The Flock – Canaries and Macaws Summer timetable 2025

Time Monday Tuesday Wednesday Thursday Friday

| Time   | Monday                | Tuesday               | Wednesday                 | Thursday              | Friday                       |
|--------|-----------------------|-----------------------|---------------------------|-----------------------|------------------------------|
| 9:00 - | Emotional             | Emotional             | Emotional                 | Emotional             | Emotional                    |
| 9:30   | regulation            | regulation            | regulation                | regulation            | regulation                   |
|        | Regulating            | Regulating            | Regulating                | Regulating            | Regulating                   |
|        | individual            | individual            | individual                | individual            | individual                   |
|        | requirements,         | requirements,         | requirements,             | requirements,         | requirements,                |
|        | e.g. toilet, drink,   | e.g. toilet,          | e.g. toilet,              | e.g. toilet, drink,   | e.g. toilet,                 |
|        | food.                 | drink, food.          | drink, food.              | food.                 | drink, food.                 |
|        | Individual jobs –     | Individual jobs –     | Individual jobs –         | Individual jobs –     | Individual jobs –            |
|        | Promoting             | Promoting             | Promoting                 | Promoting             | Promoting                    |
|        | independence          | independence          | independence              | independence          | independence                 |
|        | and life skills.      | and life skills.      | and life skills.          | and life skills.      | and life skills.             |
|        | Reading and           | Reading and           | Reading and               | Reading and           | Reading and                  |
|        | <b>writing</b> on the | writing on the        | <b>writing</b> on the     | writing on the        | writing on the               |
|        | interactive board     | interactive           | interactive               | interactive board     | interactive                  |
|        | -                     | board –               | board –                   | -                     | board –                      |
|        | Writing names         | Writing names         | Writing names             | Writing names         | Writing names                |
|        | Reading CVC           | Reading CVC           | Reading CVC               | Reading CVC           | Reading CVC                  |
|        | sentences             | sentences             | sentences                 | sentences             | sentences                    |
|        | Writing CVC           | Writing CVC           | Writing CVC               | Writing CVC           | Writing CVC                  |
|        | sentences             | sentences             | sentences                 | sentences             | sentences                    |
|        | CLL/ PS-RSE           | CLL/ PS-RSE           | CLL/ PS-RSE               | CLL/ PS-RSE           | CLL/ PS-RSE                  |
|        |                       |                       |                           |                       |                              |
| 9:30 - | Carousel              | Carousel              | 9:30 - 12:00              | Carousel              | 9:30 - 10:30                 |
| 10:45  | Group 1               | Group 1               | Alternative               | Group 1               | Sensory room VI              |
|        |                       |                       | groups (every             |                       | One to one and               |
|        | <b>Phonics</b> Little | <b>Phonics</b> Little | other week):              | <b>Phonics</b> Little | small group                  |
|        | Wandle                | Wandle                | shopping and              | Wandle                | sessions for                 |
|        | Guided reading        | Guided reading        | swimming.                 | Guided reading        | children with VI             |
|        | Comprehension         | Comprehension         |                           | Comprehension         | passport                     |
|        | CVVC reading and      | CVVC reading          | Swimming at               | CVVC reading and      | OT/VI/CLL                    |
|        | writing activities    | and                   | the forum                 | writing activities    |                              |
|        | Fine motor skills     | writing               | leaving at 9:20           | Fine motor skills     | Carousel                     |
|        | cutting,              | activities            |                           | cutting,              | Group 1                      |
|        | colouring etc         | Fine motor skills     | Enter the water           | colouring etc         |                              |
|        | Semi-                 | cutting,              | safely from the           | Semi-                 | <b>Phonics</b> Little        |
|        | independent           | colouring etc         | side or using             | independent           | Wandle                       |
|        | activities - with     | Semi-                 | the steps.                | activities - with     | Guided reading               |
|        | minimal adult         | independent           | Showing an                | minimal adult         | Comprehension                |
|        | support.              | activities -          | awareness of              | support.              | CVVC reading                 |
|        |                       | with minimal          | entering the              |                       | and                          |
|        | Foundation for        | adult support.        | pool safely               | Foundation for        | writing                      |
|        | phonics               |                       | ,                         | phonics               | activities                   |
|        | Group 2               | Foundation for        | Band 4 - Rock             | Group 2               | Fine motor                   |
|        | Sensory learners      | phonics               | hopper ( <mark>all</mark> | Sensory learners      | skills cutting,              |
|        | Interactive wipe      | Group 2               | children)                 | Interactive wipe      | colouring etc                |
|        | board                 | Sensory               |                           | board                 | Semi-                        |
|        | Songs                 | learners              | Shopping/maths            | Songs                 | independent                  |
|        | Sensory               | Interactive           | following a               | Sensory               | activities -<br>with minimal |
|        | exploration<br>SATPIN | wipe board            | shopping list             | exploration<br>SATPIN |                              |
|        | Guided reading        | Songs<br>Sensory      |                           | Guided reading        | adult support.               |
|        | quided reading        | exploration           | Group 1                   | quided reading        | Foundation for               |
|        | Literacy/writing/     | SATPIN                | A focus on                | Literacy/writing/     | phonics                      |
|        | IWB (all children)    | Guided reading        | money and it's            | IWB (all children)    | Group 2                      |
|        | (att chittaren)       | quided reading        | <u>value</u>              | (att chittaren)       | Sensory                      |
|        |                       | Literacy/writing      | Group 2                   |                       | learners                     |
|        | CLL/CNN/PH-RSE        | 1                     |                           | CLL/CNN/PH-RSE        |                              |

