3 fingers, bend down 1 finger).

Three little seashells pearly new,
Swish went the waves and then there were two.

(Hold up 2 fingers, bend down 1 finger).

Two little seashells sleeping in the sun,
Swish went the waves and then there was one.

(Bend down 1 finger).

One little seashell left all alone,
I heard it whisper “Shhhhhh” as I took it home.

(Bend down last finger).

- Anon

FIVE SUGAR COOKIES

(Allow children to fill in the blank space by guessing the number at the end of each verse).

(Hold up 5 fingers).

Five sugar cookies with frosting galore
Mother ate one then there were _____.

(Hold up 4 fingers).

Four sugar cookies, two and two, you see.
Father ate one then there were _____.

(Hold up 3 fingers).

Three sugar cookies and before I knew
Sister ate one then there were _____.

(Hold up 2 fingers).

Two sugar cookies, Oh what fun.
Brother ate one then there was _____.

(Hold up 1 fingers).

One sugar cookie, I'll grab it and run.
When I eat it, there will be none!

- Jean Warren

DON'T BE LATE

One, two, three, four
Teacher's waiting at the door.
Five, six, seven, eight,
Run to school and don't be late!

- Anon

SONGS, RHYMES AND JINGLES

NUMBER RHYMES & FINGER PLAYS

TURTLES

One little turtle feeling so blue,
(Hold up 1 finger).

Along came another, now there are two.
(Hold up 2 fingers).

Two little turtles on their way to tea,
Along came another, now there are three.
(Hold up 3 fingers).

Three little turtles going to the store,
Along came another, now there are four.
(Hold up 4 fingers).

Four little turtles going for a dive,
Along came another, now there are five.
(Hold up 5 fingers).

- Beatrice Bryant

MOSQUITO 1 MOSQUITO 2

Mosquito 1
Mosquito 2
Mosquito jump
In an old man's shoe

Mosquito 1
Mosquito 2
Mosquito jump
In the hot callaloo

- Unknown

ONE, TWO THREE, FOUR, FIVE

One, two, three, four, five.
Once I caught a fish alive.
Six, seven, eight, nine, ten.
Then I let him go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bit?
This little finger on the right.

- Unknown

THREE LITTLE MONKEYS

(Dangle 3 fingers).

Three little monkeys swinging in a tree,

(Other hand comes from behind in a chomping motion)
Along came a crocodile, hungry as can be!

(Dangle 1 finger).

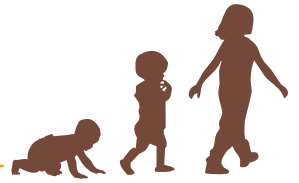
The first said, "You can't catch me".....SNAP!

(The 1 hand chomps on the finger)
...Same for the second little monkey

...Same for the third little monkey

...Except for Crocodile misses
...SNAP.... "Missed me!"
(Finger remains dangling).

- Unknown



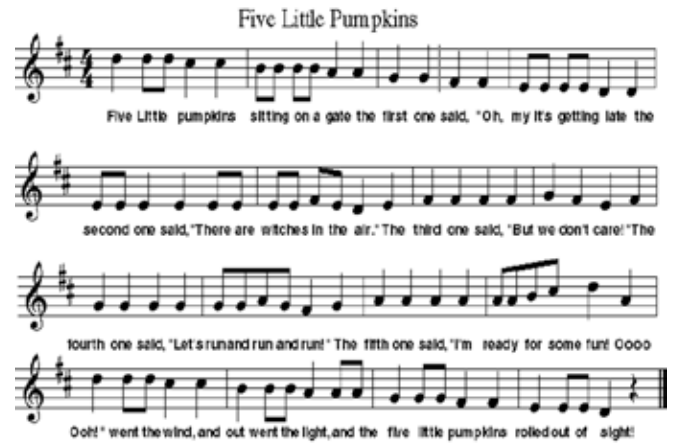
NUMBER RHYMES & FINGER PLAYS

FIVE LITTLE PUMPKINS

(Have a small group of children act out the poem).

Five little pumpkins sitting on a gate
The first one said, "Oh my it's getting late".
The second one said, "There are witches in the air".
The third one said, "But we don't care".
The fourth one said, "Let's run, run, run".
The fifth one said, "I'm ready for some fun".
Oo-oo went the wind, and out went the light;
And the five little pumpkins rolled out of sight.

- Anon



FOUR LITTLE BUGS

(Have a small group of children act out the poem).

One little bug went out to play
On a spider's web one day,
He had so much fun
He called for another bug to come.
Two little bugs went out to play
On a spider's web one day,
They had so much fun
They called another bug to come.
Three little bugs went out to play
On a spider's web one day,
They had so much fun
They called another bug to come.
Four little bugs went out to play
On a spider's web one day,
Soon they made, quite a bunch
Then along came a spider,
Just in time for lunch!

- Jean Warren

SONGS, RHYMES AND JINGLES

NUMBER RHYMES & FINGER PLAYS

SPACE SHIP

Count down (*Hold fingers up, both hands*).

10, 9, 8, 7, 6, 5, 4, 3, 2, 1...blast off

(*push hands upwards*)

In my capsule warm and safe

Flying around in outer space.

(*Close up fingers and move hands around*)

The rescue patrol will be standing by

(*Hold up left hand with fingers standing straight and tall*)

When I come shooting out of the sky.

(*Right hand swoops down*)

- Anon

LOLLIPOPS

(*Hold up all 10 fingers, straight and tall*)

Ten little lollipops fixed upon a stick,

Shall we have a taste of one? Lick, lick, lick.

