



Time	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
9:00 -	Emotional regulation	Emotional regulation	Emotional regulation	Emotional regulation	Emotional regulation
9:30	Regulating individual	Regulating individual	Regulating individual	Regulating individual	Regulating individual
	requirements, e.g. toilet,	requirements, e.g. toilet,	requirements, e.g. toilet,	requirements, e.g. toilet,	requirements, e.g. toilet,
	drink, food.	drink, food.	drink, food.	drink, food.	drink, food.
	Individual jobs –	Individual jobs –	Individual jobs –	Individual jobs –	Individual jobs –
	Promoting independence	Promoting independence	Promoting independence	Promoting independence	Promoting independence
	and life skills.	and life skills.	and life skills.	and life skills.	and life skills.
	Garden play –	Garden play –	Garden play –	Garden play –	Garden play –
	Adult led table top	Adult led table top	Adult led table top	Adult led table top	Adult led table top
	activities and sensory	activities and sensory play.	activities and sensory play.	activities and sensory play.	activities and sensory
	play.				play.
		Reading and writing on the	Reading and writing on the		
	Reading and writing on	interactive board –	interactive board –	Reading and writing on the	Reading and writing on
	the interactive board –	Writing names	Writing names	interactive board –	the interactive board –
9:35 –	Writing names	Reading CVC sentences	Reading CVC sentences	Writing names	Writing names
9:50	Reading CVC sentences	Writing CVC sentences	Writing CVC sentences	Reading CVC sentences	Reading CVC sentences
	Writing CVC sentences			Writing CVC sentences	Writing CVC sentences
		Tidy up and transition	Tidy up and transition		
	Tidy up and transition	why is the	why is the	Tidy up and transition	Tidy up and transition
	why is the Sky	Due?	Due?	why is the S k y	why is the S R Y
0.50	Due P	when we will	when we don't	l liner	older and a second seco
9:50 -	more makes	Promoting independence	Promoting independence	when we don't	when we will
9:55	Promoting independence	and life skills.	and life skills.	Promoting independence	Promoting independence
	and life skills.	PSHE/ CLL/ CCN/OT	PSHE/ CLL/ CCN/OT	and life skills.	and life skills.
	PSHE/ CLL/ CCN/OT			PSHE/ CLL/ CCN/OT	PSHE/ CLL/ CCN/OT





Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:55 – 10:30	(Split sessions – carousel) Phonics Phase two – Little Wandle	(Split sessions – carousel) Phonics Phase two – Little Wandle	(Split sessions – carousel) Phonics Phase two – Little Wandle	Storytime – In my heart a book of feelings	(Split sessions – carousel) Phonics Phase two – Little Wandle
	Environmental sounds (C-HH)	Environmental sounds (C-HH)	Environmental sounds (C-HH)	EART	Environmental sounds (C-HH)
	Semi- independent activities - with adult support/supervision.	Guided reading 1:1 or small groups	Guided reading 1:1 or small groups	A Pocket Posteria	Guided reading 1:1 or small groups
	Cutting skills and fine motor skill practise – For example - Developing scissor skills or threading objects. CLL/OT	Semi- independent activities - with adult support/supervision. Writing skills and fine motor skill practise – For example – pencil control CLL/OT	Semi- independent activities - with adult support/supervision. Cutting skills and fine motor skill practise — For example - Developing scissor skills or threading objects. CLL/OT	Creative and expressive art – Links to the story In my heart written by Jo Witek CLL/PSHE/CEA	Semi- independent activities - with adult support/supervision. Cutting skills and fine motor skill practise – For example – pencil control CLL/OT
10:30 – 11:00	Washing hands (Happy hands song) Collecting communication resources. Promoting independence.	Washing hands (Happy hands song) Collecting communication resources. Promoting independence.	Forest and snack (10:45 – 11:45) Children to explore their environment and identify	Washing hands (Happy hands song) Collecting communication resources. Promoting independence.	Washing hands (Happy hands song) Collecting communication resources. Promoting independence.
	Transition to tables Children to find their	Transition to tables Children to find their name	changes in the environment.	Transition to tables Children to find their name	Transition to tables Children to find their





