







## Macaws Spring timetable 2024

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
9:00 – 9:40	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food.  <b>Individual jobs –</b> Promoting independence and life skills.  <b>Reading and writing on the interactive board –</b> Writing names Reading CVC sentences	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food.  <b>Individual jobs –</b> Promoting independence and life skills.  <b>Reading and writing on the interactive board –</b> Writing names Reading CVC sentences Writing CVC sentences	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food.  <b>Individual jobs –</b> Promoting independence and life skills.  <b>9:20 – 12:15</b> <b>(Session begins at 10)</b>  <b>Swimming at the forum –</b> <b>Walking back to school</b>  Focus on independent and life skills:	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food.  <b>Individual jobs –</b> Promoting independence and life skills.  <b>Reading and writing on the interactive board –</b> Writing names Reading CVC sentences Writing CVC sentences	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food.  <b>Individual jobs –</b> Promoting independence and life skills.  <b>Reading and writing on the interactive board –</b> Writing names Reading CVC sentences Writing CVC sentences
9:40 – 9:50	<b>Tidy up and transition</b>  Promoting independence and life skills. <b>PSHE/ CLL/ CCN/OT</b>	<b>Tidy up and transition</b> 		<b>Tidy up and transition</b> 	<b>Tidy up and transition</b> 







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		Promoting independence and life skills. <b>PSHE/ CLL/ CCN/OT</b>	PANTS rule, being healthy, road safety and water safety. <b>PA/PSHE/KUW</b>	Promoting independence and life skills. <b>PSHE/ CLL/ CCN/OT</b>	Promoting independence and life skills. <b>PSHE/ CLL/ CCN/OT</b>
9:50 – 10:30	<b>(Split sessions – carousel)</b> <b>Phonics Phase two</b> – Little Wandle  <b>Environmental sounds (C-HH)</b>  <b>Semi- independent activities</b> - with adult support/supervision.  <b>Cutting skills and fine motor skill practise</b> – For example - Developing scissor skills or threading objects.  <b>Guided reading:</b> one to one in the Jungle room <b>CLL/OT/PSHE</b>	<b>(Split sessions – carousel)</b> <b>Phonics Phase two</b> – Little Wandle  <b>Environmental sounds (C-HH)</b>  <b>Guided reading</b> 1:1 or small groups  <b>Semi- independent activities</b> - with adult support/supervision.  <b>Cutting skills and fine motor skill practise</b> – For example - Developing scissor skills or threading objects.	<b>9:20 – 12:15 (Session begins at 10)</b>  <b>Swimming at the forum – Walking back to school</b>	<b>(Split sessions – carousel)</b> <b>Phonics Phase two</b> – Little Wandle  <b>Environmental sounds (C-HH)</b>  <b>Guided reading</b> 1:1 or small groups  <b>Semi- independent activities</b> - with adult support/supervision.  <b>Cutting skills and fine motor skill practise</b> – For example - Developing scissor skills or threading objects.	<b>(Split sessions – carousel)</b> <b>Phonics Phase two</b> – Little Wandle  <b>Environmental sounds (C-HH)</b>  <b>Guided reading</b> 1:1 or small groups  <b>Semi- independent activities</b> - with adult support/supervision.  <b>Cutting skills and fine motor skill practise</b> – For example - Developing scissor skills or threading objects.



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		<b>Guided reading:</b> one to one in the Jungle room <b>CLL/OT/PSHE</b>	Focus on independent and life skills: PANTS rule, being healthy, road safety and water safety. <b>PA/PSHE/KUW</b>	<b>Guided reading:</b> one to one in the Jungle room <b>CLL/OT/PSHE</b>	<b>Guided reading:</b> one to one in the Jungle room <b>CLL/OT</b>
10:30 – 11:00	<b>Washing hands</b> (Happy hands song)  Collecting communication resources. Promoting independence.  <b>Transition to tables</b> Children to find their name or photo. Promoting identity.  <b>Snack time –</b> Promoting communication, independence and healthy eating.	<b>Washing hands</b> (Happy hands song)  Collecting communication resources. Promoting independence.  <b>Transition to tables</b> Children to find their name or photo. Promoting identity.  <b>Snack time –</b> Promoting communication,		<b>Washing hands</b> (Happy hands song)  Collecting communication resources. Promoting independence.  <b>Transition to tables</b> Children to find their name or photo. Promoting identity.  <b>Snack time –</b> Promoting communication,	<b>Washing hands</b> (Happy hands song)  Collecting communication resources. Promoting independence.  <b>Transition to tables</b> Children to find their name or photo. Promoting identity.  <b>Snack time –</b> Promoting communication,