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|                     |  | IWB (all children)  CLL/CNN/PH- RSE   | A focus on place value 'One more, one less, amounts to 5  all children) Understanding how to scan items, use the pay point and pack groceries. Learning how to stay safe in busy sensory |  | Interactive wipe board Songs Sensory exploration SATPIN Guided reading  Literacy/writing / IWB (all children)  |
|---------------------|--|---|--|--|--|
| 10:45<br>-11:00     | Snack – Promoting independence and life skills CLL/CNN/PH-RSE  | Snack Promoting independence and life skills CLL/CNN/PH- RSE  | environments.  PA/CNN/PH-RSE   | Snack Promoting independence and life skills CLL/CNN/PH-RSE  | Snack Promoting independence and life skills CLL/CNN/PH- RSE   |
| 11:00<br>-<br>11:15 | Outside play Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  | 11:00 – 11:50  Music with Beth.  Listening and responding  Listen and contribute to sound stories, making basic choices about the sounds and instruments used         |  | Outside play Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  | Outside play Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  |
| 11:15 12:00         | Maths - Group 1 White Rose - Money Children to recognise and know the value of the different denominations of coins. Children begin to solve money problems involving addition and subtraction of single digit numbers up to 10p.  Group 2 - Money | Outside play or choose activities Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.  OT/PH-RSE/KUW/PA |  | 11:20 12:00 Shadow dance - Led by Lucy  Opportunities to develop creative and expressive arts, dance and drama. Encouraging children to express themselves through dance  OT/CLL/PH-RSE/CEA/PA | Maths All - computing  Group 1 White Rose Calculation and place value Counting in 5's and 10's introducing 2's Subtraction to 10 Children to write numbers in numerals and words.  Group 2 - Place value - Ordering and mathching nubers 1-5 and |

