

## **Sample of Preschool/Kindergarten Daily Schedule**

Rhythm is established in the early years of life. It is important that the children develop the healthy social habit of coming to school on time.

The children arrive in the morning and meet their teacher outside in the meadow where they will play for about ½ hour. The Preschool/Kindergarten teachers will ring a bell to signal to the children it is time to join the “train” (line-up) and the classes will go on a short morning walk on their way into the school.

When the children are inside the school, they will take off their outer gear and go into the classroom which has been carefully prepared. The children will form a circle with the teacher’s guidance. They will put on their indoor shoes which are laid out in a circle form waiting for them when they come in. The teacher will then lead the children through verses to welcome each other to the day.

After the morning circle, the children will move on to the daily activity. These activities have also been carefully prepared and are set up and waiting for the children to begin. This helps the children feel secure and comfortable as the rhythm and routine of each day are predictable. The daily activity may include coloring, baking, painting, etc. After the daily activity is completed, the children are encouraged to join in creative play. During this time, the kindergarteners may be working on projects with the class teacher while the preschoolers continue to play.

Following creative play, the children are led by example in a clean-up of the classroom where toys are placed in their special places, the floor is swept and tables are cleaned. The children are then led to another circle time where they will learn seasonal songs and verses.

Snack time follows the second circle time. The snacks are provided by SGWS and are healthy and nutritional. The children eat on glass plates and drink out of glass cups. The children are responsible for cleaning their dishes after snack. This helps them to learn to care for their things.

Following snack time, the children are told a story by the class teacher. These stories are usually presented with puppets or marionettes. Sometimes the children will act out the stories. The story time nourishes the children’s own ability to imagine. The children enter another world of characters and rich verbal images. The rhythm and gestures of the stories help to bring the words to life for the children. Over time, the children gain both a richer vocabulary and a greater capacity for experience. After the story, the children dress again to go outside and play. Outdoor play encourages gross motor skills, social skills and problem solving.

The children have worked up an appetite at this point and are brought inside. Half day children go home at this point and full day children will be taken to the classroom where they will have lunch with their classmates.

Rest time follows lunch. Each child has his/her own cot. The children may bring a blanket, pillow and “buddy” from home to have with them during rest time. The teacher tells a story to the children while they rest on their cots and an assistant will move around the room covering the children and rubbing their backs or feet to help them relax. Some, not all, children sleep during this time, but they all take the time to rest and relax. Some families find that the children are so active at school that they do sleep during the rest time. Following a gentle awakening and putting away of rest time buddies and cots, the children will participate in another activity such as puzzles, coloring, etc.

The children are then taken outside for one last play time before the day ends. The children gather their belongings in the class wagon and will be waiting outside for their parents at the end of the day.