



Resource and Inventory List-School Age

Name of Program: _____

Date Completed: _____

Completed By: _____

Group: _____

Materials in these areas should be included with respect to Diversity, Equity and Inclusion (DEI)			
Physical Environment	Have	Need	Next Steps/Comments
Tables *			
Chairs *			
Open Shelves (Labelled)			
Couches or Cozy Furniture (ex: bean bags, body pillow, pet bed)			
Carpets/Area Rugs			
Cushions/Blankets			
Cubbies or area to store items			
Single Person Tent or Cube Structure			
* (Tables and chairs should be the appropriate size according to the children. They should be able to touch their feet on the floor, and elbows should rest on the table.)			

Language *	Have	Need	Next Steps/Comments
Longer Books			
Chapter Books			
Non-Fiction (nature)			
Magazines (educational)			
Dictionaries			
Encyclopedias			
Road Maps and Atlas of the world			
Language Games (Picture Lotto, Pictionary Jr., Scrabble, Boggle)			
* (Books should be diverse to include races, ages, abilities, animals, familiar experiences and information based on facts and can be included in any area of interest not exclusive to book area)			

Numeracy	Have	Need	Next Steps/Comments
Rulers/Meters			
Tape Measures			
Number Lines			
Unit Rods and Cubes			
Parquetry Blocks (blocks that arrange in a geometric pattern)			
Geo Boards			
Math Cards			
Calculators			
Math Computer Software			
Math Games (Chess, Checkers, Dominos, Snakes & Ladders, Monopoly, Sudoku,)			
Balance and Weights			
Recipe books and cooking experiences			

Science & Technology	Have	Need	Next Steps/Comments
Collection of natural objects and loose parts (e.g. rocks, insects, seed pods, driftwood, twigs, pinecones, shells)			
Living things (e.g. house plants, gardens, pets)			
Nature/Science, pictures, games or toys (e.g. nature matching cards, x-rays, kaleidoscopes, magnets with objects to experiment, using 5 senses, cooking experiences)			
Nature/Science Tools (e.g. test tubes with eye droppers, microscope, magnifying glass, magnets, pendulums)			
Sand Table			
Sand Table Accessories *(Accessories to include: shovels, scoops, rakes, buckets, pails, molds, loose parts, re-purposed items)			

Science & Technology (cont'd)	Have	Need	Next Steps/Comments
Water Table <i>* (Activities should include dolls for washing, floating toys and pouring)</i>			
Water table Accessories <i>*(Accessories to include: funnels plastic tubes, trowels, sifters, pipes, loose parts, natural loose parts)</i>			
Carpentry Tools			
Blocks of various shapes and sizes <i>*(Blocks to include: large and small wooden, cardboard, and homemade. They need to be stackable, not interlocking.)</i>			
Block Accessories <i>*(Accessories to include: people, transportation items, animals, architecture, loose parts, cardboard tubing)</i>			
Cardboard			
Plastic			
2D & 3D			
Foam			

The Arts	Have	Need	Next Steps/Comments
<i>Creative Materials</i>			
Printing/Drawing Tools (Pencils, pens, markers, crayons, chalk, pastel, charcoal)			
Paint (Tempura, water, finger, sponge, acrylic)			
Easel/Chalkboard			
Playdough/Clay and accessories (see fine motor section)			
Tools (safe scissors, staplers, hole punches, tape dispensers)			
Materials for collage ex: regular and natural loose parts, white glue, glue sticks, liquid glue, decorative tape, beautiful junk, popsicle sticks, tongue depressors			

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The Arts (cont'd)	Have	Need	Next Steps/Comments
Beads (Jewelry making, stringing, wire, yarn, plastic string, pipe cleaners)			
<i>Dramatic and Imaginative Play</i>			
Dress-up Clothes (clothes for both men/boys and women/girls and fashion accessories)			
Costumes (various work roles to suit any gender)			
Props (To include dolls, child sized furniture, kitchen utensils, housekeeping, work, fantasy, leisure, telephones, mirrors, loose parts, natural loose parts, ethnic play food)			
Puppets (including puppets and dolls inclusive of various ethnic backgrounds)			
<i>Music and Movement</i>			
CD/Record Player/iPad/iPod			
Musical Instruments (homemade or commercially produced)			
Variety of CD's (ex: classical, popular, jazz, reggae, songs in different languages, cultural hymns and songs)			
Music and Movement Props (Scarves, ribbons, balls, parachute, rhythm sticks)			

Health and Physical Activity	Have	Need	Next Steps
Gross Motor (basketball hoop, balls, bats, jump ropes, balance beams, parachutes, bikes, hula hoops, tree stumps, logs, re-purposed item)			
<i>Fine Motor</i>			
Scissors (right and left-handed scissors)			
Hole Punch/Staplers			
Clay with a variety of accessories ex: scissors, wire, clack tools, popsicle sticks			
Paint & Brushes (fine and large paint brushes)			

Health and Physical Activity (cont'd)	Have	Need	Next Steps
Lincoln Logs, Lego, Kinects, magnetic blocks			
Lacing Games, knitting, crocheting			
Peg Boards			
Metal Loose Parts ex: nuts and bolts, washers,			
Puzzles (ex: knobbed puzzles pieces, large puzzle pieces, small jigsaw puzzle 50-100 pieces, large jigsaw puzzle 330+ pieces)			

Transition Tools, Sensory Items and Visual Supports	Have	Need	Next Steps/Comments
Visual Timer (i.e. sand timer or other visual timer)			
Visual Schedules – flow of the day, first – then visuals			
Routine Strips – getting dressed for outdoor play, using the bathroom, etc.			
Fidget toys - clicker toys, magnetic toys, pop it toys, ensuring items are of all shapes and sizes			
Sensory and Self-Regulation items - sensory brushes, breathing ball, sensory/bubble tubes, vibrating toys, cause and affect toys, tactile items (sequins/sandpaper/bubble wrap), items that can be squeezed			
Gross Motor Self-Regulating items such as wobble boards, balancing items, or spinner seats			

Additional Supports	
Tools for program marketing and promotion (newsletters, parent communication, e-blast, digital communication platform)	
Scheduling (staff, time, supply staff, program)	
Transition (children and staff)	
Curriculum Criteria (observations, documentation)	
Additional Supports or requests (If so, please specify)	

Further Reflection - Is there evidence that program activities are available which:	
Promote and foster children's independence?	
Support the development of children's thinking and reasoning skills?	
Build on and promote children's self esteem	
Promote children's ability to self-regulate	