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	name or photo. Promoting identity. Snack time – Promoting communication, independence and healthy eating. Using a wide range of communicative resources to request desired items. PSHE/CLL	or photo. Promoting identity. Snack time – Promoting communication, independence and healthy eating. Using a wide range of communicative resources to request desired items. PSHE/CLL	KUW/PSHE	or photo. Promoting identity. Snack time —Promoting communication, independence and healthy eating. Using a wide range of communicative resources to request desired items. PSHE/CLL	name or photo. Promoting identity. Snack time – Promoting communication, independence and healthy eating. Using a wide range of communicative resources to request desired items. PSHE/CLL
11:00- 11: 30	Hygiene focusing on personal and intimate care plans, promoting independence and life skills. PSHE Visiting the local library (11:15 – 12:20) (Enrichment with the Canaries class) Shared reading – adult led story time and guided reading CLL/PSHE	Outside play (Large playground) Free or adult led play. Encourage children to use the large climbing frame, bikes and ball area. Promoting physical development, sharing, turn taking, and waiting. OT/CLL/ PSHE/PA	Children to explore their environment and identify changes in the environment. KUW/PSHE	Outside play (Small playground and garden) Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting. OT/CLL/ PSHE/PA	Outside play (Large playground) Free or adult led play. Encourage children to use the large climbing frame, bikes and ball area. Promoting physical development, sharing, turn taking, and waiting. OT/CLL/ PSHE/PA
11:30 – 11:40	Visiting the local library (11:15 – 12:20)	Hygiene focusing on personal and intimate care plans,	Back to class and Hygiene (10:45-10:55)	Hygiene focusing on personal and intimate care plans,	Hygiene focusing on personal and intimate care plans,





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11:40 -	(Enrichment with the Canaries class) Shared reading – adult led story time and guided reading CLL/PSHE Visiting the local library	promoting independence and life skills. PSHE Circle time – Number songs	focusing on personal and intimate care plans, promoting independence and life skills. PSHE Storytime (10:55) – The	promoting independence and life skills. PSHE Sensory creations and	promoting independence and life skills. PSHE 11:30 – 12:30
12:15	(11:15 – 12:20) (Enrichment with the Canaries class) Shared reading – adult led story time and guided reading CLL/PSHE	Numeracy – individual children's targets. CNN	Literacy Focus on comprehension and handwriting. CLL	sensory exploration – Following verbal, pictorial and written instructions to create a wide range of resources including: playdough, salt dough, slime etc. OT/CLL/CNN/CEA	Shopping For cookery ingredients, following a pictorial/written shopping list. Understanding how to scan items, use the pay point and pack groceries. Learning how to stay safe in busy sensory environments. KUW/CNN/PSHE/PA
12:15 – 12-20	Visiting the local library (11:15 – 12:20) (Enrichment with the Canaries class)	Hygiene focusing on personal & intimate care plans, promoting independence and life skills.	Hygiene focusing on personal & intimate care plans, promoting independence and life skills.	Hygiene focusing on personal & intimate care plans, promoting independence and life skills.	Hygiene focusing on personal & intimate care plans, promoting independence and life skills.





