Young children thrive on consistent routine and a daily schedule should be implemented. Use the additional information included in each Exploration to create detailed weekly plans for each focus topic. Plans will reflect individual schedules, the children’s interests as well as children and families’ needs, program context, etc. Additional Weekly Planning Templates can be found on the NYC DOE InfoHub.

| EXPLORATION WEEKLY PLAN | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploration: | | | |  | | | | | | |
| Essential Question: | | | | **Month:** | | | | | | |
| Focus Area: | | | | **Week:** | | | | | | |
| Weekly Focus Area: | | | | **Room:** | | | | | | |
|  | **Monday** | | **Tuesday** | | | **Wednesday** | | **Thursday** | | **Friday** |
| Greeting Routine (20 minutes) | * Help children and families feel welcome by greeting everyone by name. * Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands). * Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast. | | | | | | | | | |
| Greeter:  Arrival Activities:  Breakfast/Activity Support: | | Greeter:  Arrival Activities:  Breakfast/Activity Support: | | | Greeter:  Arrival Activities:  Breakfast/Activity Support: | | Greeter:  Arrival Activities:  Breakfast/Activity Support: | | Greeter:  Arrival Activities:  Breakfast/Activity Support: |
| Large Group Exploration  (10 minutes including transitions: 6 minutes for Large Group content, 4 minutes to transition in and out of Large Group) | * Greeting song/chant: Select a greeting song/chant to welcome each child and build community. * Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events. * Introduce Centers: Show sample materials children may choose to play with in each center. * Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like. * Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play. | | | | | | | | | |
| **Greeting song/chant:**  **Materials to introduce:**  **Transition Activity:** | | **Greeting song/chant:**  **Materials to introduce:**  **Transition Activity:** | | | **Greeting song/chant:**  **Materials to introduce:**  **Transition Activity:** | | **Greeting song/chant:**  **Materials to introduce:**  **Transition Activity:** | | **Greeting song/chant:**    **Materials to introduce:**  **Transition Activity:** |
| Centers  (70 minutes) | * See Section V Ideas for Learning Centers for materials to consider including in each center. * Select materials that best meet the interests and needs of the children in your class. * Rotate materials regularly.   Implement at least one **INVITATION TO EXPLORE** each week.  Center:  Materials:  Invitation:  Teacher: | | | | | | | | | |
|  | **Monday** | | **Tuesday** | | | **Wednesday** | | **Thursday** | | **Friday** |
| The following centers should be available during center time: | **\*Materials to highlight each day:**  \*Note, children should also be able to explore other materials in each center per their own interests and needs. | | | | | | | | | |
| Blocks/Construction |  | |  | | |  | |  | |  |
| Dramatic Play |  | |  | | |  | |  | |  |
| Art |  | |  | | |  | |  | |  |
| Science/Discovery |  | |  | | |  | |  | |  |
| Toys and Games/Math Manipulatives |  | |  | | |  | |  | |  |
| Sand and Water/Sensory |  | |  | | |  | |  | |  |
| Library |  | | | | | | | | | |
| Cooking and Mixing (as needed) |  | |  | | |  | |  | |  |
| Writing |  | |  | | |  | |  | |  |
| Music and Movement |  | |  | | |  | |  | |  |
| Computers/Technology |  | |  | | |  | |  | |  |
| Clean-Up/Handwashing  (10 minutes) | * To help create a smooth transition, give children advance notice before it occurs. * Five minutes before the end of Center Time prepare them with and indicator (song, bell, etc.). * Use a consistent indicator before each clean up. * Some children may need extra support preparing for this transition. * Consider designating one teaching team member to support with clean up and another to begin the handwashing process. | | | | | | | | | |
| Family Style Lunch/Toileting/Handwashing  (40 minutes) | While sitting for family style meals, you may consider:   * Reflecting on the procedures for preparing to eat lunch. * Discussing how children clean up their meals and eating area when they are finished. * Reminding children of what is coming next toward the end of the meal. * Designating one teaching team member, as children are finishing their meals, to support children who are still eating and another to begin the toileting and handwashing procedures. | | | | | | | | | |
| Nap/Rest Time  (60 minutes) | * To support the transition to nap/rest time place children’s cots or mats in a consistent location. * Remain flexible to adjusting according to individual children’s needs. | | | | | | | | | |
| Story Time  (10 minutes including transitions: 6 minutes for Story, 4 minutes to transition in and out of group) | * See Section VI Texts for suggested Read Aloud Texts. * Select texts that meet the interests and needs of your children. * Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills. * Introduce Centers: Briefly remind children of the materials available in centers. * Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like. * Transition to Centers: Use a song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play. | | | | | | | | | |
| **Book:**  **Transition Activity:** | **Book:**  **Transition Activity:** | | | **Book:**  **Transition Activity:** | | **Book:**  **Transition Activity:** | | **Book:**  **Transition Activity:** | |
| Centers  (70 minutes)  The following centers should be available during center time:   * Blocks/Construction * Dramatic Play * Art * Science/Discovery * Toys and Games/Math Manipulatives * Sand and Water/Sensory * Library * Cooking and Mixing (as needed) * Writing * Music and Movement * Computers/Technology | * Reflect on the materials used in the morning and remind children how they interacted with them. * Determine whether changes should be made. * See Section V Ideas for Learning Centers for materials to consider, if necessary. | | | | | | | | | |
| **\*Materials to highlight each day:**  \*Note, children should also be able to explore other materials in each center per their own interests and needs. | | | | | | | | | |
| **Materials:** | | **Materials:** | | | **Materials:** | | **Materials:** | | **Materials:** |
| Clean-up/Handwashing/  Snack  (20 minutes) | * See guidance above for tips and suggestions. | | | | | | | | | |
| Outdoors (60 minutes) | * See Section V Ideas for Learning Centers | | | | | | | | | |
| **Materials:**  **Teaching team roles:** | | **Materials:**  **Teaching team roles:** | | | **Materials:**  **Teaching team roles:** | | **Materials:**  **Teaching team roles:** | | **Materials:**  **Teaching team roles:** |
| Closing Meeting/Dismissal  (10 minutes including transitions: 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting) | * End the day with a closing ritual or song. * Assist children in packing their belongings and preparing to leave. | | | | | | | | | |