



Month: March Week: 4 Subject: Approaches to Play & Learning

Day 1	Topic(s)	Foundation(s)
	Review Week	APL1.1 Demonstrate initiative and self-direction
Indicators	Younger Infants	Older Infants
	Watches the teacher and reacts to peek-a-boo play.	Lifts or pulls down the covering to participate in the game.
Activity: Engaging in Peek-a-Boo Play Teachers may play peek-a-boo with a soft scarf or hands, gently covering their face and saying, <i>"Where did I go? Peek-a-boo!"</i> Younger infants may watch and smile, while older infants may reach to pull down the covering or laugh in response. Teachers may encourage interaction by saying the child's name (<i>"Where is [child's name]? Peek-a-boo!"</i>).		
Resources/Materials	Key Vocabulary:	Support:
Soft fabric scarf or hands for covering face	peek boo where	



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Day 2	Topic(s)	Foundation(s)
	Review Week	APL1.2 Demonstrate interest and curiosity as a learner
Indicators	Younger Infants	Older Infants
	Listens to the sound of the shaker.	Grasps and shakes the egg independently.
Activity: Exploring Sound with Egg Shakers Teachers may provide baby-safe egg shakers and demonstrate shaking them while saying “<i>Shake, shake, shake!</i>”. Younger infants may watch and listen, while older infants may attempt to grasp and shake the egg themselves. Teachers may encourage exploration by shaking fast and slow (“<i>Fast shake! Now slow shake!</i>”).		
Resources/Materials	Key Vocabulary:	Support:
Baby-safe egg shakers	shake fast slow	

Month: March Week: 4 Subject: Approaches to Play & Learning



Infant Curriculum

Day 3	Topic(s)	Foundation(s)
	Review Week	APL2.1 Demonstrate development of flexible thinking during play
Indicators	Younger Infants	Older Infants
	Watches and follows objects moving inside the bottle.	Reaches for and tilts the bottle to move objects inside.
Activity: Look & Find Sensory Bottle Teachers may create a clear sensory bottle filled with water, small floating objects, and glitter. Younger infants may watch as the bottle is gently tilted, tracking the movement of objects. Older infants may shake or turn the bottle to see how the objects move inside. Teachers may say “<i>Look at the floating stars! Where did they go?</i>” to engage curiosity.		
Resources/Materials	Key Vocabulary:	Support:
Clear plastic bottle filled with water, glitter, and small floating objects (sealed tightly)	look find float	

Month: March Week: 4 Subject: Approaches to Play & Learning

Day 4	Topic(s)	Foundation(s)
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Infant Curriculum

	Review Week	APL1.2 Demonstrate interest and curiosity as a learner
Indicators	Younger Infants	Older Infants
	Observe as the teacher scoops and moves the eggs.	Attempts to scoop and transfer eggs between containers.
Activity: Egg Scoop Play Teachers may provide plastic eggs and small scoops inside a shallow bin. Younger infants may watch as the teacher scoops and moves eggs between bowls , while older infants may be encouraged to scoop or grab the eggs and transfer them between containers . Teachers may narrate actions (<i>"Scoop the egg! Now move it over here!"</i>).		
Resources/Materials	Key Vocabulary:	Support:
• Small plastic eggs • Baby-safe scoops or spoons • Small bowls or containers	scoop move egg	

Month: March Week: 4 Subject: Approaches to Play & Learning

Day 5	Topic(s)	Foundation(s)
	Review Week	APL1.1 Demonstrate initiative and self-



		direction
Indicators		
	Younger Infants	Older Infants
	Observes as teachers demonstrate pulling a feather from a container.	Grasps and pulls a feather out independently.
Activity: Fine Motor Feather Pulling Teachers may place large baby-safe feathers into small holes (such as a perforated lid on a container) or strainer and encourage infants to pull them out. Younger infants may watch as the teacher demonstrates, while older infants may try to grasp and pull the feathers. Teachers may describe the movement (<i>“Pull the feather! It’s soft!”</i>).		
Resources/Materials	Key Vocabulary:	Support:
- Large baby-safe feathers - Container/box/strainer with small holes for inserting feathers	Pull Soft out	