Nine little lollipops fixed upon a stick,

Shall we have a taste of one? Lick, lick, lick.

Eight little lollipops fixed upon a stick,

Shall we have a taste of one? Lick, lick, lick.

Seven little lollipops...

Six...

Five...

Four...

Three...

Two...

One...

- Anon

WANTED

"I'm looking for a house," said the little mouse,

"With one room for breakfast,

One room for tea,

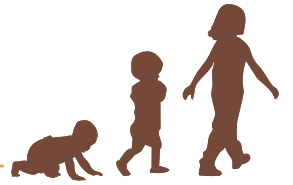
One room for supper, that makes three.

One room for dining, when I give a ball,

A kitchen and a bedroom

Six rooms in all".

- Beatrice Bryant



COLOUR SONGS & RHYMES

I LOVE RED

(Tune: "Three Blind Mice")

I love red, I love red.
That's what I said, that's what I said.
Fire trucks, wagons, strawberries piled high.
Stop signs, hearts and pizza pies.
Roses, tomatoes and apples, oh my!
I love red, I love red.

- Jean Warren

RED

(Tune: "The Farmer in the Dell")

R-E-D spells red,
R-E-D spells red;
Apples and tomato juice,
R-E-D spells red.

- Unknown

WE LOVE BLUE

(Tune: "Three Blind Mice")

We love blue, we love blue.
Yes, we do, Yes, we do.
We love the ocean and sky so blue.
We love blue ribbons and blue jeans, too.
We love blueberries, so good for you.
We love blue, yes we do.

- Liz Ryerson

I SEE BLUE

(Tune: "Are You Sleeping?")

I see blue, I see blue.
Yes, I do. Yes, I do.
I see a blue block,
I see a blue crayon.
I see blue, Yes, I do.

- Unknown

SONGS, RHYMES AND JINGLES

COLOUR SONGS & RHYMES

THERE'S A COLOUR WE ALL KNOW

(Tune: "Old McDonald Had a Farm")

There's a colour we all know, G-R-E-E-N.
It's the colour that means "Go!" G-R-E-E-N.
Oh, grass is green and lettuce is green,
Leaves and spinach and peas are green.
There's a colour we all know, G-R-E-E-N.

- Elizabeth Scofield

ARE YOU WEARING GREEN TODAY?

(Tune: "Do You Know the Muffin Man?")

All: Are you wearing green today, green today,
green today?
Are you wearing green today?
Stand up and let's see!

Child: Yes, I'm wearing green today, green today,
green today,
Yes, I'm wearing green today,
Here's my colour green.

- Elizabeth Scofield

IF YOU SEE SOMETHING YELLOW

(Tune: "If You're Happy and You Know It")

If you see something yellow, wiggle, jiggle.
If you see something yellow, wiggle, jiggle.
If you see something yellow
Wiggle, jiggle just like Jell-O.
If you see something yellow, wiggle, jiggle.

*(At the end of song, have children name the
yellow things they see).*

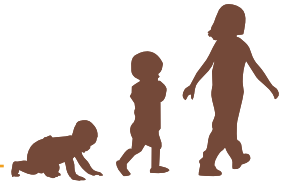
- Liz Ryerson

FIVE YELLOW POLKA DOTS

*(Precut 5 yellow circles from yellow felt, paper,
or Tissue paper.)*

Five yellow polka dots lay on the floor,
One sat up and then there were four.
Four yellow polka dots got on their knees,
One tipped over and then there were three.
Three yellow polka dots stood on one shoe,
One fell down and then there were two.
Two yellow polka dots started to run,
One stopped quickly and then there was one.
One yellow polka dot rolled toward the door,
When it disappeared there were no more.

- Anon



COLOUR SONGS & RHYMES

MAKING ORANGE PAINT

(Tune: "Down By The Station")

Down at the paint store
Early in the morning,
See the little paint cans
Standing in a row.
See the paint worker
Mix yellow paint, in red paint;
Stir, stir, stir, stir
Now it's orange paint - instead!

- Jean Warren

I'M A LITTLE PUMPKIN

(Tune: "I'm A Little Teapot")

I'm a little pumpkin,
Orange and round.
When I'm sad,
My face wears a frown.
But when I'm happy,
All aglow,
Watch my smile
Just grow and grow.

- Barbara Hasson

WE LOVE PURPLE

(Tune: "Three Blind Mice")

We love purple, we love purple.
Yes, we do. Yes, we do.
Purple grapes and eggplant,
Purple plums and grape juice,
Just for me, yum yum
And just for you.

- Heather McPhail

WE LOVE PURPLE

(Tune: "If You're Happy and You Know It")

If you like the colour purple, clap your
hands, (clap hands).
If you like the colour purple, clap your
hands; (clap hands).
You can make the colour true
by mixing red and blue,
If you like the colour purple, clap your
hands, (clap hands).

- Heather McPhail

SONGS, RHYMES AND JINGLES

COLOUR SONGS & RHYMES

I'M A LITTLE PIGGY

(Tune: "I'm a Little Teapot")

I'm a little piggy
With a round pig nose.
I'm all pink
From my head to my toes.
Here's my piggy tail,
As you can see,
It's pink and curly
As it can be.

- Elizabeth Scofield

LET'S MAKE THE COLOUR PINK

(Tune: "The Farmer in the Dell")

Let's make the colour pink.
Let's make the colour pink.
Mixing red and white,
I think we'll make the colour pink.

