

Sample Schedule 6 Hour 20 Minute Day

This 6 hour 20 minute sample schedule offers a suggested daily structure for activities and routines that occur and/or are required in Early Learn and other program types where four-year-old children are enrolled. For additional information regarding schedule requirements, please reference [The Policy Handbook](#).

Minutes Allotted	Activity	Notes	Additional Notes for Clarification
20	Arrival Activities/Greeting Routine/Breakfast	<ul style="list-style-type: none"> Teaching teams greet families and children by name as they arrive in the classroom. Children store their belongings and participate in the <i>Greeting Routine</i> (refer to the <i>Greeting Routine</i> in the NYC Pre-K for All Interdisciplinary Unit of Study (Units) Sample Weekly Plan). Children clean hands¹ and prepare for breakfast, if desired. Provide alternative activities for children who do not wish to eat. At least one member of the teaching team sits and has conversations with children while they self-serve breakfast items and eat. After breakfast, children clean hands and prepare for Large Group Meeting. 	<p>For meals, consider USDA nutritional components required and time lapse between meals (no more than 3 hours from the end of one meal/snack to the start of the next, unless children are sleeping).</p> <p>* Meals and snacks served in Early Learn programs are required to adhere to the requirements outlined by the Child and Adult Care Food Program (CACFP) and NYC Food Standards. The guidelines outlined above are consistent with these requirements.</p>
10	Large Group Meeting	<ul style="list-style-type: none"> Children and teaching teams gather to greet each other and may engage in a brief, active, play-based learning activity, or read aloud. At the end of the meeting teaching teams should review the daily schedule and preview Centers. Teaching teams may want to highlight materials and/or activities that will be 	<p>Large Group Meeting must not exceed 10 minutes and can be shorter if children lose interest in the planned activities.</p> <p>In order to reduce the amount of time that children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about large</p>

¹ Cleaning Hands: Hand sanitizer may be used if hands are not visibly soiled. Refer to the [ECERS hand washing and sanitizing guidelines](#) for more information about how to effectively clean hands.

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		<p>available and children may want to try.</p> <ul style="list-style-type: none"> • Children should select where they will play first. 	<p>group activities and whether they are essential to the day.</p>
70	Centers	<ul style="list-style-type: none"> • Materials should be accessible to children in all Centers for one-third of the program hours. Materials should align to children’s interests, needs, and some may align to the current Unit. The length of time provided for Centers is calculated from the minute the last child joins a Center activity. • Small Groups (SG) can be implemented during Centers or at another time during the day. Teaching teams should work with a couple of groups per day and spend the remainder of the time talking and playing with children in Centers. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate in SG. Each SG should not exceed 10 minutes in length. Extra time is built into this sample schedule to allow teaching teams time to complete SG activities with children who may choose not to participate during Centers. • At least one member of the teaching team should be available to read in different centers with individual or small groups of children if they express interest. • Hand washing before/after messy play (play dough, water, sand, paint, glue, etc.) is needed during play time 	<p>When children have a sufficient amount of time to play and can access Centers and the materials in them, they have some of the essential supports necessary for their play to continue developing in complexity. Teaching teams should ensure that children have access to and can choose from a variety of Center materials for one-third of the program hours. Teaching teams should also support children’s engagement in play during Centers, making adjustments to the daily schedule to weave in small and large group activities without preventing children from playing with materials they chose.</p>

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		before moving to a different activity.	
10	Clean-up	<ul style="list-style-type: none"> • Children clean up classroom materials and then prepare for gross motor activities. 	
40	Gross Motor Play	<ul style="list-style-type: none"> • Teachers observe and interact with children as they use playground toys and equipment. • Refer to Ideas for Learning Centers within the current NYC Pre-K for All Interdisciplinary Units of Study for unit-related outdoor activities. • Active Play/Gross Motor Equipment/Music and Movement activities should be planned indoors on days when the weather does not permit outdoor play. For more information weather permitting days please visit NYCDOE DECE Weather Policy for the ECERS. • Additional time is built into this sample schedule to allow for transition to and from the playground. 	
10	Clean-up/Hand Washing	<ul style="list-style-type: none"> • As children and teaching teams return from gross motor play, hands should be washed upon reentry to the classroom. • As children finish washing their hands they should go directly to the sanitized tables so that their hands are not contaminated before eating. 	Refer to the ECERS hand washing and sanitizing guidelines for more information regarding this practice.

