



Horfield Welly Preschool Daily Routine

At Horfield Welly Pre-school we think routine is important as it allows everyone to know what to expect. It offers consistency which enables children to feel safe and supports their emotional wellbeing. It provides children with time and space to learn and develop, allowing them to build on their interests, learn new skills, take risks and consolidate their learning. Within our routine we offer both Adult-led and Child-Led learning opportunities. We also offer time for uninterrupted free-play where children can become absorbed in their learning.

Alongside our routine we consistently use visual timetables to support transitions. We also recognise the need for flexibility and adaptations to meet individual needs, particularly those with SEND.

Time/Event	Rationale & Curriculum Links	Adults Role
9:00 Drop off	Developing strong relationships with children and their families. Providing a sense of belonging to build confidence.	•Manager on the door signing children in greeting children and their families as they arrive. •Welcome the children by name & greet family members. Encourage children to access resources/activities within the environment.
9:00-10:30 Free Play	Free play allows children to: • Follow own interests and lines of enquiry (Curious)	• Model being a learner • Model curiosity using ' I wonder' • Engage in sustained, shared thinking

	• ‘Have a Go’ at new activities (COEL) • Focus for sustained periods, managing distractions (COEL) • Develop confidence in what they know and can do • develop their imaginations • build relationships, co-operate and learn with others (Respectful) • learn to experience, negotiate and resolve conflicts (Resilience) - persevere and follow things through • learn alongside adults who sensitively scaffold and follow the child’s lead (Problem Solvers/ Confident Communicators) • take risks, make independent choices and think and learn creatively • learn to self-regulate, to challenge themselves and be self-evaluative (• play in self-selected social groups - learning about others, roles, sharing etc	• Observe and discover what children are learning through conversations/ relevant questions. • Provide commentary and specific feedback that moves learning forward • Capture observations to share via tapestry • Develop children’s skills and knowledge by extending what they already know • Provide opportunities for children to reflect and review as they go • Maintain a tidy environment as you go, encouraging the children to join in with this.
Rolling Snack	• Promoting individual liberty- British Values • Promotes Self care • Promotes independence & Self Awareness • Develops children’s motor skills • Links to Sustainability and CAP through recycling.	• Ensuring children wash hands • Encouraging independence with opening containers/pouring milk, assisting where needed. • Talking about flavours/textures healthy options preferences. • Food waste to be put into food bins
10:30- Carpet Time- Hello/ preparing for Outing	• Promotes a sense of belonging • Establishes and reinforces rules • Develops language around feelings • Peer interactions, learning to take turns in	• Use visuals to communicate transitions in routine and expectations at carpet times. • Sing Hello to all children and discuss feelings. Talk about the weather and where

	conversations •Co and self-regulation – learning to understand their feelings and those of others •Promotes independence with dressing/self care.	the outing will be today, what clothing etc the children will need. •Share outing visuals as a reminder of the rules to keep everyone safe. •Support children with toileting/clothing in preparation for the outing
10:30-11:30 Outing- (Planned)	•Opportunities to make sense of their physical world by exploring environments. •Develop communication and vocabulary •Develop Gross Motor skills •Builds hazard awareness •Supports self regulation •Develops a sense of belonging within the community.	•Hold children's hand or encourage to hold the walking rings •Always count children •Communicate with children about the environment and the natural world around them.
11:30-12 Group Time	Promotes positive learning behaviours and learning as part of a group • develops positive sense of self as a learner • develops Characteristics of Effective Learning • Opportunity to build on children's interests and what they know and can do • Planned opportunities that focus on narrowing the gap in skills and knowledge, to deepen, extend and challenge learning • opportunities to broaden Children's experiences and enable new learning. •Learning to use resources • To provide learning that can be revisited, consolidated throughout free play.	•Adults deliver a planned activity to support children's learning and development. •Be enthusiastic to ignite learning • Explain learning intention • Find out what the children know already and what are they wanting to find out? • Make links and connections with previous knowledge • Model, introduce new language, model being a learner yourself • Assessment, check in with understanding by observing/ asking questions • Provide feedback, 'I can see that you are....' Adapt where necessary so all children can access the learning. • Close with reviewing the learning, making

		links to what else they might do to extend.
12:00 (Home time for Morning Session Drop off for Afternoon Session)	Developing strong relationships with children and their families. Providing a sense of belonging to build confidence. Promotes Independence and self care by putting on coats etc and gathering own belongings	Manager to sign in/out any children leaving or arriving. Staff to give feedback to parents about children's day, celebrating learning. Staff to welcome any arriving children by name and greet their family.
12:00-12:45 Lunch	•Opportunity to recognise written name on placecard. •Develops independence through accessing own lunch, opening packets/containers •Opportunity to build relationships with peers and adults. •Develop communication skills with back and forth conversations.	•Encourage independence with opening containers/Packaging, assisting where necessary. •Encourage conversations. •Supervising children while eating while also being aware of allergies.
13:00 Free Play Garden	SEE ABOVE	SEE ABOVE
13:30 Free Play/Intervention/Snack	SEE ABOVE	SEE ABOVE
2:35: Tidy Up	Encouraging taking ownership and responsibility for their environment and resources; • Develops language and vocabulary; mathematical language, positional –next to, on to..counting, 'how many, more, less..', matching, sorting, collecting, gathering (Schema), • Teamwork and achieving together • Feelings of pride and satisfaction – sense	•Use visuals to communicate transition time •Sing Tidy up Song •Model tidying up, •Use instructional language • Use positional language, 'next to, on top' to develop vocabulary; •Give praise "Well done ... I can see you are tidying' •Have high expectations & be consistent

	of achievement.	
2:45 Story time	• Develop a life-long love of reading • Encourage imagination, empathy and creativity • Engage in extended conversations about stories Opportunity to ,learning new vocabulary and developing language • Make links to personal experiences and learning – to make sense of the world • Listens to story and joins in with repeated refrains • Describe main story setting, events, and principle characters in increasing detail • Deepen knowledge of books, structure, author illustrator etc, fiction/non-fiction – how to use them • Sequencing - Remembering and recalling familiar stories • Develop phonological awareness and word recognition • Understand print carries meaning and has different purposes • Understand that you can find out information from non-fiction text	• Modelling telling stories, introducing new story language • Consider Using a range of props and visuals to bring stories alive • Modelling book talk – title, page, author, blurb etc • Use a range of core stories that enable children to draw on their home and community experience and introduce children to a new and diverse range of texts, genres and media • To model rhythm, rhyme, alliteration, repetition etc
3:00 Home time	Developing strong relationships with children and their families. Providing a sense of belonging to build confidence.	Manager to let families in to collect their children signing out as they leave. Ensure any relevant forms are signed (eg accident forms etc)

	Promotes Independence and self care by putting on coats etc and gathering own belongings	Encourage independence with belongings Staff to give feedback to parents about children's day, celebrating learning.
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