

Harbor Family Day Home Agency



UPCOMING CALENDER DATES



Canada Day: July 1st.

TRAINING OPPORTUNITIES

Agency meeting/training:
14th July at 6pm, on zoom
link will be posted soon

CANADAS ORIGIN STORY

Canada day is the national holiday of Canada celebrated annually on July 1st, commemorating the anniversary of Canadian Confederation in 1867. People attend community festivals, hosting backyard barbecues, and watching municipal firework displays to celebrate this wonderful day.

International mud day- June 29

Ignite the desire to spend time with nature and celebrate mud day!

Three reason to allow children to play in the mud:

Mud provides a wonderful sensory experience for children!

It is an inexpensive material for children to explore! Add scoops, wooden spoons, bowls, pots, containers, muffin and baking tins

Enhances children's creativity

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Time sheets are due on
July 20, 2026

Image of the Child: A mighty Learner and Citizen

"It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has a very ambitious desires and requests. This is the image of the child that we need to hold. Those who have the image of the child as fragile, incomplete, weak, made of glass, gain something from this belief only for themselves. We don't need that as an image of children. Instead of always giving children protection, we need to give them recognition of their rights and of their strengths "(Malaguzzi, 1994).

The Alberta Curriculum Framework states that:

"Our image of the the child affects everything we do with children."

The image of the child refers to what people believe, understand, and assume about the role of children in education and society. This image includes how people think about children's capabilities, development, and purpose. Many social, cultural, and historical experiences influence a person's image of the child.

In order to support the children as a mighty learner and citizen take a moment to reflect and ask your self what is my image of a child. Once you have reflected on your image of a child see how your beliefs compare to the following:

- Children are capable, competent, curious and creative.
- They are natural researchers-they question what they see, hypothesize solutions, predict outcomes, experiment, reflect on and represent their discoveries.
- Children are active, self motivated learners seeking to understand the world in which they live, and learn when supported through adult interactions.
- They are active hands-on learners and concrete thinkers. This motivates them to find answers to their questions.
- Children learn by sharing and thinking with peers and adults.

What can you do in your dayhome to encourage children to be a mighty learner?

- Plan based on the children's interests
- Involve them in the planning(co-learning)
- Ask children what they want to do
- Ask open-ended questions
(who, what, where, when, why ,how)
- Research ideas together if you do not know the answer
(co-researchers)
- Encourage risky play
- Acknowledge children's feeling and ideas
- Encourage children to acknowledge other children's feelings
- Organize the play space to allow for exploration and creative thinking independently and with others
- Follow children's lead
- Extend activities to further the child's learning
- Build on the children's strengths

Your role as an early childhood educator is to be a co-learner co-researcher and co-imaginer

of all these possibilities as you co-construct knowledge together with the children in your home

Outdoor Set Up

Your back yard set up should include **all areas of child development:**

- Sensory/ Nature, Math/ Science, dramatic Play, Gross and fine motor, art, music, and books.
- **Sensory Play:** Sand, water, dirt, leaves, grass, rocks, pinecones, flowers, twigs, herbs, shells, seeds, feathers, nests.
- Set up a sensory area in a large plastic bin that has a lid.
- Water play can include sponges, cloths, bubbles, whisks, mixing spoons, bowls, containers, bottles, funnels, and clear plastic tubing.

Art and literacy: craft materials brought outdoors to make an art area such as an easel, mural paper, cardboard, make brushes with nature items, photo frames, with no glass to arrange nature items inside to make temporary art. Books in a basket on a blanket with pillows and puppets.

Math/Science Play- provide tools to experiment with: measuring tapes, watering cans, plastic pipes, rain gutters, sieves, magnifying glasses, bug catchers, jars, tweezers, binoculars, spade, fork, rake, dust pan and broom, hammer, nails, wood, eyedropper, measuring spoons and cups, thermometer.

Dramatic play: Dolls, baby bathtubs, soap and washcloths, baby blankets, kitchen centre, baking tins, spoons, and bowls, plant pots, silk flowers, garden gloves, cash register, shopping bags, riding cars, traffic cones, tools, car wash, bikes, boxes, keys, mud kitchen.

Gross motor play: bikes, riding toys, hoops, bean bags, targets, bowling, ribbons, scarves, parachute, balls, stepping stones.

Loose Parts in the Dayhome

Loose parts are beautiful found materials that children can move, combine, carry, line up, redesign, take apart, and put together in many ways. The materials are open ended and have unlimited play possibilities. Below are some ideas of how day home providers might be using loose parts to support children's learning in different areas of play:

Math: Children learn concepts such as classifying, combining, sorting, separating, balancing, measuring when they play with bottle caps, rocks, sticks, sea shells, funnels, blocks, etc...

Science: Explore concepts such as movement, gravity, light, sound, shadows, cause and effect, through materials like wooden boards, boxes, tubes, bottles, gutters, balls, prisms, light tables, magnetic and non-magnetic parts.

Dramatic play: Used as props for play-add open ended props that represent anything used in daily life such as scarf as a baby blanket or rocks used as money.

Paint with mud! Mix water and new soil. Paint on cardboard. Add more nature items to make it look pretty.

Make a pretty observation book for children to record the weather changes, plant growth, back yard photos for season changes, nature photos, etc...

Use nature items to make collages-seeds, dirt, sand, flowers, leaves, nuts, pinecones pieces, grass, etc. Sprinkle them on cardboard with glue.

Look for apple trees, plum and pear trees, and learn some other tree types found here.

Make stone soup. Give a large pot, wooden spoons, stones, water and all sorts of nature items the children can find to add to the soup.

Add windchimes to your outdoor space. Low and high pitches.

Play classical music, it calms children to hear music with lyrics. Play nature CDs

Put a growth chart on the wall and measure how much children grow over a year.

Compare small shrubs vs large trees.

Grow animals: Chick from eggs butterfly from chrysalis, tadpole to frog

Record the changes observed.

Plant grass seeds orchid seeds and measure how much they grow.

ARTS/ CRAFTS

MUSIC

OUTDOOR PLAY

MATH

Growing

MULTICULTURAL

SCIENCE

Display tree pictures of trees around the world mango-, fig, lemon/orange, tressd, Joshua tree, Cypress, cactus, grape vines, walnut, redwood....

Grow vegetables you have not grown before-kale, swiss chard, and try it.

DRAMATIC PLAY

Make a green-house or store to buy/ sell plants. Silk plants in pots.

Re-plant house plants in new pots

SENSORY

Clean, dry fresh soil with scoops and containers, sieves, hand rakes, seeds such as avocado seeds, or peach pits, walnut shells, twigs, leaves, coconut shells, flowers.

Learn about bees and pollination

Grow beans. Put seeds and a wet paper towel in a bag and tape to a window.

Grow sunflowers and in the fall pick the seeds out for the birds winter food.

Grow a pineapple from a cut off top or maine lettuce from a cut off bottom. Pu them in water for a week, then soil

Books:
Planting a Rainbow: By lois Ehlert
Growing a Vegetable Soup:By Lois Ehlert
Leaf Man:By Lois Ehlert
Stone Soup: By Lois Ehlert
Red Leaf, Yellow leaf: By lois Ehlert

References: [Pinterest.com](https://www.pinterest.com)
[Click Here](#)

[Loose Parts 2: Inspiring Play with Infants and Toddlers](#)

Some words to describe the actions of this schema :growing, tall/short, wide/narrow, deep, shallow, diffing, planting, scooping, smoothing, raking