

WHAT DO WE DO AT SCHOOL? (1 – 2 years)

Our main goal is for your children to be happy at our center and to begin their journey at school with joy and great enthusiasm.

We want them to have fun playing, to make friends, to laugh, to grow, and to learn through experimentation in an environment full of trust and love.

At the same time, we also strive for you to put your trust in us -- in our work and our professionalism. We put our all into making sure that your children are safe and happy.

With that in mind, we want to provide you with details on how your children will spend their day and what they will do throughout the year.

DAILY ROUTINES:

- 7:45 AM to 9 AM: Early welcome. Reception and free play in class.

-9:00 AM to 9:45 AM: Reception, welcome, and free play in the schoolyard.

-9:45 AM to 10:30 AM: We continue to have children coming in until 10:00, but by this time we're in the classroom. At this hour every day, we work on language, music, and the planned activities in accordance with the syllabus.

-10:30 AM to 11:15 AM: Free time in the schoolyard. Children who do not stay to have lunch can have their mid-morning snack.

-11:15 AM to 11:30 AM: Children who stay to have lunch get ready (their bibs are put on, their hands and faces are washed, their diapers are changed if necessary, etc.). Those who leave at 12:00 get washed up (their diapers are changed, their hands and faces are washed, their clothing is changed if necessary, etc.).

-11:30 AM to 12:00: Lunchtime. After eating, the children get ready to take their nap (their faces and hands are washed, their cribs are prepared, extra layers of clothing are taken off, their diapers are changed, they are given a pacifier if they use one, etc.).

-12:00 to 2:30 PM: Naptime. Naptime is quite flexible as each child has different sleep requirements and all needs will be respected. As children begin waking up, they are taken out of the room so as not to wake their classmates.

-2:30 PM to 3:00 PM: Coordination exercises in the classroom, such as puzzles, fit-together toys, building blocks, etc.

-3:00 PM to 3:30: Free time in the schoolyard. Snack preparation.

-3:30 PM to 4:00 PM: Snack in the classroom.

-4:00 PM to 5:00 PM: Goodbye and closing time.

OBJECTIVES

While trying to achieve the following objectives throughout the year, we always start from the premise that each child has his or her own pace of development.

1st TERM:

- Try to get coming to school to be fun for the children.
- Familiarize the children with our daily routines.
- Encourage the children's relationship with others: both with peers and with the adults around them (center staff).
- Become familiar with basic rules for living together.
- Begin to enjoy, through play and experimentation, different art techniques (thick crayons, finger painting, paper wrinkling and tearing techniques, etc.)
- Begin to expand vocabulary through songs, stories, and the unit discussed for the month.
- Get started using the spoon and the glass.
- Stimulate the senses of taste and touch.
- Recognize and perform movements with the hands and feet.
- Celebrate traditional holidays: birthdays, Halloween, and Christmas.

2nd TERM:

- Get used to daily routines.
- Participate in the activities proposed with pleasure.
- Recognize family members and peers.
- Perform different movements with the body.
- Get to know and point out the parts of the face.
- Start eating and drinking without help.
- Cooperate with dressing and undressing.
- Expand vocabulary through stories, songs, and the corresponding unit.
- Participate actively in the popular festival: Carnival.

3rd TERM:

- Recognize and point out the parts of the body.
- Use motor and sensory skills in daily activities.

- Start developing autonomous behavior.
- Progressive development of behaviors conducive to getting along with others and coexisting.
- Start eating autonomously.
- Expand vocabulary: naming objects and beginning to communicate needs.
- Become familiar with the regional festival: Day of the Canary Islands.

All of these objectives will be achieved by working together, through the daily routines, and the proposed topics and themes – always with each child's individual level of maturity and development in mind.

METHODOLOGY.

We know that each child is unique, special, and different from the rest; therefore, using the same methodology or a single method for everyone would be a mistake. We prefer to adapt the methods to each student's personality and level of maturity.

Children learn by playing, relating with others, experiencing new things, etc. Therefore, we base learning on play.

At first, the children typically play alone; however, they gradually begin to be sociable, to imitate behaviors, and to reproduce what they see and hear. They slowly begin to understand and comprehend conversations and they start to repeat words, actions, etc. That is why it is important to be involved in all activities and actions, no matter how insignificant they may seem – they are important for the child's learning.

Another important pillar for us when teaching is affection: children need to know they are loved in order to feel safe. We try to ensure that the relationship between the teacher and the students is from the standpoint of a caring environment – with understanding, acceptance, mutual trust, and respect playing a key role.