

Flow of the Day

Infants (Birth to 18 months)

6:30 a.m. – 6:00 p.m.

Individualized, responsive, and relationship-based.

Operating Hours: 6:30 a.m. – 6:00 p.m.

Infants follow individual schedules for feeding and sleep; times below represent the rhythm of the environment, not a rigid schedule.

6:30 – 8:30 a.m. | Arrival & Gentle Transitions

- Warm greetings and caregiver connection
- Health check and parent communication
- Floor play, tummy time, soft materials, books
- Bottles offered per individual feeding plan

Diaper Changes:

- Upon arrival if needed
- Logged immediately

8:30 – 10:00 a.m. | Morning Exploration & Care Routines

- Sensory play, mirrors, baskets, natural materials
- One-on-one interactions and language-rich caregiving
- Individual naps begin as needed

Diaper Changes:

- Every 2 hours or as needed
- Minimum change window: by 8:30–9:00 a.m.

10:00 – 11:30 a.m. | Outdoor Time in Infant Playground & Care

- Stroller walks or infant playground (weather permitting)
- Observing nature, fresh air, calm movement
- Bottles and naps continue per child's cues

Diaper Changes:

- Every 2 hours or as needed
- Logged for each child

11:30 a.m. – 1:30 p.m. | Midday Care & Rest

- Feedings (bottles and/or infant foods per plan)
- Diapering, soothing routines
- Individual naps in cribs following safe sleep practices

Diaper Changes:

- Before or after feeding as needed
- Required minimum: once during this window

1:30 – 3:30 p.m. | Afternoon Exploration Indoors and Outdoors

- Calm floor play, music, books
- Outdoor time as appropriate
- Continued individualized naps and feedings

Diaper Changes:

- Every 2 hours or as needed
- Logged consistently

3:30 – 6:00 p.m. | Late Afternoon & Pick-Up

- Soft play, caregiver interaction
- Parent communication and daily reports
- Final feedings and naps as needed

Diaper Changes:

- Before pick-up or upon need

✓ Infant Diaper-Changing Compliance Summary

- Minimum frequency: Every 2 hours and as needed
- Average count per infant (full day):
5–7 diaper changes per day
- All changes are:
 - Logged with time and staff initials
 - Performed on approved changing surfaces
 - Hands washed before and after each change

Flow of the Day

Toddlers (2–3 Years)

6:30 a.m. – 6:00 p.m.

6:30–7:30 a.m. | Arrival & Gentle Transitions

- Warm, unhurried arrivals
 - Teachers greet each child and family by name
 - Soft lighting, calm music, and familiar materials
 - Choices may include:
 - Puzzles and manipulatives
 - Board books and soft seating
 - Simple sensory invitations (baskets, natural objects)
 - Diapering/toileting as needed
 - Individual observations begin
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7:30–9:30 a.m. | Morning Snack, Indoor Exploration & Provocations

- Morning Meeting at 9:00 am
 - Children wash hands with support
 - Shared snacks served family-style when possible
 - Children encouraged to feed themselves
 - Morning Meeting - Language-rich interactions and social connection
 - Teachers observe, narrate learning, and support peer interactions
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9:30–10:30 a.m. | Outdoor Exploration & Provocations in the Living Orchard

- Gross motor play and sensory experiences
 - Opportunities may include:
 - Riding toys and climbing
 - Sand, water, and nature exploration
 - Quiet observation of birds, leaves, and insects
 - Teachers support risk-taking and cooperative play
 - Small group and individual exploration emerge naturally
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10:30–11:30 a.m. | Indoor Focus Work

- Diapering/toileting and handwashing
 - Calm transition activities (songs, finger plays, books) Open-ended, developmentally appropriate provocations based on children's interests:
 - Loose parts and containers
 - Art exploration (crayons, collage, paint)
 - Dramatic play and construction
 - Clay, wire and weaving exploration
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11:30 a.m.–12:00 p.m. | Wind-Down & Story Time/ Lunch

- Soft music or storytelling
 - Books, puppets, or gentle movement
 - Diapering/toileting as needed
 - Transition into rest
 - Preparation for lunch
 - Family-style meals when possible
 - Children encouraged to try foods and serve themselves with support
 - Conversations and relationship building
 - Teachers model table manners and care routines
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12:00–2:15 p.m. | Rest / Nap Time

- individual cots with comfort items
 - Dim lighting and soothing environment, play gentle music like waves, instrumental
 - Children who wake early engage in quiet activities (books, drawing)
 - Teachers document observations
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2:15–2:30 p.m. | Wake-Up & Afternoon Snack

- Gentle waking and transitions
 - Diapering/toileting
 - Shared afternoon snack and hydration
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2:30–5:00 p.m. | Outdoor or Indoor Exploration

- Depending on weather and energy levels:
 - Outdoor play and movement
 - Indoor sensory or art experiences
 - Continued project work or open-ended play
 - Teachers support peer relationships and language development
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5:00–6:00 p.m. | Late-Day Play & Small Groups Departure & Connection

- Mixed-age or classroom-based play (as licensing allows)
 - Calm, familiar materials
 - one-on-one interactions and individualized support
 - Diapering/toileting as needed
 - Children reunite with families
 - Teachers share highlights of the child's day
 - Calm activities while waiting for pick-up
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Guiding Principles (Displayed or Included)

- **Relationships first**
- **Care routines as curriculum**
- **Play is the work of the child**
- **Teachers observe, listen, and respond**
- **The environment is the third teacher**

Orchard Atelier Flow of the Day

Preschool (2–6 Years)

6:30 a.m. – 6:00 p.m.