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|                     | Children explore  |  |   |   | 5-10. Number  |
|---------------------|---|--|---|---|---|
|                     | coins   |  |   |   | songs and   |
|                     |   |  |   |   | correspondence  |
|                     | •Play with coins  |  |   |   | '   |
|                     | for example   |  |   |   | CNN   |
|                     | children to use   |  |   |   | *See weekly   |
|                     | money to buy  |  |   |   | planning  |
|                     | snack   |  |   |   |   |
|                     | •Role play  |  |   |   |   |
|                     | shopping  |  |   |   |   |
|                     | •Match coins,   |  |   |   |   |
|                     | using coins and   |  |   |   |   |
|                     | completing  |  |   |   |   |
|                     | worksheets.   |  |   |   |   |
|                     |   |  |   |   |   |
|                     | •Sort silver and  |  |   |   |   |
|                     | copper coins  |  |   |   |   |
|                     | with minimal  |  |   |   |   |
|                     | assistance  |  |   |   |   |
|                     | Understand that   |  |   |   |   |
|                     | shops sell things.  |  |   |   |   |
|                     | Children to go to   |  |   |   |   |
|                     | the local   |  |   |   |   |
|                     | supermarket to  |  |   |   |   |
|                     | buy ingredients   |  |   |   |   |
|                     | using money on a  |  |   |   |   |
|                     | Wednesday.  |  |   |   |   |
|                     | CNN   |  |   |   |   |
|                     |   |  |   |   |   |
|                     |   |  |   |   |   |
| 12:00               | Choose or   | <del>12:15 - 12:25</del>   | Choose or   | Choose or   | Choose or   |
| 12:00               | Choose or<br>Sensory garden   | 12:15 - 12:25  | Choose or<br>Sensory garden   | Choose or<br>Sensory garden   | Choose or<br>Sensory garden   |
| 12:00<br>-<br>12:25 |   | 12:15 – 12:25<br>Storytime and   |   |   |   |
| _                   | Sensory garden  |  | Sensory garden  | Sensory garden  | Sensory garden  |
| _                   | Sensory garden Creating   | Storytime and  | Sensory garden Creating opportunities to explore, play,   | Sensory garden Creating   | Sensory garden Creating   |
| _                   | Sensory garden Creating opportunities to  | Storytime and<br>Drama   | Sensory garden Creating opportunities   | Sensory garden Creating opportunities to  | Sensory garden Creating opportunities   |
| _                   | Sensory garden Creating opportunities to explore, play,   | Storytime and<br>Drama<br>(Traditional   | Sensory garden Creating opportunities to explore, play,   | Sensory garden Creating opportunities to explore, play,   | Sensory garden Creating opportunities to explore, play,   |
| _                   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and  | Storytime and<br>Drama<br>(Traditional   | Sensory garden Creating opportunities to explore, play, develop   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and  | Sensory garden Creating opportunities to explore, play, develop   |
| _                   | Sensory garden Creating opportunities to explore, play, develop friendships, turn   | Storytime and<br>Drama<br>(Traditional<br>tales)   | Sensory garden Creating opportunities to explore, play, develop friendships,  | Sensory garden Creating opportunities to explore, play, develop friendships, turn   | Sensory garden Creating opportunities to explore, play, develop friendships,  |
| _                   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and  | Storytime and<br>Drama<br>(Traditional<br>tales)   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and  |
| _                   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  | Storytime and<br>Drama<br>(Traditional<br>tales)   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination  |
| _                   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with   | Storytime and<br>Drama<br>(Traditional<br>tales)   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  |
| 12:25               | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  | Storytime and<br>Drama<br>(Traditional<br>tales)<br>CLL/PH-RSE   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  |
| _                   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime  | Storytime and Drama (Traditional tales) CLL/PH-RSE   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA Dinnertime   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA Dinnertime   |
| 12:30<br>-          | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall  | Storytime and Drama (Traditional tales) CLL/PH-RSE  Dinnertime in the hall   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA Dinnertime in the hall   | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA Dinnertime in the hall   |
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| 12:30<br>-          | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating,  | Storytime and Drama (Traditional tales)  CLL/PH-RSE  Dinnertime in the hall Encouraging healthy eating,  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating,  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating,  | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA Dinnertime in the hall Encouraging healthy eating,   |
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| 12:30<br>-<br>13:00 | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods. PH-RSE  Outside play – Free or adult led play including sensory play.           | Storytime and Drama (Traditional tales)  CLL/PH-RSE  Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods. PH-RSE Outside play - Free or adult led play including                | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods. PH-RSE Outside play - Free or adult led play including                | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods. PH-RSE  Outside play — Free or adult led play including sensory play.           | Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  OT/PH-RSE/PA  Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods. PH-RSE Outside play Free or adult led play including                |
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The Flock – Canaries and Macaws Summer timetable 2025