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	Using a wide range of communicative resources to request desired items. <b>PSHE/CLL</b>	independence and healthy eating. Using a wide range of communicative resources to request desired items. <b>PSHE/CLL</b>	<b>9:20 – 12:15</b> <b>(Session begins at 10)</b>  <b>Swimming at the forum – Walking back to school</b>	independence and healthy eating. Using a wide range of communicative resources to request desired items. <b>PSHE/CLL</b>	independence and healthy eating. Using a wide range of communicative resources to request desired items. <b>PSHE/CLL</b>
11:00–11:30	<b>11:00 – 11:20</b>  <b>Outside play</b> (Small playground and garden) Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting. <b>OT/CLL/ PSHE/PA</b>	<b>10:45 – 11:15</b>  <b>Music with Beth</b> Following a beat, playing musical instruments. Singing, signing and dancing. <b>CEA</b>	Focus on independent and life skills: PANTS rule, being healthy, road safety and water safety. <b>PA/PSHE/KUW</b>	<b>11:00 – 11:20</b>  <b>Outside play</b> (Small playground and garden) Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting. <b>OT/CLL/ PSHE/PA</b>	<b>Outside play</b> (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. <b>OT/CLL/ PSHE/PA</b>
11:30 – 11:40	<b>11:20 – 12:20</b>  <b>Shopping</b> in the wider community	<b>11:15 – 11:45</b>  <b>Outside play</b> (Small playground and garden) Free or adult led play including		<b>11:20 – 12:15</b>  <b>Shadow dance</b> Opportunities to develop creative and expressive arts, dance and drama.	<b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills.



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	<p>For cookery ingredients, reading and following a</p> 	<p>sensory play. Promoting physical development, sharing, turn taking, and waiting. <b>OT/CLL/ PSHE/PA</b></p>	<p><b>9:20 – 12:15</b> <b>(Session begins at 10)</b></p> <p><b>Swimming at the forum – Walking back to school</b></p> <p>Focus on independent and life skills: PANTS rule, being healthy, road safety and water safety. <b>PA/PSHE/KUW</b></p> 	<p><b>PA</b></p> <p><b>11:20 – 12:15</b></p> <p><b>Shadow dance</b></p> <p>Opportunities to develop creative and expressive arts, dance and drama. <b>CEA PA</b></p> 	<p><b>PSHE</b></p>
11:40 – 12:15	<p>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. Learning to accept that we do not buy ingredients or items which are not on the shopping list.</p>	<p><b>Circle time input - Numeracy Counting and addition</b></p>  <p><b>Group numeracy work, focussing on children's individual targets.</b> <b>CNN</b></p>	<p>Focus on independent and life skills: PANTS rule, being healthy, road safety and water safety. <b>PA/PSHE/KUW</b></p>	<p><b>Shadow dance</b></p> <p>Opportunities to develop creative and expressive arts, dance and drama. <b>CEA PA</b></p>	<p><b>Literacy</b></p> <p>Linked to topic work, World celebrations or a story.</p> <p>Children to work on their individual educational plans/targets. <b>CLL</b></p>
12:15 – 12-20	<p><b>KUW/CNN/PSHE/PA/CLL</b></p>	<p><b>Hygiene</b> Focusing on personal and intimate care plans.</p>	<p><b>Hygiene</b> Focusing on personal and intimate care</p>	<p><b>Hygiene</b> Focusing on personal and intimate care plans.</p>	<p><b>Hygiene</b> Focusing on personal and intimate care plans.</p>





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		Promoting independence and life skills. <b>PSHE</b>	plans. Promoting independence and life skills. <b>PSHE</b>	Promoting independence and life skills. <b>PSHE</b>	Promoting independence and life skills. <b>PSHE</b>
12:20 – 12:30	<b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills. <b>PSHE</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL/CNN</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL/CNN</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL/CNN</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and promote imagination with adult support. <b>PSHE/CLL/CNN</b>
12:30 – 13:30	<b>Lunchtime and outside play</b> Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.	<b>Lunchtime and outside play</b> Encouraging healthy eating, promoting opportunities to	<b>Lunchtime and outside play</b> Encouraging healthy eating, promoting opportunities to touch, smell	<b>Lunchtime and outside play</b> Encouraging healthy eating, promoting opportunities to	<b>Lunchtime and outside play</b> Encouraging healthy eating, promoting opportunities to




