

Why join the French Mornings?

The music and improv activities offered by The French Loop help build empathy and teach children to respect each others' ideas and emotions. The French Loop creates a unique environment where children trust one another and develop new friendships.

Through opportunities to observe and participate to activities, our students will enhance their language and communication skills and become more aware of the world around them. They will also develop problem-solving skills, increase their concentration and creativity by working together.

Morning Routine

9:15am to 9:40am Children are welcomed with songs and music

Welcome ritual : « Good morning song » (la chanson du bonjour)

Each class starts with a song and the children are encouraged to show their personality by presenting themselves individually. Waiting for their turn is a great way to teach children to be patient and to listen to their peers. We welcome each child by singing « Hello » together.

Learning outcome -> Development of the child's personality and of his/her oral language skills / Build a strong sense of identity / Valorisation within a group / Listening to each other / Life skills for daily living

Discovery of the percussion instruments

Each child choose an instrument. They will feel it and interact with it. We let them discover the sounds that the instrument produce. Then, as they are producing sounds on their own, we play along by following a rythme.

Learning outcome => vocabulary development / vocal / developing a sense of rhythm / crossing the midline / Concentration / Following directions

9:40 - 10am. Drama games

We offer a range of games to encourage children to express themselves. Our games aim at learning while having fun. Children discover themselves through role playing and pretending situations.

Learning outcome => Oral language learning and development / personality development / brain and body coordination / self-confidence / new vocabulary / team work / development of imaginative play (very important for children to develop social and emotional skills. They project oneself into an imaginary dimension that allows them to develop their brains and go beyond what they live on a daily basis)

10 :00 - 10:45 am : Let's Play Outside

We bring the classroom outside. The children are invited to play outside in the park close to the classroom. We offer two or three group activities in line with the theme of the day. We use nature

as our learning environment. The children are fully involved in the theme, for example : if the theme is fish, we will offer fish related games. The children will pretend to be fish escaping the nets of fishermen. They will tell a story by quoting a maximum of animals and with a specific space for EARTH / SEA / SKY. Children must position themselves as quickly as possible according to the nature of the animals.

Learning outcome => development and practice of games / reinforcement of the imaginary / work on different environment / neurological connections / spontaneity / using the space around them / team spirit / competitive spirit (Note: it is important that children understand the game's goals so they focus on the activity. They play to achieve a result but we especially focus on the HOW we achieve it)

We use nature to develop our group play-time so children are aware of the environment around them.

10:45 – 11am : Let's prepare our snack

Sarah and Natacha prepare the snack together with the children. Popular with children, these Practical Life exercises help them develop fine motor control and improve concentration It's an important part of our group time. Children learn to clean, cut and distribute fruits to the group. After this activity children feel proud of their work.

We highlight this activity because we believe in the importance of involving children in an activity from the beginning to the end. It brings them autonomy.

Learning outcome => development of autonomy / being part of a group / fine motor skills / Concentration / Feeling proud / Development of the senses

11:00 – 11:30 : Let's Snack

Snack that is a quality time that we particularly enjoy. We use this time together to create bonds. We recognise and talk about the fruits that we are tasting. We savour with great pleasure the different tastes. During this time, we invite the children to talk about their dreams and hopes. We create an environment where they feel free to express themselves and where they are encouraged to listen to their friends' stories.

Learning outcome => Life skills for daily living / patience

11:30 am - 12:00 pm – Let's Focus

Week A – Let's Play Music

Sarah will propose, in-line with the theme of the session, an activity around a family of instruments.

The children will discover, manipulate and practice an instrument. After interacting with the instrument they will share their feeling, what they like and dislike.

Learning outcome => development of neural connections / development of both sides of the brain / reinforcement of flexible thinking (the ability to think about something in a new way) / development of musical knowledge and vocabulary / Critical thinking / Hand-eye coordination

WEEK B – Let's pretend

Natacha will develop, inline with the theme, dramatic play activities.

Role playing, puppet manipulation, narrative games, the children will take on roles, and learn to interact from within those roles.

Learning outcome => development of the imaginary / Gross motor skills / communication skills / development of the narrative skills / self expression / creativity / self-trust

WEEK C – Let's create

Natacha and Sarah will develop crafts in relation with the educational and musical curriculum. The children will create their own puppets, musical instruments, collages etc ...

Learning outcome => development of fine motor skills, hand-eye coordination, starting and finishing tasks, concentration, creation of an object (personal product)

12pm - 12h15 – Let's rest

After all this excitement, we allow the children to physically rest and emotionally unwind. We read books and /or cardboard by the use of a Kamishibai.

Before the return of the parents, we value this time with the children to offer them a quiet moment of listening and discovering different reading techniques.

This time offers them the opportunity to imagine with the reader the story that is being told.

Learning outcome => dvp of the imaginary / work on the listening and the observation / well-being of the child / respect of the time of concentration of the child (the readings also allow the children to calm down and to return to a time when they can rest and travel without being solicited by physical action). We talk about returning to calm and respecting the rhythm of the child

The little puppets of French mornings

Coco, Yves, Lily and Kiki will make unannounced appearances. They like to accompany the children during their different activities. They love to share their new adventures and stories with the children.

Each puppet has a different personality. We use them to highlight the different themes. The children love to see the puppets coming alive before their eyes. They allow the children express themselves in a more freely way.

For example, Coco, a very clumsy parrot who does not know how to fly and loves to pinch the children's ears. He always bumps against a wall and breaks his beak. The children are very happy to show him how to proceed to properly deploy his wings and start flying.

Learning outcome => puppets reinforce the theatrical aspect and the values we share, empathy / sharing / living together / respect

Our puppets are always playful, benevolent and funny.

An individual follow up

At **The French Loop** we are committed to respecting each child's development and we understand the importance of accompanying them in their learnings.

We commit to sending out weekly newsletters to share with parents the highlights of our mornings.

In addition, each child will receive an individual notebook in which we will place all his/her work, the songs we sing and also some surprises.

At the end of each term, all the children leave with their notebook. We will add an individual "term assessment" addressing the following topics :

The identity approach

The report to the community

The well-being

Self-confidence

Oral and artistic expression

Learning outcomes :

Fine motor development

Problem solving

Concentration

Critical thinking

Logic

Life skills for daily living

Math and reading readiness

Following directions

Visual spatial skills

Hand-eye coordination

Visual discrimination

Development of the senses

developing roles

creating their own storylines

making up their own spoken lines (dialogue)

interacting with each other

Joining in

Sharing and taking turns

Negotiating with each other about how the play will go.