- Elizabeth Scofield

ROUND, ROUND WE GO FOR BROWN

(Tune: "The Farmer in the Dell")

Oh, toast is coloured brown.
Oh, toast is coloured brown.
Round, round we go for brown.
Oh toast is coloured brown.

Oh, seeds are coloured brown.
Oh, seeds are coloured brown.
Round, round we go for brown.
Oh, seeds are coloured brown.

(Hold hands with your children and circle round while singing. Continue with more verses about other brown items).

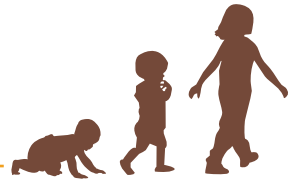
- Liz Ryerson

THREE BROWN BEARS

(Tune: "Three Blind Mice")

Three brown bears, three brown bears,
See all their beds, see all their chairs.
The mommy cooked in a big brown pot,
The daddy's porridge was much too hot,
The baby bear always cries a lot.
Three brown bears.

- Judith E. McNitt



COLOUR SONGS & RHYMES

TWO LITTLE CHING CHINGS

Two little ching chings sitting on a fence (*Hold up two hands, fingers spread*).

One named James, one named Spence. (*Flap fingers on one hand; do the same on the other hand*).

Fly away James, (*Flap fingers on first hand and bring behind back*).

Fly away Spence, (*Flap fingers on other hand and bring behind back*).

Come back James, come back Spence. (*James flies back out; Spence flies back*)

Two little ching chings sitting on a fence (*Hold up two hands, fingers spread*)

One named James, one named Spence.

(*Flap fingers on one hand; do the same on the other hand*).

- Adapted Traditional

SING FOR WHITE

(Tune: "Jingle Bells")

Sing for white, sing for white,
Let's all sing for white.
Sing for eggs and sing for clouds,
Sing for teeth so bright.
Sing for milk, sing for chalk,
Sing for cotton, too.
And sing for little white doves,
That live down at the zoo.

- Elizabeth Scofield

BRUSH YOUR TEETH

(Tune: "Row, Row, Row Your Boat")

Brush, brush, brush your teeth
Till they're clean and white.
Brush them, brush them,
Brush them, brush them,
Morning, noon and night!

- Paula Schneider

SONGS, RHYMES AND JINGLES

COLOUR SONGS & RHYMES

COLOURS

(Tune: "Head, Shoulder, Knees, and Toes")

Red, yellow, green and blue, green and blue
Red, yellow, green and blue, green and blue
Purple, orange, brown and black
Red, yellow, green and blue, green and blue.

- Unknown

I CAN SING A RAINBOW

Red and yellow and pink and green,
Purple and orange and blue.
I can sing a rainbow, sing a rainbow,
Sing a rainbow too.

Listen with your eyes, listen with your eyes,
And sing everything you see.
You can sing a rainbow, sing a rainbow,
Sing along with me.

Red and yellow and pink and green,
Purple and orange and blue.
Now, we can sing a rainbow, sing a rainbow,
Sing a rainbow too.

- Arthur Hamilton

CAN YOU FIND THE COLOUR?

(Tune: "The Muffin Man")

Oh, can you find the colour _____,
The colour _____, the colour _____?
Oh, can you find the colour _____,
Somewhere in this room?

- Unknown

IF YOU'RE WEARING

(Tune: "If You're Happy and You Know It")

If you are wearing red, shake your head,
If you are wearing red, shake your head,
If you are wearing red,
Then please shake your head.
If you are wearing red, shake your head.

Others verses:

Blue, touch your shoe
Black, pat your back
Green, bow like a queen
Yellow, shake like Jell-O
Brown, turn around
Pink, give us a wink.

- Unknown

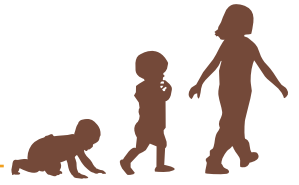
COLOUR SONG

(Tune: The Itsy Bitsy Spider)



SONGS, RHYMES AND JINGLES

SHAPE RHYMES



I am Cindy Circle
Watch me turn
Round and round
And you will learn,
I'm not straight and
I don't bend
My outside edges
Never end!

I am Danny Diamond
I am like a kite,
But I'm really just a square
Whose corners are pulled tight.

Tommy Triangle
is the name for me
Count my sides,
there is 1-2-3

Sammy Square is my name
My four sides are just the same,
Turn me around, I don't care
I'm always the same,
I'm a square!

Ricky Rectangle is my name
My four sides are not the same,
Two are short and two are long
Count my sides, come along
1-2-3-4

Harry Heart is my name
The shape I make is my fame,
With a point on the bottom
and two humps on top
When it comes to love
I just can't stop!

I am Ollie Oval
A football shape is mine,
Some people think that I'm an egg
But I think I look fine!

SONGS, RHYMES AND JINGLES

ANIMAL SONGS & RHYMES

FIVE LITTLE DUCKS

5 little ducks went out one day
Over the hills and far away,
Mommy (daddy) duck said, "Quack, quack, quack",
But only 4 little ducks came back.

4 little ducks went out one day
Over the hills and far away,
Mommy (daddy) duck said, "Quack, quack, quack",
But only 3 little ducks came back.

3 little ducks went out one day
Over the hills and far away,
Mommy (daddy) duck said, "Quack, quack, quack",
But only 2 little ducks came back.

2 little ducks went out one day
Over the hills and far away,
Mommy (daddy) duck said, "Quack, quack, quack",
But only 1 little duck came back.

1 little duck went out one day
Over the hills and far away,
Mommy (daddy) duck said, "Quack, quack, quack",
But none of the five little ducks came back.

