**Banwell Buddies Daily Routine**

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| **Time** | **Activity** | **Learning Intentions** |
| **8.45 am** | Parent/carer signs child inSelf-registration by children | Have a sense of personal identity |
|  | Child Initiated Exploration TimeSelf-chosen activities with the opportunity to take part in planned adult led activities & small group workAdults support children in all areasActivities are offered inside & outside during the session | Talk about significant things. Ask & answer questions about things that interest them.Show an interest in others.Mark making & problem solving.Sharing & turn taking.Communication.Independence in selecting activities.Show an interest in & interact with others.Explore, communicate & express ideas.Use a range of small & large equipment, materials & tools.Move confidently between activities & areas.Learn about actions & consequences. |
| **10.00 am** | Tidy up time – children gather in the book corner & are encouraged to choose a tidy up task each. | Caring for the environment.Helping others.Developing independence. |
| **10.20 am** | Show & tell / story time / reflection time | Develop communication skills and literacy. Reinforce learning |
| **10.40 am** | Snack time – The children wash their hands prior to snack. We provide fresh milk& water & a choice of healthy foods. Fresh water is available at all times throughout the sessionWe cater for all dietary needs. | Communicate preferences.Listen to others in small groups.Develop their own likes & dislikes in food & drink.Gain an awareness of a range of healthy practices with regard to eating & hygiene. |
| **11.00 am** | Small group time activity. With their key person, children take part in planned activities. | Linked to next steps for individual children. |
| **11.15 am** | Children have the opportunity to play in the garden and to use large apparatus e.g. swing, climbing frame, slide, fireman’s pole and ride on toys. / Music and Movement / instruments. | Developing fine & gross motor movements.Gaining control over clothing and fastenings.Developing skills & control over equipment.Develop an understanding that equipment & tools have to be used safely.Developing skills in moving spontaneously to music and following instructions. |
| **11.45 am** | Home time for those not staying for lunch. The Children sit together to sing / sign the goodbye song. |  |
| **11.50 am** | Lunch time – Children sit at tables with their key person or back up key person. Independence is encouraged by unpacking their own lunch box and putting them away after lunch.  | Develop confidence in asking adults/peers for support.Develop confidence in their own abilities. |
| **12.30 pm** | Some children leave; others arrive for afternoon session.Child Initiated Exploration Time –this may include art & craft, construction, games, sand & water, painting, mark making, home corner, book corner, outside activities, cooking, and musical instruments.Adults support children in all areas. | Learn social skills & enjoy being with & talking to adults & other children.Seek out others to share experiences.Begin to learn that some things are theirs, some things are shared and some things belong to others. |
| **1.45 pm** | Tidy up time, following the same procedure as earlier. | Feel pride in their own achievements.Develop an awareness of boundaries set & behavioural expectations in the setting. |
| **2.10 pm** | Snack time, following the same procedure as earlier. | As Above |
| **2.30 pm** | Small Group Time | As Above |
| **2.45 pm** | Children have the opportunity to play in the garden and to use the large apparatus eg. Swing, climbing frame, slide, fireman’s pole, and ride on toys. / Music and movement / instruments. | As Above |
| **3.15 pm** | Children sit on the carpeted area. Time for reflection, story time, sharing thoughts and feelings & singing goodbye songs. | Listen to stories with increasing attention. Question why things happen & give explanations. Gain confidence to speak to others about their own interests. |
| **3.30pm** | Parents arrive, sign their child out & collect them from the carpet. |  |

**This routine is flexible and provides a guide to timings and activities**