

**HighReach Learning Curriculum**  
**Sample Daily Routine**  
**For Toddlers and Twos\***

\* Diapering and toileting should always be done on an as-needed basis throughout the day. For that reason you will not see one time designated to accomplish that routine.

**7:30–9:00 Arrival**

Welcome each child as he or she arrives. Outerwear put in cubbies, diapering/toileting as needed, eating including hand washing and informal meal discussion, cleanup, toys and materials available for exploration.

**9:00–10:45 Indoor Play**

Children may choose freely what they want to play with and how. Teachers are available to interact, extend language, and play, as well as observe the interests and needs of the children. Try to read, sing, or talk with each child during this time.

Diapering/toileting as needed, eating snack, cleanup, hand washing may take place at any point within this time.

Children who are tired should be allowed to sleep/rest in a quiet area even if it is not nap time.

**10:45–11:30 Outdoor Play**

Allow sufficient time for children to independently practice self-help skills and put as much of their outerwear on as they can before going outdoors.

Outdoor play should include focused yet open-ended gross motor experiences that children may choose to do. They may also choose to explore nature or the playground equipment during this time.

Allow sufficient time for cleanup and when you arrive back indoors allow enough time to take outerwear off.

**11:30–12:30 Lunch**

Diapering/toileting may happen at any time within this time frame.

Allow time for hand washing before and after lunch, and tooth brushing after lunch. Sit together for informal discussions during mealtime and help children serve themselves, pass food, discuss food, etc. Make this a time for sharing and caring.

### 12:30–2:30 **Nap**

Create a relaxing atmosphere so children can sleep or nap depending on their own routines. Provide quiet choices for play for children who do not sleep.

### 2:30–4:00 **Indoor Play**

Children may choose freely what they want to play with and how. Teachers are available to interact, extend language, and play as well as observe the interests and needs of the children. Try to read, play, sing, or talk with each child during this time.

An independent snack station may be set up during this time so children can access it as they awaken and before they begin to play again.

Diapering/toileting as needed, eating snack, cleanup, hand washing may take place at any point within this time.

Children who are tired should be allowed to sleep/rest in a quiet area even if it is not nap time.

### 4:00–5:00 **Outdoor Play**

Allow sufficient time for children to independently practice self-help skills and put as much of their outerwear on as they can before going outdoors.

Outdoor play should include focused yet open-ended gross motor experiences that children may choose to do. They may also choose to explore nature or the playground equipment during this time.

Allow sufficient time for cleanup and when you arrive back indoors allow enough time to take outerwear off.

### 5:00–6:00 **Indoor Play**

Set out some choices for children to continue to engage in learning experiences until families arrive for pick-up.

Help children and families connect at the end of the day and share anecdotes with families about each child.

Tell each child and family good-bye and end the day on a warm, positive note.

Schedule is intended to be *flexible and responsive* to daily demands.

**HighReach Learning Curriculum**  
**Sample Daily Routine**  
**For Threes and Pre-K**

**7:30–9:00 Arrival**

Welcome each child as he or she arrives. Outerwear put in cubbies, toileting as needed, eating including hand washing and informal meal discussion, cleanup, toys and materials available for exploration.

**9:00–9:15 Group Time**

Share a story or a group experience during this time to spark children’s curiosity in the learning topic of the day. Children should play an active role during this time through shared reading, a group game, or a participatory activity (mystery bag, classroom scavenger hunt, etc.) that sets up the learning for the day.

**9:15–10:45 Center Time**

Teachers can choose a variety of experiences that support a balance of domains from the Learning Experiences Guides to integrate into existing center areas such as dramatic play, art, writing/listening, and blocks. Additional experiences can be chosen during this time that can be set up on tables as small group or one-on-one experiences that are more teacher-guided. Dialogic reading can take place as a one-on-one teacher-child interaction during this time. Children may freely choose what they want to play with and how. Teachers are available to interact, extend language, and play, as well as observe the interests and needs of the children.

Toileting as needed, eating snack, cleanup, hand washing may take place at any point within this time.

Children who are tired should be allowed to sleep/rest in a quiet area even if it is not nap time.

**10:45–11:30 Outdoor Play**

Allow sufficient time for children to independently practice self-help skills and put as much of their outerwear on as they can before going outdoors.

Outdoor play should include focused yet open-ended gross motor experiences that children may choose to do. They may also choose to explore nature or the playground equipment during this time.

Allow sufficient time for cleanup and when you arrive back indoors allow enough time to take outerwear off.

### 11:30–12:30 **Lunch**

Toileting may happen at any time within this time frame.

Allow time for hand washing before and after lunch, and tooth brushing after lunch. Sit together for informal discussions during mealtime and help children serve themselves, pass food, discuss food, etc. Make this a time for sharing and caring.

### 12:30–2:30 **Nap**

Create a relaxing atmosphere so children can sleep or nap depending on their own routines. Provide quiet choices for play for children who do not sleep.

### 2:30–4:00 **Center Time**

Teachers can choose a variety of experiences that support a balance of domains from the Learning Experiences Guides to integrate into existing center areas such as dramatic play, art, writing/listening, and blocks. Additional experiences can be chosen for during this time that can be set up on tables as small group or one-on-one experiences that are more teacher-guided. Dialogic reading can take place as a one-on-one teacher-child interaction during this time. Children may freely choose what they want to play with and how. Teachers are available to interact, extend language, and play, as well as observe the interests and needs of the children.

An independent snack station may be set up during this time so children can access it as they awaken and before they begin to play again.

Toileting as needed, eating snack, cleanup, hand washing may take place at any point within this time.

Children who are tired should be allowed to sleep/rest in a quiet area even if it is not nap time.

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