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| Time | Activity |
| **9.10am** | (9am - Children arrive)  Register time, this consists of talking about the day/date, weather and singing the days of the week song. Talking about the loose topics of the week (e.g. shape, number of the week etc – as per the poster displayed and sent to parents). We encourage counting all the children together, then question - how many boys/girls etc?. We show and discuss items that children have brought into school. It’s an opportunity for children to listen to others, have time to think, build confidence, develop their own speech and language – it is the start of school readiness – sitting on the carpet for a short period of time developing concentration.  Our register begins by singing the following song:  😊  Here we are now, (children repeat)  In our class, (children repeat)  Are you sitting very nicely? (Yes, we’re sitting very nicely)  Are you ready to start? (Yes, we’re ready to start) |
| **9.30am** | Play through Continuous Provision/Enhanced Provision. Children can select their own activities and resources to play with and their learning experiences are extended and enhanced by staff. The children always choose what they want to play with and engage in. All play may lead on to something else e.g. dinosaur small world play, may lead to making ‘fossils’ in playdough and so on. Enhanced Provision is implemented at this time – this provision has a specific intent and is generally adult led. This provision can always be enhanced and extended too.  At this time we make the most of all new learning opportunities. For example, maybe a child brought a map into school from somewhere they had been at the weekend and this led us on to discussing treasure maps!? So maybe we have now made our own treasure maps, built a pirate ship as a team and are sailing the seas, taking it in turns to be the captain!  Children’s interests and requests often lead the play and learning opportunities and we as adults are there to support, encourage and extend this, always thinking about the next steps of learning. |
| **10.00am**  **10.05am** | 5-minute warning to tidy up time  Tidy up time, all children help! We use the song ‘whistle while you work’ (snow white and the seven dwarfs!) in school, to help the children understand that play has finished, and we are all tidying up. (song can be found on You Tube). |
| **10.15am** | Wash hands and snack time |
| **10.30am** | Outside play using continuous provision and creating more learning opportunities. |
| **11.00 am** | Planned Physical Activity promoting a healthy lifestyle (timings for this may change depending on activity and daily plans) and including music and movement. |
| **11.15am** | Carpet time – Jolly Phonics, Numbers Puppy story |
| **11.30am** | Inside play. (At this point the two classes, would swap rooms, so all children have had an opportunity to experience play in each room). Continuous Provision/extension of sessions play. |
| **11.50am**  **11.55pm** | 5-minute warning to tidy up time  Tidy up time, all children help! We use the song ‘whistle while you work’ (snow white and the seven dwarfs!) in school, to help the children understand that play has finished, and we are all tidying up. (song can be found on You Tube). |
| **12.00 Noon** | Story time related to the sessions play |
| **12.15pm** | Lunch or home time.  Our going home song 😊  “Now its time to say goodbye, Little Villagers wave bye bye” |
| **12.45pm** | The afternoon session begins and follows the same routine as the morning. |

**Tadpoles**