



School Age Curriculum Statement

We believe each child is a valuable individual and has the right to be treated with respect and acceptance. We provide children with an environment and activities that meet all developmental domains: social, emotional, physical and cognitive.

Our relationships with children and families are established through sustained and positive interactions. The building of these relationships is demonstrated with both verbal and physical gestures; smiles, eye contact and warm tone of voice. All children and family members are greeted upon arrival and welcomed into the program each day.

We provide information to families about their child's learning and development by verbal communication, posting pictures on the television above the lockers, weekly emails and postings on the parent board.

We encourage the children to be respectful of one another and of the ideas and opinions of others. We use opened-ended questions, a positive tone of voice and ensure that our words and body language match the message we are communicating.

We develop trust with the children by being attentive to their needs, acknowledging their interests and guiding their play with role-modelling and comments that enhance their learning. BBE School Age Program strives to have a warm, nurturing, safe environment where everyone has a chance to learn. We understand that children learn best through child led play. Observations and documentation happen daily by the staff to ensure the children develop socially, physically, cognitively and emotionally. BBE learning experiences and environment reflects the observations. Open ended and hands on room arrangements and learning experiences will stimulate independent thinking, reasoning and build relationships.

BBE School Age program provides a sense of self and responsibility, for their environment and community. We encourage children to work together, with the role modelling of staff, in programming center activities and community-based activities. We encourage the children to be respectful of one another and their ideas and comments. These learning experiences will teach the virtues of compassion, kindness and consideration of others.

We believe play is the basis of all children's learning and that each child's play experience is unique. Play-based learning allows the children the freedom to choose their play area based on their own interests. This makes them an active participant in their learning, which helps to stimulate their curiosity, inventiveness, problem-solving skills, and social skills. We provide large blocks of time for free play each day with a balance of both active and quiet play opportunities. We follow a daily schedule with regular routines and transitions so children are secure in knowing what to expect. However, it is flexible so we can make changes to the timing of routines or activities to meet the needs of individual children.

We provide opportunities for both indoor and outdoor play that encourage creativity, stimulate curiosity and promote a sense of wonder. The indoor play areas include fine motor, art, large muscle, blocks, construction materials, science, technology, library, music, daily living, sand and water play. The outdoor play area emphasizes large muscle development and activities by providing experiences that include running, jumping, cooperative games, bike riding, and play structures. Exposure to nature both outdoors and bringing nature indoors helps children gain respect, curiosity and wonder for the beauty of natural play experiences. The children are free to explore the materials in each of these areas and learn from hands-on experiences.

Our staff use an emergent curriculum approach to plan play areas and staff-led experiences. We offer toys, equipment and activities that are based on our knowledge of individual children, child development and the goals and wishes each family has for their child. This way, our planning emerges from the needs and interests of the children currently attending our program. We observe children during their play to find out about their developmental needs and interests. Then we provide materials that relate to these topics of interest and meet children's needs. We extend the children's learning with open-ended questions,

adding related items that stimulate further curiosity and by providing challenges for children that are appealing but achievable.

Group time helps children learn prosocial skills and promotes language. Group time may consist of small groups of 5 or 6 children which encourage children to share their ideas, role-play or participate in games.

Child-inspired or spontaneous learning occurs when children become curious about their world around them. We use natural occurrences as an opportunity to encourage curiosity and extend the children's knowledge and understanding. Initiating conversations about what the children are experiencing makes their learning meaningful.