Sad mother duck went out one day
Over the hills and far away,
Sad Mommy (daddy) duck said, "Quack, quack, quack",
And all of the 5 little ducks came back.

- Unknown

OH, HAVE YOU SEEN THE ANIMALS?

(Tune: "The Muffin Man")

(Teacher asks)

Oh, have you seen the animals,
The animals, the animals.
Oh, have you seen the animals,
That live down at the zoo?

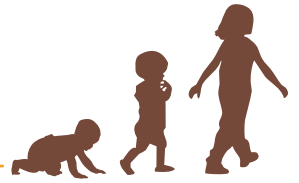
(Children respond)

Yes, we've seen the animals,
The animals, the animals.
Yes, we've seen the animals,
That live down at the zoo.

(Let children take turns naming an animal to sing about)

I have seen an elephant,
An elephant, an elephant.
I have seen an elephant,
That lives down at the zoo.

- Jean Warren



ANIMAL SONGS & RHYMES



COLOURFUL FARM ANIMALS

Pink pig, pink pig rolling around,
In the mud on the ground.



Red rooster, red rooster strutting around,
Pecking at seeds lying on the ground.



Black cow, black cow walking around,
Eating green grass on the ground.



Yellow duck, yellow duck waddling around,
Eating juicy worms, crawling on the ground.



Brown horse, brown horse galloping around,
Eating oats and hay lying on the ground.

- Jean Warren

OUR PUPPIES

Little ears as soft as silk,
Little teeth as white as milk,
Little noses cool and pink,
Little eyes that blink and blink,
Little bodies round and fat,
Little hearts that pit-a-pat,
Surely prettier puppies never
Were before nor can be ever!

- Evaleen Stein

AT THE ZOO

First I saw the white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his mow;
Then I saw the wombat waddle in the straw;
Then I saw the elephant a-waving of his trunk;
Then I saw the monkeys-mercy,
How unpleasantly they smelt!

- William Makepeace Thackeray

SONGS, RHYMES AND JINGLES

ANIMAL SONGS & RHYMES

THE CROCODILE SONG

Oh she sailed away on a pleasant summer's day
On the back of a crocodile.
"You see", said she,
"He's as tame as he can be
I'll float him down the Nile".

But the croc' winked his eye as she waved to all good-bye
Wearing a sunny smile.
At the end of the ride the lady was inside,
And the smile on the crocodile.

- Unknown



SIX LITTLE DUCKS

1. Six little ducks that I once knew, fat ducks, pretty ducks they were too.

Chorus: But the one little duck with the feather on his back
He led the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He led the others with a quack, quack, quack!

2. Down by the river they would go,
Wobble, wobble, wobble, wobble to and fro.

Chorus: But the one little duck ... quack, quack, quack!

3. Into the river they would dive,
Over and under the other five.

Chorus: But the one little duck ... quack, quack, quack!

4. Home from the river they would come,
Wobble, wobble, wobble, wobble, ho ho, hum.

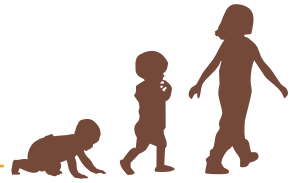
Chorus: But the one little duck ... quack, quack, quack!

5. One day as sure as you're alive,
More ducks followed the other five.

Chorus: But the one little duck ... quack, quack, quack!

- Unknown





ANIMAL SONGS & RHYMES

THE PENGUIN SONG

Penguin, penguin flap your little wings!
Penguin, penguin flap your little wings!

Chasing fish you swim all day,
You can't fly, but that's OK.

Penguin, penguin flap your little wings!

- Unknown

LADY BUG, LADY BUG

Ladybug! Ladybug!
Fly away home.
Your house is on fire.
And your children all gone.

All except one,
And that's little Ann,
For she crept under
The frying pan.

- Unknown

I'M A LITTLE FISH

(Tune: "I'm a Little Teapot")

I'm a little fish, I like to swim
(Put hands in prayer position facing away from you ... they're the fish. Wiggle them back and forth like a fish swimming though the water).

You can't catch me, 'cause I have fins
(Shake finger back and forth "no no no").

When I swim past my friends, I hear them say
(Put hand to the ear like you're listening).

Stop your swimming and come and play!
(Make a STOP gesture with hands and jump up in the air).

- Unknown

DONKEY, DONKEY, OLD AND GREY

Donkey, Donkey,
Old and grey,
Open your mouth
And gently bray;

Lift your ears,
And blow your horn
To wake up the world
This sleepy morn.

- Unknown

SONGS, RHYMES AND JINGLES

CAYMANIAN SONGS

THE TURLERS' ALPHABET

A is for Anchor the Cayman boys weigh,
B is for Bobell that steers them away,
C is for Compass that always points right,
D is for Danger we fear in the night.

Chorus: So wet and tired and hungry are we,
There's no one who suffers like a
turler at sea.
(Repeat)

E is for Ensign we always fly high,
F is for Farewell that makes all girls cry,
G is for Galley, our breads are secure,
H is for Halyard that makes our hands sore.

Chorus

I is for Interest the turtle to procure,
J is for Judgment we use on our oars,
K is for Kettle we boil our tea,
L is for Lookout we keep on our lee.

Chorus

M is for Mainsail we often times reef,
N is for North wind that blows very bleak,
O is for Oars we pull with our might,
P is for Poverty we see in plain sight.

Chorus

Q is for Quadrant our hearts all cheer,
R is for Rain that never goes clear,
S is for Staysail we haul quickly down,
T is for Tea we often pass around.