Time Monday Tuesday Wednesday Thursday

Friday

| sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  13:30  13:30 - 14:00  14:30  Storytime and Drama (Traditional tales)  CLL/PH-RSE  LE-00 - 14:45  PE in the hall A focus on physical targets Using the equipments safely some social rules and understanding some social rules and PH-RSE/PA/OT  PH-RSE/PA/OT  PH-RSE/PA/OT  A focus on Physical targets  Using the equipments safely some social rules and understanding in the local area, and understanding in the local area and where the pupils live. Investigate what types of housing there are. Take photographs of different housing within the local area, for example, flats, terrace houses, bungalows & caravans. Take the pupils to see these houses several times.  Wall of the pupils to see these houses several times. |   |   | ,   | •  | ,  |
|---|---|---|---|--|--|
|   | taking, and waiting.  OT/PH- RSE/KUW/PA  13:30 - 14:00  Storytime and Drama (Traditional tales)  CLL/PH-RSE  14:00 - 14:45  PE in the hall A focus on physical targets Using the equipments safely Following rules and understanding some social rules and expectations. For example playing games. | sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  Geography/ Knowledge and Understanding of the world.  The world and the environment  Habitats The place I live  To know where I live  To learn my address and why this is important  Describe different housing within the local area.  Use minibus trips/local walks to look at the housing in the local area and where the pupils live. Investigate what types of housing there are. Take photographs of different housing within the local area, for example, flats, terrace houses, bungalows & caravans. Take the pupils to see these houses several times. | sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  13:30 — 14:45 Design and Technology Cookery Promoting healthy lifestyles  Cookery provides children with opportunities to request and communicate their likes and dislikes.  Using communication boards or following a pictorial/writte n recipie books CNN/CLL/KUW/ | taking, and waiting.  OT/PH- RSE/KUW/PA  Religious Education - Buddhism  Developing an understanding that each religion has special people. Siddhattha Gotama known as the Buddha, which means 'enlightened'. KUW/CNN/ PH- | sharing, turn taking, and waiting.  OT/PH- RSE/KUW/PA  Art - Drawing  Applies more appropriate pressure when drawing Shows awareness of lines when colouring in. Tracing shapes, characters, pictures etc  PH-RSE Healthy relationships consent touch/different types of relationships NSPCC PANTS rule  Changes that happen to my body (including puberty), my emotions and personal interests. |
|   |   |   |   |  |  |

The Flock – Canaries and Macaws Summer timetable 2025

Tuesday

| 14:30           | Choose time   | Choose time   |  | Choose time   | Forest  |
|-----------------|---|---|--|---|---|
| 14:45           | Requesting  | Requesting  |  | Requesting  |   |
|                 | favoured resources using a wide range of communicative methods. Creating opportunities to explore, play and develop friendships. PH-RSE | favoured resources using a wide range of communicative methods. Creating opportunities to explore, play and develop friendships. PH-RSE |  | favoured resources using a wide range of communicative methods. Creating opportunities to explore, play and develop friendships. PH-RSE | Exploring the environment, recognising environmental changes Creating opportunities for shared play/interests PH-RSE/PA/KUW |
| 14:45<br>-15:00 | Tidy up – garden<br>and classroom –<br>promoting co-<br>operation and<br>independence<br>PH-RSE   | Tidy up – garden and classroom – promoting co- operation and independence PH-RSE  | Tidy up – garden and classroom – promoting co- operation and independence PH-RSE | Tidy up – garden<br>and classroom –<br>promoting co-<br>operation and<br>independence<br>PH-RSE   | Tidy up – garden and classroom – promoting co- operation and independence PH-RSE  |
| 15:00<br>-15:15 | Home time   | Home time   | Home time  | Home time   | Home time   |

Wednesday

Thursday

Friday

Ashgate semi formal curriculum links:

Computer Cognition and Numeracy (CCN)

Communication Language and literacy (CLL)

Knowledge and understanding of the world (K&U)

Physical Education (PE)

Personal Health Relationships Sex and Economic (PH-RSE)

Geograpgy (GEO)

Monday

Time

Occupational Therapy (OT)

Knowledge and Understanding of the World (KUW)

Creative and Expressive Arts – including Drama, Art, Dance and Music (CEA)

\*We follow Little Wandle Letters and Sounds Phonics Scheme. More information can be found at:

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