



Month: March Week: 4 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Review Week	SC1.1 Demonstrate ability to explore objects in the physical world
Indicators	Younger Infants	Older Infants
	Watch the sensory bottle and track movement.	Reaches for and shakes the bottle, observing changes inside.
Activity: Exploring a Sensory Bottle Teachers may introduce clear sensory bottles filled with water, glitter, small beads, or toy bugs. Infants may watch the items move inside as the teacher gently shakes the bottle. Older infants may be encouraged to shake and turn the bottle themselves, observing how the materials shift inside. Teachers may describe the movements using simple words like <i>“Look, the glitter is floating!”</i>		
Resources/Materials	Key Vocabulary:	Support:
Clear plastic bottles filled with water, glitter, and small objects (sealed shut)	shake float see	



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Day 2	Topic(s)	Foundation(s)
	Review Week	SC1.2 Demonstrate awareness of the physical properties of objects
Indicators	Younger Infants	Older Infants
	Watches as the teacher rolls an egg across the surface.	Reaches for and attempts to push the egg forward.
Activity: Rolling Eggs on Different Surfaces Teachers may introduce plastic eggs and place them on various textures (soft blanket, smooth floor, rough carpet). Teachers may gently roll the egg and describe how it moves differently on each surface. Older infants may be encouraged to push the egg and watch how it rolls.		
Resources/Materials	Key Vocabulary:	Support:
- Plastic eggs - Different textured surfaces (blanket, smooth table, carpet)	roll soft fast	

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Infant Curriculum

Day 3	Topic(s)	Foundation(s)
	Review Week	SC3.1 Demonstrate awareness of life
Indicators	Younger Infants	Older Infants
	Observes and touches sensory bag.	Presses or moves objects inside the bag with fingers.

Activity: Spring Sensory Bag Exploration

Teachers may create **sealed sensory bags** filled with **soft artificial grass, small flower petals, leaves, and smooth stones**. Infants may **press and squish the bag**, feeling the **different textures** safely. Teachers may describe how each item looks and moves inside (*“Look at the green grass! The flowers are soft.”*).

Resources/Materials • Large Ziploc bag (sealed and taped closed) • Small pieces of artificial grass, fabric flower petals, leaves, and smooth stones • Clear gel or water inside the bag (optional for movement)	Key Vocabulary: soft Press grass	Support:
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Day 4	Topic(s)	Foundation(s)
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Infant Curriculum

	Review Week	SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	Listens and turns toward nature sounds.	Responds to sounds by vocalizing or moving.
Activity: Listening to Nature Sounds Teachers may play recordings of nature sounds like birds chirping, rain falling, and wind blowing. Infants may listen while teachers describe what they hear (<i>“That is a bird singing! That is the sound of the rain.”</i>). Older infants may be encouraged to imitate sounds by babbling or pointing to pictures of nature scenes.		
Resources/Materials	Key Vocabulary:	Support: Enchanted Forest Ambience Magical Forest Music » Relax, Sleep, Healing With Fairy Melodies
- Audio recordings of birds, rain, wind - Picture cards of nature scenes	bird rain wind	

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Day 5	Topic(s)	Foundation(s)
	Review Week	SC5.1 Demonstrate scientific curiosity



Indicators		
	Younger Infants	Older Infants
	Watches birds outside or in pictures.	Points to birds and listens to teacher descriptions.
Activity: Watching and Observing Birds Teachers may take infants near a window or outside to watch birds in their natural environment. If birds are not visible, teachers may use bird picture books or bird puppets to introduce the concept. Teachers may describe what the birds are doing (<i>“Look, the bird is flying! That bird is sitting in a tree.”</i>).		
Resources/Materials - Window with bird visibility or bird picture books - Plush or puppet birds (optional)	Key Vocabulary: bird fly tree	Support: