

Seedlings Timetable 2022-2023

| Time / | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|--|--|
| Day | (Motor Monday – Focus on malleable materials and all things fine motor) | | | | (Fitness Friday – focus on gross motor skills and keeping healthy) |
| 8:45- 9:00 | Good Morning (Welcome children, locate pegs, 'do now' activities) | Good Morning (Welcome children, locate pegs, 'do now' activities) | Good Morning (Welcome children, locate pegs, 'do now' activities) | Good Morning (Welcome children, locate pegs, 'do now' activities) | Good Morning (Welcome children, locate pegs, 'do now' activities) |
| 9:00- 9:25 | Breakfast (Children are offered a choice to eat a small breakfast | Breakfast (Children are offered a choice to eat a small breakfast | Breakfast (Children are offered a choice to eat a small breakfast | Breakfast (Children are offered a choice to eat a small breakfast | Breakfast (Children are offered a choice to eat a small breakfast |
| | whilst communicating with each other, sharing news and stories about themselves before cleaning up independently.) | whilst communicating with each other, sharing news and stories about themselves before cleaning up independently.) | whilst communicating with each other, sharing news and stories about themselves before cleaning up independently.) | whilst communicating with each other, sharing news and stories about themselves before cleaning up independently.) | whilst communicating with each other, sharing news and stories about themselves before cleaning up independently.) |
| 9:25- 9:45 | Circle Time (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | Circle Time (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | Circle Time (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | Circle Time (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | Circle Time (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) |
| 9:45- | Continuous Provision and Interventions | Continuous Provision and Interventions | Continuous Provision and Interventions | Continuous Provision and Interventions | Continuous Provision and Interventions |
| 10:25 | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) |
| 10:25- 10:30 | Getting Ready (Children toilet and put their own outdoor clothes on with support if required). | Getting Ready (Children toilet and put their own outdoor clothes on with support if required). | Getting Ready (Children toilet and put their own outdoor clothes on with support if required). | Getting Ready (Children toilet and put their own outdoor clothes on with support if required). | Getting Ready (Children toilet and put their own outdoor clothes on with support if required). |
| 10:30- | Outdoor Provision | Outdoor Provision | Outdoor Provision | Outdoor Provision | Outdoor Provision |
| 11:00 | (Access to planned opportunities that support all 7 areas of learning from the EYFS and build on children's next steps) | (Access to planned opportunities that support all 7 areas of learning from the EYFS and build on children's next steps) | (Access to planned opportunities that support all 7 areas of learning from the EYFS and build on children's next steps) | (Access to planned opportunities that support all 7 areas of learning from the EYFS and build on children's next steps) | (Access to planned opportunities that support all 7 areas of learning from the EYFS and build on children's next steps) |
| 11:00- | Snack | Snack | Snack | Snack | Snack |
| 11:15 | (Used as opportunities for discussion and recounting the morning's learning thus far as well as trying new foods) | (Used as opportunities for discussion and recounting the morning's learning thus far as well as trying new foods) | (Used as opportunities for discussion and recounting the morning's learning thus far as well as trying new foods) | (Used as opportunities for discussion and recounting the morning's learning thus far as well as trying new foods) | (Used as opportunities for discussion and recounting the morning's learning thus far as well as trying new foods) |
| 11:15- | Music and Movement | Music and Movement | Music and Movement | Music and Movement | Music and Movement |
| 11:35 | (Dancing, yoga, ballet, rhythm with instruments, ball games, soft play etc.) | (Dancing, yoga, ballet, rhythm with instruments, ball games, soft play etc.) | (Dancing, yoga, ballet, rhythm with instruments, ball games, soft play etc.) | (Dancing, yoga, ballet, rhythm with instruments, ball games, soft play etc.) | (Dancing, yoga, ballet, rhythm with instruments, ball games, soft play etc.) |
| 11:35- 11:45 | Storytime and Goodbye (Share a story or two together before we say goodbye). | Storytime and Goodbye (Share a story or two together before we say goodbye). | Storytime and Goodbye (Share a story or two together before we say goodbye). | Storytime and Goodbye (Share a story or two together before we say goodbye). | Storytime and Goodbye (Share a story or two together before we say goodbye). |
| 12:15- 12:50 | Good Afternoon (Welcome children, locate pegs, 'do now' activities whilst communicating with each other, sharing news and stories about themselves) | Good Afternoon (Welcome children, locate pegs, 'do now' activities whilst communicating with each other, sharing news and stories about themselves) | Good Afternoon (Welcome children, locate pegs, 'do now' activities whilst communicating with each other, sharing news and stories about themselves) | Good Afternoon (Welcome children, locate pegs, 'do now' activities whilst communicating with each other, sharing news and stories about themselves) | Good Afternoon (Welcome children, locate pegs, 'do now' activities whilst communicating with each other, sharing news and stories about themselves) |
| 12:50- | Circle Time | Circle Time | Circle Time | Circle Time | Circle Time |
| 1:10 | (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) | (Sing hello song, self-registration and sing their choices of nursery rhymes and introduce Word Aware vocab with Makaton, mindfulness) |
| 1:10- 1:55 | Continuous Provision and Interventions | Continuous Provision and Interventions | Continuous Provision and Interventions | | |
| | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work nair work etc.) | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group | Continuous Provision and Interventions (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work nait work etc.) | Continuous Provision and Interventions (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work nair work etc.) |
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| 1:55- 2:00 | speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) Getting Ready |
| 1:55- 2:00 2:00- | speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) Getting Ready (Children toilet and put their own outdoor clothes on with support if required). Outdoor Provision | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc) Getting Ready (Children toilet and put their own outdoor clothes on with support if required). Outdoor Provision | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc) Getting Ready (Children toilet and put their own outdoor clothes on with support if required). Outdoor Provision | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc) Getting Ready (Children toilet and put their own outdoor clothes on with support if required). Outdoor Provision | (WellComm activities, mouth and tongue exercises, targeted speech support for interventions and a mixture of adult supported activities as well as child led activities and exploration, dough disco, children's next steps enhanced, group work, pair work etc.,) Getting Ready (Children toilet and put their own outdoor clothes on with support if required). Outdoor Provision |
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