Chorus

U is for Union Jack, we fly up and down,
V is for Vessel that's now in the Sound,
W is for Waiting for North Wind to blow,
And off to Jamaica the whole fleet will go,
X,Y, Z, now will end you our song,
See how sweetly and smoothly it all goes along!

Chorus repeated twice.

- Hilary Thompson

MUNZIE'S BOAT

Munzie boat in the Sound, boys
Munzie boat in the Sound,
When you talking 'bout blue squab head
Blue squab heads all around.

Lambert said to Bertie "Boy,
Give me a soldier head".
Bertie said to Lambert, "Boy
All the squabs is dead".

Munzie boat in the Sound, boys
Munzie boat in the Sound,
When you talking 'bout blue squab head
Blue squab heads all around.

- Julia Hydes

CHIP-UP POTATO

I doan wa' no chip-up potato,
Chip-up potato, chip-up potato.
I doan wa' no chip-up potato,
Gimme my dumpling whole.

Repeat first verse

I doan wa' no grated cassava,
Grated cassava, grated cassava.
I doan wa' no grated cassava,
Gimme my dumpling whole.

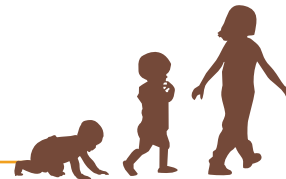
I doan wa' no chip-up potato,
Chip-up potato, chip-up potato.
I doan wa' no chip-up potato,
Gimme my dumpling whole.

I doan wa' no grated banana,
Grated banana, grated banana.
I doan wa' no grated banana,
Gimme my dumpling whole.

- Lilah Ebanks

SONGS, RHYMES AND JINGLES

CAYMANIAN SONGS



CONCH NA' GA' NO BONE

Aunt Jemima, go to tell your mama,
"Conch na' ga' no bone!"
Aunt Jemima, go to tell your mama,
"Conch na' ga' no bone!"

(Verse to be repeated).

Chorus: "Conch na' ga 'no bone, Jemima,
Conch na' ga' no bone!
Conch na' ga no bone, Jemima,
Conch na' ga' no bone!"

Aunt Jemima, go to tell your mama,
"Barracuda sweet!"
Aunt Jemima, go to tell your mama,
"Barracuda sweet!"

(Verse to be repeated).

Chorus: "Barracuda sweet Jemima
Barracuda sweet!
Barracuda sweet Jemima
Barracuda sweet!"

Verse and chorus repeated twice.

- Julia Hydes

CAYMAN PARROT

(Tune: "I'm a Little Teapot")

I'm a Cayman Parrot
Green and red,
I have a tail and my beak's on my head.
When I want to fly, I really try
I spread my wings and head for the sky.

I'm a Cayman Parrot
Green and red,
I have a tail and my beak's on my head
When I want to talk, I really squawk
I nod my head and join the flock.

- Anon

THE LITTLE LIMESTONE SCHOOLHOUSE BY THE SEA

In my memory lies a picture
Which means more than gold or silver
Of the little limestone schoolhouse by the sea.
Where we'd walk barefeet each morning
Cool sea breezes sweetly blowing,
With our schoolmates we were happy
as could be.

We would watch the catboats sailing,
We would climb the old wharf railing,
Dip our toes in the cool clear water underneath.
When the school bell rang ding-a-ling-ling
We would hurry down and running
Greet out teacher, Mr. Ulric McNamee.

On the twenty-fourth of May
Rain poured down most of the day
Still we'd march down to the sports field,
Waving flags along the way.
We would sing the songs patriotic,
Rule Britannia was our favourite,
Hutchings House and McDermott raced to close
the of day.

Sitting on the wooden benches
With our slates and bits of pencil,
All the subjects that were taught us
We are proud to have this day.
It has made us men and women,
Caymanians now can earn their living,
All because of the little limestone school house
by the sea
All because of the little limestone school house
by the sea.

- Lilah Ebanks

SONGS, RHYMES AND JINGLES

CAYMANIAN GAMES

WIYA, BRIYA

(Children squat or sit in a circle for the game. A leader is chosen. Everyone place their pointer finger on the ground. The leader points and touches each person's finger as the rhyme is repeated by everyone. The child whose finger is pointed to and touched last is out of the game).

1. Wiya, Briya, Limba lock, five miles around the clock;
The clock fell down, the mouse ran round!
O-U-T spell OUT on the green grass with you.
2. Timothy, William, two big fat men
Picked up the hens and put them in a pen;
Some laid eggs, and some did not,
Big foot, lil' foot, chip right up and gone!

Optional activity: Children have a tug of war forming two teams with names of sweet/desserts. Ask the OUT child his/her preference and have a tug of war game holding on to one another's waists and pull for a winner.

- Unknown

GO SPREAD YOUR CARPET IN THE SEA

1. Go spread your carpet in the sea,
Go spread your carpet in the sea,
Go spread your carpet in the sea,
Aye oh! Aye oh! Aye oh!

(Directions: Ring of children move in a circle with 1 child in the middle spreading out her handkerchief).

2. Go spread it to the one tha' you love the best,
Go spread it to the one tha' you love the best,
Go spread it to the one tha' you love the best,
Aye oh! Aye oh! Aye oh!

(Child spreads the handkerchief to the person of his/her own choosing).

3. Then open the ring and take her in,
Then open the ring and take her in,
Then open the ring and take her in,
Aye oh! Aye oh! Aye oh!

(Child opens the ring and takes in the child she has chosen).

