A couple of paper people

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**UFCC PROGRAM PLAN SAMPLES**

**SAMPLE: Program Planning**

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| What did you observe? | |
| Watching, listening, and interacting. Curiosity in play, abilities and looking for patterns. | |
| Every child has a sense of belonging when he/she is connected to others and contributions to their world.  Children need to know that they are accepted for who they are. They should know that what they do can make a difference and that they can explore and try out new activities.  Educators should recognize, acknowledge, and build on each child’s special strengths, and allow each to contribute or to make ‘(their) mark,’  acknowledging that each child has the  right to active and equitable participation  in the community. | Every child is an active and engaged learner who explores the world with body, mind, and senses.  Engagement is a state of being genuinely involved and interested in something. Children learn best when they are deeply engaged in what they are doing or experiencing. A child's natural curiosity plays a big part in engagement - it leads them to explore with their bodies, minds and senses, and inspires them to ask questions, test theories, solve problems, think creatively, and make meaning of the world around them. |
| Every child is a capable communicator who expresses themselves in many ways.  A child communicates their thoughts, ideas, knowledge and feelings. Through their bodies, words and use of materials. It is important to understand that expression, or communication, is a two-way street. It involves being heard, as well as listening. Opportunities to explore materials support creativity and problem solving. Language-rich environments support growing communications skills, which are the foundation for literacy. | 9 best HDLH images on Pinterest | Kids education, Early childhood ...  Every child is developing a sense of self, health, and well-being.  Provide programs that positively influence children’s physical and mental health and well-being.  Provide a safe environment that offers consistency and continuity, encouraging children to become independent while learning self-care and self-regulation (the ability to identify, monitor and manage stress.) |

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| What did we plan to do? | |
| Once the observation has been documented, you will need to interpret the observation you have written. This means you must make meaning of the child’s learning and understanding through what you have observed.  What is this play about?  What other learning is possible?  What can we learn together? | |
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| What did we actually do? | |
| What experiences can you offer to make children’s learning visible. How are you going to take and further the child’s skills and abilities.   * Putting plans into action. * Acting on all parts of the curriculum – routines, experiences, indoor inquiry, outdoor exploration * Principles: on-going learning and reflective practice   Practices: Holistic approaches, responsiveness to children, intentional learning. | |
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**SAMPLE: Program Planning**

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| What did you observe? | |
| During outdoor play, you notice a few boys playing soccer. Wesley is watching nearby. You walk over and ask Wesley if he wants to play. With excitement, he runs across.  All the boys are kicking the ball around, and you notice that every time you, the educator, get the ball, Wesley asks, “Can I kick it?”.  After a few requests from Wesley, you realize he will only get the ball when you pass it. | Bryson comes to school wearing a fireman hat. You notice that this is not regular practice. So, you approach him and say I see you are wearing a fireman hat. He then tells you that the fireman came to visit his house yesterday because the kitchen was on fire. |
| Jackson was at the table with crayons and mural paper covering the whole table. He takes six crayons: red, yellow, orange, blue, green, and purple.  He starts to write his numbers; he takes the red crayons and writes 1 to 10. He then switches his crayon to orange, writes 11-19, 20-29 in yellow, and writes up to 100, changing the colours for every teen grouping. | 9 best HDLH images on Pinterest | Kids education, Early childhood ...  During morning care, Tahliah walked down the stairs while transitioning to the school bell. Another child was bugging Tahlia. She stood at the top of the stairs, waiting for most of the school-age children to clear the stairs. I asked her why she was still at the top of the stairs, and she replied, “Piper is bugging me, so I’m waiting until she leaves. |

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| What did we plan to do? | |
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| Feeling confident and comfortable about his  ability to write his numbers, we will add number blocks with loose parts outside.  Add trays.  Optional Extension: Clipboards books about numbers added to the book area. | 9 best HDLH images on Pinterest | Kids education, Early childhood ... |

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| What did we actually do? | |
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| We brought rocks inside that the children collected during outdoor exploration and added them to the table with loose parts.  We also added waterproof foam numbers to the sensory table. | 9 best HDLH images on Pinterest | Kids education, Early childhood ... |