








Our Routine for Meeting and Greeting

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 • Recognise initial sound of name • Recognise photo of themselves • Independence skills 	<p>PSED DA 5d, SCE 5d, SC 6c</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 come into our room we find our names.</p> 	<ul style="list-style-type: none"> • Emergent writing of own name • Pencil grip • Finding own name card • Independence skills & confidence 	<p>PSED DA 5d, SCE 5d, Sc 5b, CLL LT 5a, LSL 5c W 5b H 5a,c PD UEM 5a, CD EMM 5c</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 can choose from any of the activities available</p> 	<ul style="list-style-type: none"> • Able to choose own activities. • Confident to link with friends. • Using equipment appropriately. • Concentration and involvement in activities 	<p>PSED DA 5b,c,d MR 5b, BSC 6b, CLL LC 5f LT 5 a, c, d</p>	<ul style="list-style-type: none"> • Encourage children to participate. • Observe children's interactions and interests. • Ensure play continues without any major altercations.
<p>If we haven't had breakfast we can make our own toast and have a drink.</p> 	<ul style="list-style-type: none"> • How to operate the toaster. • Choosing toppings. • Choosing how to cut the bread (shapes, halves etc) • Able to use a knife to spread. • Language for taste and smell. 	<p>PSED DA 5a, SCS 5a, BSC 5a, 6b CLL LC 5a, LT 5a, PSRN SSM 5a,d KUW EI 5b,c PD UEM 5b</p>	<ul style="list-style-type: none"> • Support the children in their choices of spread. • Model/support/observe the children to use the toaster and knife. • Discuss the taste, smell and texture of the toast and topping. • Encourage social chat amongst the children on the table. • Note significant events.

<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 6 b, c</p>	<p>Support and all children to listen and help each other to tidy up.</p> <ul style="list-style-type: none"> • 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 all sit on our special mats with our teacher.</p> 	<ul style="list-style-type: none"> • Able to listen • Able to find a space 	<p>PSED BSC 6b,c</p>	<ul style="list-style-type: none"> • Once tidy model how to sit on the special mats 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.

We say good morning to our teacher and each other, and then talk about the day and weather.



- 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.

PSED
DA 6 b,
SCS 6a,
BSC 6b,
CLL LC
5f, LT 6a,
LSL 6c,
R 5f,
PSRN
NLC 6e,
C 5b,
KUW T
6c,

- 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.