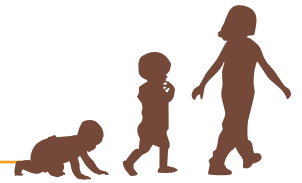
4. Then give her a kiss and bid her goodbye,
Then give her a kiss and bid her goodbye,
Then give her a kiss and bid her goodbye,
Aye oh! Aye oh! Aye oh!

(Child blows kisses).

- Unknown

SONGS, RHYMES AND JINGLES

CAYMANIAN GAMES



WE'RE MARCHING ON THE LEVEL

We're marching on the level,
We're marching on the level,
We're marching on the level,
For we have gained the day.
(Raising their clasped hands, they continue singing while the player in the centre goes in and out of the circle, passing under the joined hands).

Go in and out your windows,
Go in and out your windows,
Go in and out your windows,
For you have gained the day.
(Then the player enters the last window).

Go forth and face your lover,
Go forth and face your lover,
Go forth and face your lover,
For you have gained the day.
(“It” uses his arms as a measure and the players sing the next verse).

I measure my love to show you,
I measure my love to show you,
I measure my love to show you,
For you have gained the day.
(Both “it” and “the lover” kneel).

I kneel because I love you,
I kneel because I love you,
I kneel because I love you,
For you have gained the day.
(Rising, they continue...)

I rise because I love you,
I rise because I love you,
I rise because I love you,
For we have gained the day.

- Unknown

OLE MAN

Group: Ole man. Ole man,
What o'clock?

Ole man: One o'clock

(Repeat the above lines in progression until 12 o'clock).

Group: Ole man. Ole man,
Wha' ya makin' that fire for?

Ole man: To roast chicks

Group: Out of mine or out of yours?

Ole man: Out of yours!

Group: You can't catch an egg shell,
Much less a chick!

- Unknown

THIS IS THE WAY THE FARMER STANDS

This is the way the farmer stands,
This is the way the farmer stands,
He stamps his feet and claps his hands
and turns around to view his land.

Waiting for a partner, waiting for a partner,
So open the ring and take her in
and kiss her as she enters in.
Now you're married you must obey,
You must be true, you must be good
and help your husband chop the wood.

- Unknown

CARIBBEAN SONGS

FOR YOUNG CHILDREN

TINGALAYO

Chorus: Tingalayo! Come little donkey, come.
Tingalayo! Come little donkey, come.

My donkey walk, my donkey talk,
My donkey eat with a knife and fork!
My donkey walk, my donkey talk,
My donkey eat with a knife and fork!

Chorus

My donkey eat, my donkey sleep,
My donkey kick with his two hind feet!
My donkey eat, my donkey sleep,
My donkey kick with his two hind feet!

Chorus

My donkey yes, my donkey no,
My donkey come when I tell him go!
My donkey yes, my donkey no,
My donkey come when I tell him go!

Chorus

My donkey hee, my donkey haw,
My donkey sit on the kitchen floor!
My donkey hee, my donkey haw,
My donkey sit on the kitchen floor!

Chorus

- Unknown

SLY MONGOOSE SONG

Chorus: Sly Mongoose, your name gone abroad,
Sly Mongoose, your name gone abroad.

Mongoose slip into Bedward kitchen,
Steal out one of his righteous chicken,
Put it into his waistcoat pocket,
Sly Mongoose.

Chorus

Mongoose went up to Bedward daughter,
Ask her if he could have some water.
Bedward daughter say, "What's the matter?"
Sly Mongoose.

Chorus

Mongoose get out a dollar and a quarter,
Slipped it to old Bedward daughter.
Bedward daughter say, "My Lord and master!"
Sly Mongoose.

Chorus

Bedward went up to see his daughter,
Found Mongoose playing with one garter,
Bedward hit him just where he oughter.
Sly Mongoose.

- Unknown

MANGO TIME

Mi nuh drink coffee tea mango time
Care how nice it may be mango time
At the height of the mango crop
When di fruit dem a ripe an drop
Wash your pot tun dem down mango time

De terpentine large an fine, mango time
Robin mango so sweet, mango time
Number eleven an hairy skin
Pack di bankra an ram dem in
For di bankra mus' full, mango time

Mek wi go a mango walk, mango time
For is only di talk mango time
Mek wi jump pon di big jackass
Ride im dung an no tap a pass
Mek di best a di crop, mango time