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	<p>Promoting life skills and opportunities to interact with peers.</p> <p><b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills.</p> <p><b>PSHE</b></p>	<p>touch, smell and taste new foods. Promoting life skills and opportunities to interact with peers.</p> <p><b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills.</p> <p><b>PSHE</b></p>	<p>and taste new foods. Promoting life skills and opportunities to interact with peers.</p> <p><b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills.</p> <p><b>PSHE</b></p>	<p>touch, smell and taste new foods. Promoting life skills and opportunities to interact with peers.</p> <p><b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills.</p> <p><b>PSHE</b></p>	<p>touch, smell and taste new foods. Promoting life skills and opportunities to interact with peers.</p> <p><b>Hygiene</b> Focusing on personal and intimate care plans. Promoting independence and life skills.</p> <p><b>PSHE</b></p>
13: 30 13: 45	<p><b>13:30 – 13:45</b></p> <p><b>Circle time - Brain-break</b> Promoting listening skills, engagement, concentration and gross motor skills.</p>	<p><b>Circle time – Yoga</b> Promoting listening skills, engagement, concentration and gross motor skills.</p> <p><b>OT/PA</b></p>	<p><b>Circle time - Brain-break</b> Promoting listening skills, engagement, concentration and gross motor skills.</p> <p><b>OT/PA</b></p>	<p><b>Circle time – Yoga</b> Promoting listening skills, engagement, concentration and gross motor skills.</p> <p><b>OT/PA</b></p>	<p><b>Circle time - Brain-break</b> Promoting listening skills, engagement, concentration and gross motor skills.</p> <p><b>OT/PA</b></p>
13:45 14:45	<p><b>Visiting the local library</b></p>		<p><b>13:45 – 14:00</b></p>	<p><b>Creative and expressive arts</b></p>	





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	(Enrichment with the Canaries class) Shared reading – adult led story time and guided reading <b>CLL/PSHE</b>	<b>Cookery</b>  Creating healthy meals and promoting independence and life skills. Cookery provides children with opportunities to request and communicate their likes and dislikes. Providing all children with the opportunity to create and cook healthy meals. <b>CNN/CLL/KUW/PSHE</b>	<b>Practical maths</b> Working on the children's individual educational targets. <b>CNN</b> <b>14:00 – 14:10</b> <b>Hygiene and getting changed for PE</b> focusing on personal & intimate care plans. Getting changed for PE, promoting the PANTS rule and independence and life skills. <b>PSHE</b>	Covering the following themes: World celebrations Topic work, e.g., Seasons Topic work, e.g., Friendships Story – Norman the slug with the silly shell, by Sue Hendra and Paul Linnet. <b>CEA/PSHE/KUW</b>	<b>Enrichment afternoon 13:45 with Canaries</b>  <b>A focus on building new friendships and maintaining old ones.</b> <b>OT/PSHE/CEA/CLL</b>
14:40 – 14:50	<b>Hygiene</b> Focusing on personal and intimate care plans. Promoting	<b>Hygiene</b> Focusing on personal and intimate care plans.	<b>14:10 – 14:45</b>	<b>Hygiene</b> Focusing on personal and intimate care plans.	<b>Hygiene</b> Focusing on personal and intimate care plans.





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	independence and life skills. <b>PSHE</b>	Promoting independence and life skills. <b>PSHE</b>	<b>PE – ROAR potential with Elliot</b>  Working on the children's individual targets. Promoting health <b>PA</b>	Promoting independence and life skills. <b>PSHE</b>	Promoting independence and life skills. <b>PSHE</b>
14:50 – 15:00	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL</b>	<b>Choose time</b> Requesting favoured resources using a wide range of communicative methods. Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support. <b>PSHE/CLL</b>



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Time	Monday	Tuesday	Wednesday	Thursday	Friday
15:00	<b>Home time</b>	<b>Home time</b>	<b>Home time</b>	<b>Home time</b>	<b>Home time</b>

Ashgate Semi- formal 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)**

At Ashgate we follow the Little Wandle Letters and Sounds scheme for phonics more information can be found following the link:

<https://www.littlewandlelettersandsounds.org.uk/>

Playing for change – cultural music opportunities. Available at:

<https://www.youtube.com/@PlayingForChange>