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20	Family Style Lunch	<ul style="list-style-type: none"> • Teaching teams sit and have conversations with children (refer to the Unit Sample Weekly Plan for suggestions) throughout the meal. • Child-size serving dishes and utensils are provided to allow children to serve themselves. • In addition to sanitizing tables before the meal, one member of the teaching team should sanitize the tables after children have finished eating. 	<p>For meals, consider USDA nutritional components required and time lapse between meals (no more than 3 hours from the end of one meal/snack to the start of the next, unless children are sleeping).</p> <p>* Meals and snacks served in Early Learn programs are required to adhere to the requirements outlined by the Child and Adult Care Food Program (CACFP) and NYC Food Standards. The guidelines outlined above are consistent with CACFP and NYC Food Standards requirements.</p>
10	Toileting and Handwashing	<ul style="list-style-type: none"> • As children finish lunch at their own pace, they begin to toilet (if necessary) and clean their hands in preparation for rest. • This time can also be used for stretching with soothing music, browsing books or conducting a read aloud. 	<p>Children should be able to use the bathroom throughout the day as needed. Group bathroom trips can cause long waits and are not recommended. Toileting is mentioned in this part of the schedule in order to prevent toileting accidents from happening during nap.</p>
40	Quiet/Rest Time	<ul style="list-style-type: none"> • Children rest quietly or sleep on individual mats. • Teaching teams provide quiet activities for children who do not sleep. 	<p>Adjust the length of rest time to suit the needs of the group and individual children; the needs may change over the course of the year. Time is built in to this sample schedule for set up and transition from nap.</p>
10	Large Group Meeting	<ul style="list-style-type: none"> • Children and teaching teams gather and may engage in brief, active, play-based learning activity, or read aloud. • At the end of the meeting, teaching teams should review what will happen this afternoon and preview Centers. Teaching teams may want to highlight materials and/or activities that will be 	

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		available and children may want to try. Children should select where they will play first.	
70	Centers	<ul style="list-style-type: none"> • Materials should be accessible to children in all Centers for one-third of the program hours. Materials should align to children’s interests, needs, and some may align to the current Unit. The length of time provided for Centers is calculated from the minute the last child joins a Center activity. • Small Groups (SG) can be implemented during Centers or at another time during the day. Teaching teams should work with a couple of groups per day and spend the remainder of the time talking and playing with children in Centers. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate in SG. Each SG should not exceed 10 minutes in length. Extra time is built into this sample schedule to allow teaching teams time to complete SG activities with children who may choose not to participate during Centers. • At least one member of the teaching team should be available to read in different Centers with individual or small groups of children if they express interest. • Hand washing before/after messy play (play dough, water, sand, paint, glue, etc.) is needed during play time 	

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		before moving to a different activity.	
20	Cleanup/Hand washing/Snack	<ul style="list-style-type: none"> • Children clean up classroom materials and then transition to hand washing so that their hands are not contaminated before eating, and then transition to tables for snack. • Teaching teams engage in conversation with the children during snack. • Children serve themselves snack items. • After snack, children should wash hands and transition to the meeting rug. • In addition to sanitizing tables before snack, one adult should sanitize the tables after children have finished eating. 	<p>For meals, consider USDA nutritional components required and time lapse between meals (no more than 3 hours from the end of one meal/snack to the start of the next, unless children are sleeping).</p> <p>* Meals and snacks served in Early Learn programs are required to adhere to the requirements outlined by the Child and Adult Care Food Program (CACFP) and NYC Food Standards. The guidelines outlined above are consistent with CACFP and NYC Food Standards requirements.</p>
40	Gross Motor Play	<ul style="list-style-type: none"> • Teachers observe and interact with children as they use playground toys and equipment. • Refer to Ideas for Learning Centers within the current NYC Pre-K for All Interdisciplinary Unit of Study for unit-related outdoor activities. • Active Play/Gross Motor Equipment/Music and Movement activities should be planned indoors on days when the weather does not permit outdoor play. For more information on weather permitting days please visit NYCDOE Weather Policy for the ECERS. • Additional time is built into this sample schedule to allow for transition to and from the playground. 	60
10	Closing meeting	<ul style="list-style-type: none"> • Children and teaching teams gather to reflect on the day 	

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		and close out their time together. <ul style="list-style-type: none">• Children and teaching teams begin to prepare for dismissal.	
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General Notes

- Indoor free play is required for at least one-third of the day and should happen in the morning and afternoon. Based on a 6 hour and 20 minute day, the total time required is 127 minutes (2 hours 7 minutes).
- A total of 60 minutes of outdoor gross motor play is required. This should happen in the morning and afternoon.
- Transition time will vary depending on the space and number of children.
- When creating your daily schedule, consider alternating active and less active times.