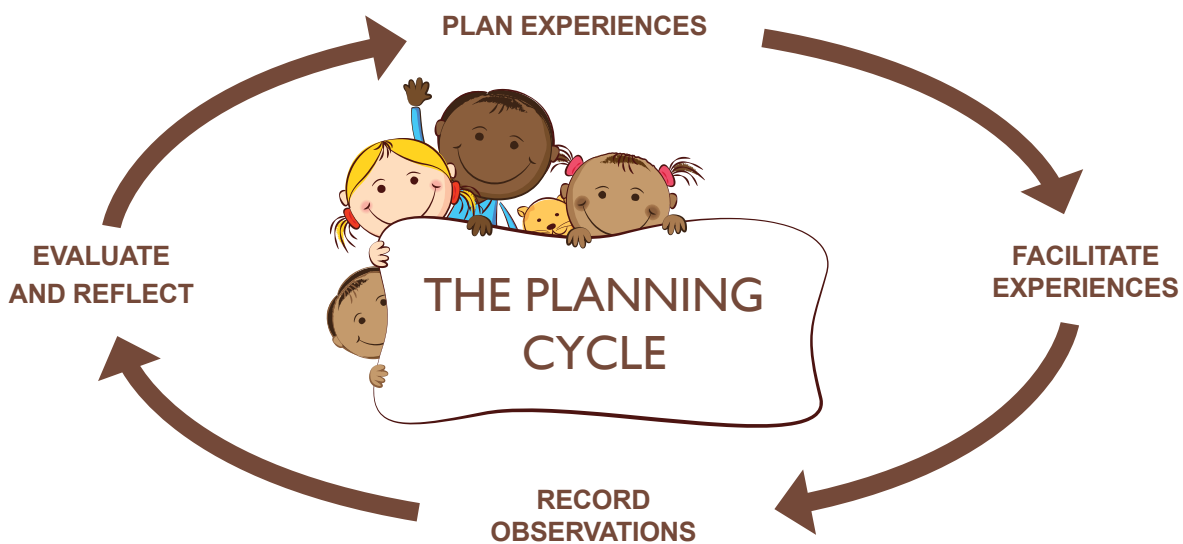
- Unknown

IF YOU **FAIL** TO PLAN,
YOU **PLAN** TO FAIL

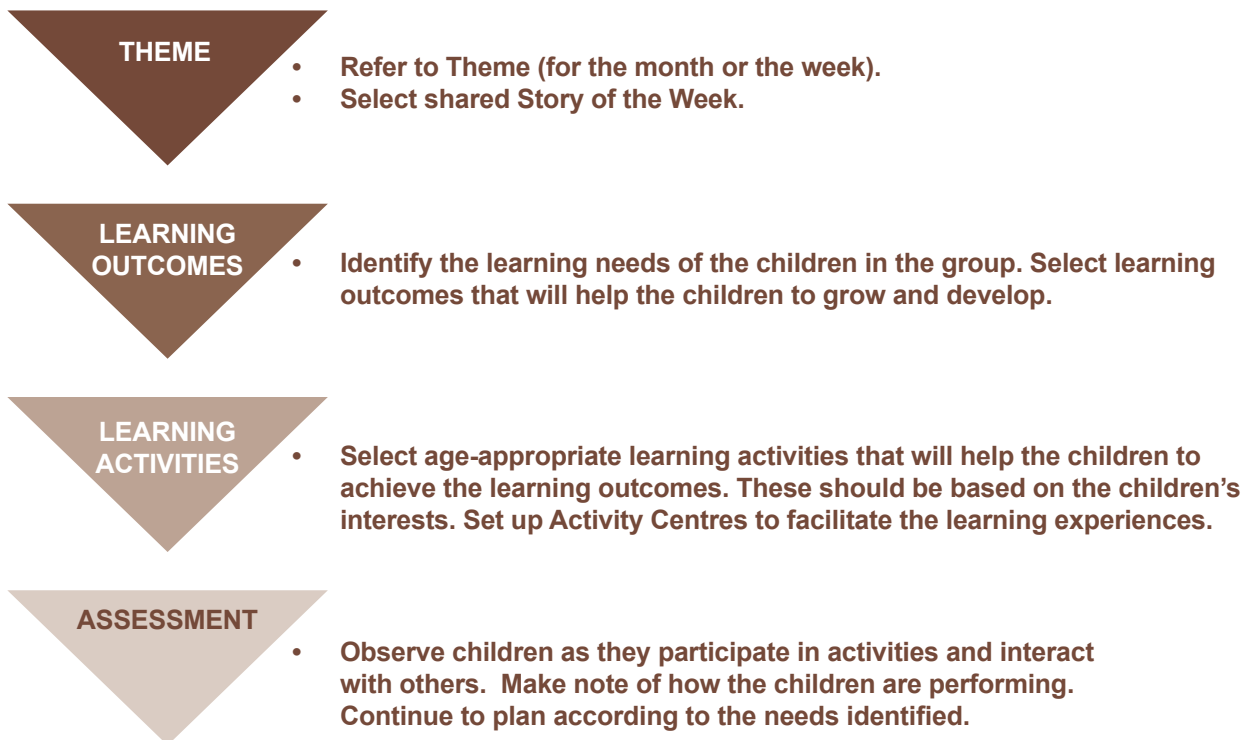
PLANNING

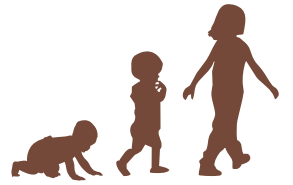


PLANNING



THE PLANNING PROCESS





Curriculum Framework Weekly Planner

Centre: _____

Teacher: _____

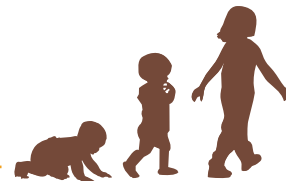
Age Group: _____

Week Beginning: _____

Shared Story for the Week: _____

EXPLORATION	Learning Outcomes	Activities	Resources

PLANNING



Curriculum Framework Weekly Planner (cont'd)

Centre: _____

Teacher: _____

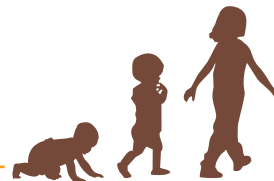
Age Group: _____

Week Beginning: _____

Shared Story for the Week: _____

COMMUNICATION	Learning Outcomes	Activities	Resources

PLANNING



Curriculum Framework Weekly Planner (cont'd)

Centre: _____

Teacher: _____

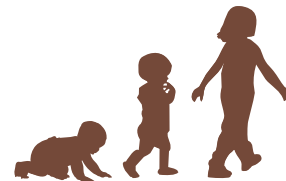
Age Group: _____

Week Beginning: _____

Shared Story for the Week: _____

RESPECT	Learning Outcomes	Activities	Resources

PLANNING



Curriculum Framework Weekly Planner (cont'd)

