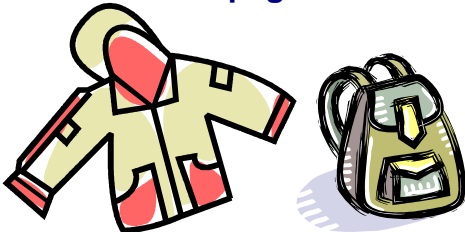





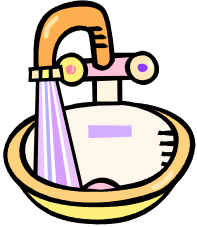
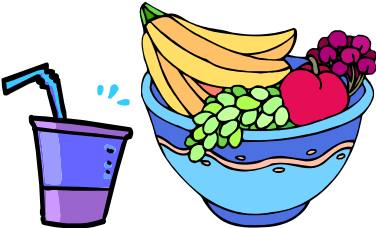



All about Daily Routines in our Foundation Stage Unit

Our Routine	Opportunities for learning	EYFS links	Role of the adult
<p>We hang up our coats and bags on our pegs</p> 	<ul style="list-style-type: none"> ▪ Take off own coats ▪ Recognise names on pegs ▪ Recognise initial sound of name ▪ Recognise photo of themselves ▪ Independence skills 	<p>PSED DA SCE</p>	<ul style="list-style-type: none"> ▪ Observe the children's independence and how they leave their parent/ carer ▪ Be available to greet the children and parent/ carer ▪ Support the child if necessary with leaving parents/carers, or finding peg
<p>When we go to our bases and find our names</p> 	<ul style="list-style-type: none"> ▪ Emergent writing of own name ▪ Pencil grip ▪ Letter formation ▪ Finding own name card ▪ Independence skills & confidence 	<p>PSED DA SCE CLL LT LSL W H PD UEM CD EMM</p>	<ul style="list-style-type: none"> ▪ Observe how well the children find and match their names. ▪ Support any children who need encouragement, e.g. by highlighting initial sounds ▪ Note who needs to be extended and what their next steps would be
<p>We sit on the carpet with our adult</p> 	<ul style="list-style-type: none"> ▪ Able to listen ▪ Able to find a space 	<p>PSED BSC</p>	<ul style="list-style-type: none"> ▪ Model how to sit on the carpet in a space ready to listen ▪ Use positive praise for those who are ready ▪ Use our ready song to encourage all children to sit down

<p>We say good morning to each other, and talk about the day and weather</p> 	<ul style="list-style-type: none"> ▪ Understand days of week, months of year ▪ Recognise seasons ▪ Talk about weather and the features of different types of weather ▪ Learning to say hello/ good morning in different languages 	<p>PSED DA SCS BSC CLL LC LT LSL PSRN NLC KUW T</p>	<ul style="list-style-type: none"> ▪ Introduce new languages when saying good morning. ▪ Encourage all children to respond to their name and acknowledge each other ▪ Discuss the day of the week, focussing on order and initial sound to help the children, and the weather, using our weather song
<p>We choose from any of the activities available</p> 	<ul style="list-style-type: none"> ▪ Able to make choices. ▪ Confident to link with friends ▪ Using equipment appropriately ▪ Concentration and involvement in activities 	<p>PSED DA MR BSC CLL LC LT</p>	<ul style="list-style-type: none"> ▪ Encourage children to participate ▪ Observe children's interactions and interest ▪ Ensure play continues without any major altercations
<p>When we hear the music we all help to tidy away</p> 	<ul style="list-style-type: none"> ▪ Able to listen and understand signals ▪ Follow rules ▪ Tidy up with little support from the adult 	<p>PSED BSC</p>	<ul style="list-style-type: none"> ▪ Support and all children to listen and help each other to tidy up ▪ Join in with the tidying up ▪ Model how to stop and listen at the music signal, and then tidy up what you have been using ▪ Observe the skills and contributions made by all children and use positive praise

<p>We wash our hands and go to the toilet</p> 	<ul style="list-style-type: none"> ▪ Awareness of own bodily needs ▪ Understand basic hygiene ▪ Knowledge that Key Person is there to support them ▪ Fine motor skills ▪ Independence and autonomy 	<p>PSED SC PD HBA</p>	<ul style="list-style-type: none"> ▪ Encouraging independence with sensitivity and dedicated time ▪ Praise for significant steps ▪ Explain and talk to children whilst washing and toileting ▪ Support with clothing
<p>We have our snacks.</p> 	<ul style="list-style-type: none"> ▪ Choosing toppings ▪ Chopping the fruit (shapes, halves etc) ▪ Able to use a knife with support ▪ Language for taste and smell 	<p>PSED DA SCS BSC CLL LC LT PSRN SSM KUW EI PD UEM</p>	<ul style="list-style-type: none"> ▪ Support the children in their choices of snack ▪ Model/support/observe the children using the knife ▪ Discuss the taste, smell and texture of snack ▪ Encourage social chat amongst the children on the table ▪ Note significant events
<p>We join our key person for small group time</p> 	<ul style="list-style-type: none"> ▪ Feel part of a group and belong ▪ Join in with specially planned experiences ▪ Respond to adult and others ▪ Show what we can do. ▪ Communicate freely and with confidence ▪ Try out new experiences and practice old ones with support 	<p>PSED DA SCS BSC, MR, BSC, SC</p>	<ul style="list-style-type: none"> ▪ Encourage children to participate ▪ Observe and note significant strengths and next steps ▪ Provide reassurance and security of a small group ▪ Encourage a feeling of value, safety and care

We have songs and stories



- Learn new vocabulary
- Learn sounds and rhymes
- Develop listening & “tuning-in”
- Join in with repetition
- Develop gross and fine motor skills by using bodies

CLL LC
LSL R
PD MS
CD CMD

- Encourage children to participate
- Promote group work
- Be enthusiastic and engaging
- Support children to listen and pay attention
- Encourage children to join in with repeated refrains
- Have fun!