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	Shared reading – adult led story time and guided reading CLL/PSHE	PSHE	PSHE	PSHE	PSHE
12:20 -	Back to school and	Choose time	Choose time	Choose time	Choose time
12: 30	Hygiene	Requesting favoured	Requesting favoured	Requesting favoured	Requesting favoured
	focusing on personal and	resources using a wide			
	intimate care plans, promoting independence	range of communicative methods.			
	and life skills.	Creating opportunities to	Creating opportunities to	Creating opportunities to	Creating opportunities to
	PSHE	explore, play, develop	explore, play, develop	explore, play, develop	explore, play, develop
		friendships, turn take and			
		imagination with adult	imagination with adult	imagination with adult	promote imagination
		support.	support.	support.	with adult support.
		PSHE/CLL/CNN	PSHE/CLL/CNN	PSHE/CLL/CNN	PSHE/CLL/CNN
12: 30 –	Lunchtime and outside	Lunchtime and outside	Lunchtime and outside	Lunchtime and outside	Lunchtime and outside
13:30	play	play	play	play	play
	Encouraging healthy	Encouraging healthy	Encouraging healthy	Encouraging healthy	Encouraging healthy
	eating, promoting	eating, promoting	eating, promoting	eating, promoting	eating, promoting
	opportunities to touch,	opportunities to touch,	opportunities to touch,	opportunities to touch,	opportunities to touch,
	smell and taste new	smell and taste new foods.	smell and taste new foods.	smell and taste new foods.	smell and taste new
	foods.	Promoting life skills and	Promoting life skills and	Promoting life skills and	foods.
	Promoting life skills and	opportunities to interact	opportunities to interact	opportunities to interact	Promoting life skills and
	opportunities to interact with peers.	with peers.	with peers.	with peers.	opportunities to interact with peers.
	Hygiene	Hygiene	Hygiene	Hygiene	Hygiene
	focusing on personal &	focusing on personal &	focusing on personal &	focusing on personal &	focusing on personal &
	intimate care plans,	intimate care plans,	intimate care plans,	intimate care plans,	intimate care plans,





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	promoting independence and life skills. PSHE	promoting independence and life skills. PSHE	promoting independence and life skills. PSHE	promoting independence and life skills. PSHE	promoting independence and life skills. PSHE
13: 30	Circle time - Brain-break	Circle time – Yoga	Circle time - Brain-break	Circle time – Yoga	Cookery
14: 45	Promoting listening skills, engagement, concentration and gross motor skills. OT/PA	Promoting listening skills, engagement, concentration and gross motor skills. OT/PA	Promoting listening skills, engagement, concentration and gross motor skills. OT/PA	Promoting listening skills, engagement, concentration and gross motor skills. OT/PA	
	Enrichment afternoon	World celebrations	Community walk/park	Enrichment afternoon	Creating healthy meals
	13:45 with Canaries	Providing children with	Focus on walking safely in	13:45 with Canaries	and promoting
	(See Canaries and	cultural experiences	the local	(See Canaries and Macaws	independence and life
	Macaws planning for	around the world.	community/environment.	planning for groups)	skills.
	groups)	Or	Listening to and observing		Cookery provides children
		Experimental Science	environmental sounds and	Sensory room	with opportunities to
	Swimming	Providing children with	sights. Beginning to learn	Sensory room focus –	request and
		unique, fun science and educational resources to help ignite a passionate curiosity in the world around us!	road safety. Using large apparatus appropriately, providing opportunities to develop gross motor skills.	Massage and relaxation. Music – opportunities to play musical instruments and follow a beat.	communicate their likes and dislikes. Providing all children with the opportunity to create and cook healthy meals.
	Creative and expressive	KUW	CNN/CLL/KUW/PSHE/PA		CNN/CLL/KUW/PSHE
	arts – Using AAC to			This will be rotated and all	
	request for colours and			children will be given the	
	art materials			opportunity to participate in both sessions in small	
				groups. OT/PSHE/CEA/CLL	





Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Focusing on physical activity, creative development, individual targets and promoting life skills. PSHE/ PA/OT/ CLL/CEA				
14:40 -	Back to class and	Hygiene	Hygiene	Hygiene	Hygiene
14:50	Hygiene focusing on personal & intimate care plans, promoting independence and life skills. PSHE	focusing on personal & intimate care plans, promoting independence and life skills. PSHE	focusing on personal & intimate care plans, promoting independence and life skills. PSHE	focusing on personal & intimate care plans, promoting independence and life skills. PSHE	focusing on personal & intimate care plans, promoting independence and life skills. PSHE
14:50 -	Choose time				
15:00	Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. PSHE/CLL	Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. PSHE/CLL	Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. PSHE/CLL	Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. PSHE/CLL	Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. PSHE/CLL





Time	Monday	Tuesday	Wednesday	Thursday	Friday
15:00	Home time				

Curriculum areas:

Computer Cognition and Numeracy (CCN)

Communication Language and Literacy (CLL)

Knowledge and Understanding of the World (K&U)

Physical Activity (PA)

Personal, Social, Health and Economic education (PSHE)

Creative and Expressive Arts (CEA)

Occupational Therapy (OT)