Centre: _____

Teacher: _____

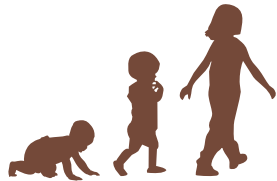
Age Group: _____

Week Beginning: _____

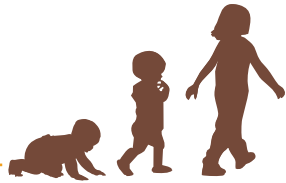
Shared Story for the Week: _____

WELL-BEING	Learning Outcomes	Activities	Resources

PLANNING

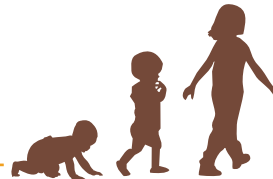


ACTIVITY CENTERS:	ASSESSMENT FOCUS:

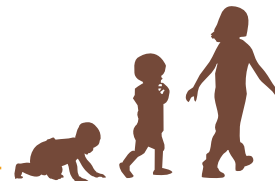


ACTIVITY	RESOURCES	ASSESSMENT FOCUS

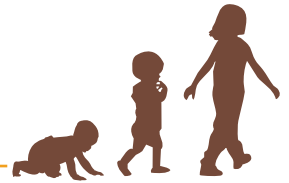
PLANNING

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SAMPLE DAILY SCHEDULE

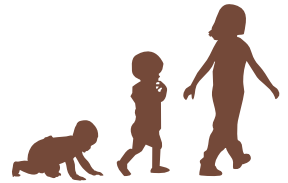


ESTIMATED TIME	ACTIVITY	A TIME FOR:
	Arrival, Informal Conversation	Completion of task from previous day and/or work with puzzles, games, books.
8:30	Circle Time/ Devotion	Discuss plans and routines for the day, songs and sharing times Teacher to read and discuss familiar or new story with children
9:00	Centre activities	Children to select learning centres where they will work; some will choose follow-up activities related to shared reading concepts or themes.
10:30	Play time	Indoors or outdoors: large and small muscle development
11:30	Lunch	Transitional songs and lunch routines
12:30	Quiet Time and Rest	Listening to different kinds of music; looking at a variety of books; lying down on mats or blankets
2:00	Prepare for Snack Time	Today's snack
2:30	Centre activities	Children to work in small groups or individually utilize table games and activities for developing skills in communication arts and mathematics
	Music and Movement	Rhythms, rhythm band, movement to music or rhythm patterns, vocabulary development, concepts of counting, following directions, listening, skills, spatial relationships
3:30	Sharing time	Evaluating day's activities. Plan for the following day
4:00	Prepare for home-time	Children are collected from EY Center or transition to afternoon activity



- **Activity Centre:** (learning centre) an area that is resourced or set up for children to complete a desired task; such as listening centre, block centre, writing centre, art centre, construction centre
- **Adaption:** Adjusting the environmental conditions or structure of an activity to meet the needs of an individual child
- **Artifacts:** items characteristic of a culture
- **Book Activity Bags:** a collection of activities, manipulatives and resources that relate to a piece of literature used to engage children in a shared story
- **Child-Centred:** activity or environment that is planned or set up based on the child's needs
- **Communication:** a process by which information is exchanged between individuals through a common system of symbols, signs or behaviour
- **Curriculum:** the sum total of experiences, activities and events that occur within an environment which is designed to foster learning and development
- **Daily Schedule:** a brief outline of what normally takes place during the course of each day
- **Discriminatory:** making distinction and showing favour and disfavour unequally
- **Early Childhood Care and Education (ECCE) setting:** a site outside of the home where care and education are provided for young children
- **Emergent Writing Process:** the stages of early literacy development through which all children progress leading into conventional writing
- **Exploration:** the act or instance of investigating, studying or analyzing; to become familiar with by experimenting
- **Foundations of Conversation:** Eye contact, body language, vocal tone, and turn taking
- **Generalizations:** general statements or concepts obtained by logical conclusion from specific observations
- **Guided Reading:** an instructional approach where a teacher works with children in small groups to develop specific reading skills
- **Infant:** a child from birth to age 18 months
- **Interact:** act in such a way as to have an effect on another; responding to another in consecutive exchange
- **Learning Style:** a mode, by which people learn, sometimes linked with multiple intelligence e.g. musical, spatial, bodily kinesthetic, or interpersonal
- **Manipulatives:** objects used in learning to master or reinforce a new concept
- **Phonemic Awareness:** the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that small sounds work together to make words. This term is used to refer to the highest level of Phonological Awareness: awareness of individual phonemes in words
- **Phonics:** the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.
- **Portfolio:** a collection of accomplishments that celebrate and track a child's learning progress.
- **Observances:** a customary practices or celebrations
- **Obstacle course:** a path of varying difficulty with a variety of physical challenges that must be overcome such as walls, tunnels, and hurdles.
- **Onset:** beginning letter/sound of a word
- **Respect:** the act of giving particular attention to or consideration for; giving high or special regard, or esteem
- **Rime:** final sound of a word
- **Rhyming:** using words that have the same ending sound
- **Scaffolding:** intentionally providing learning experiences in a precise order to develop specific skills
- **Shared Story:** a story shared by an adult with the whole class, small group or individually
- **Toddler:** a child who is between the age of 18 months to 36 months
- **Well-Being:** the state of being happy, healthy, or content
- **Young Child:** a child who is between the age of 36 months to school age

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