



Month: March Week: 4 Subject: Physical Health & Growth

Day 1	Topic(s)		Foundation(s)	
	Review Week		PHG2.2 Demonstrate development of body awareness and physical activity	
Indicators				
	Younger Infants		Older Infants	
	Watch as teachers guide gentle stretching movements.		Reach for objects and stretch arms and legs in response.	
Activity: Gentle Stretching and Reaching Exploration				
Teachers may guide infants through simple stretching movements , such as raising arms, wiggling toes, and gently moving legs. Younger infants may watch and respond to teacher-led movements , while older infants may be encouraged to reach for toys, scarves, or other objects . Teachers may use words like “ <i>Stretch up! Reach high!</i> ” to encourage participation.				
Resources/Materials Soft scarves or lightweight toys for reaching		Key Vocabulary: stretch reach up		Support:



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Day 2	Topic(s)	Foundation(s)
	Review Week	PHG3.1 Demonstrate development of fine and gross motor coordination
Indicators	Younger Infants	Older Infants
	Watches as scarves float and move in the air.	Reaches, grabs, and waves scarves.
Activity: Moving and Playing with Scarves Teachers may wave light, colorful scarves in the air while infants watch. Younger infants may track the movement with their eyes, while older infants may reach for and grasp the scarves. Teachers may encourage movement by floating scarves over infants' hands and encouraging them to pull or wave them.		
Resources/Materials	Key Vocabulary:	Support:
Soft, lightweight scarves	wave soft catch	

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Infant Curriculum

Day 3	Topic(s)	Foundation(s)			
	Review Week	PHG2.2 Demonstrate development of body awareness and physical activity			
Indicators	Younger Infants	Older Infants			
	Watches as objects roll across the floor.	Attempts to reach for and push objects.			
Activity: Rolling and Tracking Movement Teachers may gently roll a soft ball or toy across the floor while younger infants track it with their eyes. Older infants may be encouraged to reach out, push, or roll the ball back to the teacher or a peer. Teachers may use words like <i>"Push the ball! Watch it roll!"</i> to reinforce movement.					
<table border="1"> <tr> <td> Resources/Materials Soft baby-safe balls or rolling toys </td><td> Key Vocabulary: roll push ball </td><td> Support: </td></tr> </table>			Resources/Materials Soft baby-safe balls or rolling toys	Key Vocabulary: roll push ball	Support:
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Infant Curriculum

	Review Week	PHG3.1 Demonstrate development of fine and gross motor coordination
Indicators	Younger Infants	Older Infants
	Watches as the teacher moves and retrieves balls.	Crawls or scoots to reach a ball.
Activity: Ball Rescue Teachers may roll soft balls slightly away from infants and encourage them to reach or crawl toward them. Younger infants may observe the rolling motion, while older infants may attempt to move toward and grab the ball. Teachers may offer praise when infants attempt movement (“<i>You got the ball! Great job!</i>”).		
Resources/Materials	Key Vocabulary:	Support:
Soft baby-safe balls	grab go ball	

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Day 5	Topic(s)	Foundation(s)
	Review Week	PHG1.1 Demonstrate development of



Infant Curriculum

		healthy practices
Indicators		
	Younger Infants	Older Infants
	Listens and moves slightly to the rhythm.	Claps, sways, or bounces to the music.
Activity: Singing and Moving to Nursery Rhymes Teachers may sing familiar nursery rhymes (e.g., “<i>The Itsy Bitsy Spider</i>” or “<i>If You’re Happy and You Know It</i>”) while encouraging simple body movements. Younger infants may listen and respond with eye contact or coos, while older infants may clap, stomp, or bounce along with encouragement.		
Resources/Materials	Key Vocabulary:	Support:
Recorded nursery rhymes or teacher-led singing	sing clap happy	