6:30–8:00 a.m. | Arrival Outdoors and Morning Invitations

- Warm greetings and family connection
 - Children choose from outdoor invitations to learning
 - Construction and loose parts
 - Drawing, journaling, and collage
 - Books and storytelling corners
 - Extended outdoor play and investigation:
 - Gross-motor challenge
 - Teachers observe interests and support peer relationships
 - Sign-in routines and self-help skills encouraged
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8:00–9:15 a.m. | Morning Snack | Outdoor Exploration & Project Work

- Handwashing and preparation
 - Snack served family-style out on table for children to choose
 - Conversations, problem-solving, and social learning
 - Children participate in set-up and clean-up
 - Nature studies and sensory exploration
 - Ongoing outdoor project work
 - Teachers facilitate collaboration, inquiry, and safe risk-taking
 - Documentation through notes and photos
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9:15–9:45 a.m. | Transitions & Care Routines

- Bathroom breaks and handwashing
 - Morning Meeting Songs, Storytime or reflection time
 - Preparation for indoor work
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9:45–11:00 a.m. | Indoor Project Work & Invitations to Learning

- Small group and individual exploration:
 - Art studio / atelier
 - Dramatic play and storytelling
 - Gardening
 - Science, math, and construction provocations
 - Long blocks of uninterrupted play
 - Teachers extend thinking with open-ended questions
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11:00 a.m.–11:45 a.m. | Reflection Meeting/ Transition to Lunch

- Set up chairs in a circle for Group Reflection
 - One Teacher Prepares for Lunch
 - Children practice independence, put chairs away, wash hands, get lunch boxes, walk to tables outside
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11:45–12:45 p.m. | Lunch/outdoor transition to Rest Time

- Social conversation and community building
 - Clean-up as part of the learning process
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12:45–2:00 p.m. | Rest / Quiet Activities

- Rest for those who need sleep
 - Quiet table work, books, or drawing for non-sleepers
 - Teachers document learning and prepare provocations
 - Organize your classroom
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2:00–2:45 p.m. | Wake-Up & Afternoon Snack

- Bathroom routines and handwashing
 - Shared snack and conversation
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2:45–3:45 p.m. | Indoor Exploration & Small Groups

(Opposite of toddler outdoor play)

- Continued project work and provocations
 - Small-group learning:
 - Literacy and storytelling
 - Math and problem-solving
 - Collaborative construction
 - Teachers scaffold peer collaboration
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3:45–4:45 p.m. | Outdoor Play & Movement

- Gross-motor play and social games
 - Gardening, nature observation, and free play
 - Children revisit morning outdoor experiences
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4:45–5:30 p.m. | Late-Day Choice Time

- Calm, familiar materials
- Mixed-interest groups
- One-on-one teacher support

- Reflection and storytelling
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5:30–6:00 p.m. | Departure & Family Connection

- Children reconnect with families
 - Teachers share observations and highlights
 - Calm activities until pick-up
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Key Intentions

- **Indoor and outdoor environments are used** opposite the toddler schedule
- **Long, uninterrupted blocks of play**
- **Projects emerge from children’s interests**
- **Care routines are respected as learning moments**
- **Strong emphasis on collaboration and independence**

Top of Form

Bottom of Form

Orchard Atelier Flow of the Day
Woodpeckers
Ages: Children at school district programs. (TK to 7 years old/ After School)

12:00 PM – 12:30 PM: Arrival & Welcome (Indoors)

Children arrive, settle in, and engage in a calm, welcoming activity.

12:30 PM - 1:00 PM: Homework Time (Indoors)

A quiet period where children can work on their homework with support available.

1:00 PM - 3:00 PM: Outdoor Play

Time for physical activity, games, and exploration outside.

2:15 PM - 2:30 PM: Snack Time (Outside)

A healthy snack break and social time.

3:00 PM - 5:00 PM: Creative Exploration (Indoors)

Children engage in Reggio-inspired activities like art, sensory play, or nature-based projects.

3:00 PM - 4:00 PM: Project Work (Indoors)

Children dive into longer-term projects, either individually or in small groups, inspired by their interests.

4:00 PM - 4:15 PM: Reflection & Documentation

Time for children to share their work, reflect on the day, and document their experiences.

4:15 PM - 5:00 PM: Free Choice & Wrap-Up

Children have the freedom to choose activities, play, and gradually get ready for pick-up.

5:00 PM - 6:00 PM: Outdoor Free Play & Wrap-Up

Children have the freedom to choose activities, play, and gradually get ready for pick-up.