

The Flock – Canaries and Macaws Summer timetable 2025

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

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

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	<p>Children explore coins</p> <ul style="list-style-type: none"> •Play with coins for example children to use money to buy snack •Role play shopping •Match coins, using coins and completing worksheets. <p>•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.</p> <p>CNN</p>				<p>5-10. Number songs and correspondence</p> <p>CNN *See weekly planning</p>
12:00 – 12:25	<p>Choose or Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.</p> <p>OT/PH-RSE/PA</p>	<p>12:15 – 12:25</p> <p>Storytime and Drama (Traditional tales)</p> <p>CLL/PH-RSE</p>	<p>Choose or Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.</p> <p>OT/PH-RSE/PA</p>	<p>Choose or Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.</p> <p>OT/PH-RSE/PA</p>	<p>Choose or Sensory garden Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.</p> <p>OT/PH-RSE/PA</p>
12:30 – 13:00	<p>Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.</p> <p>PH-RSE</p>	<p>Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.</p> <p>PH-RSE</p>	<p>Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.</p> <p>PH-RSE</p>	<p>Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.</p> <p>PH-RSE</p>	<p>Dinnertime in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.</p> <p>PH-RSE</p>
13:00 – 13:30	<p>Outside play – Free or adult led play including sensory play. Promoting physical development,</p>	<p>Outside play – Free or adult led play including sensory play. Promoting physical</p>	<p>Outside play – Free or adult led play including sensory play. Promoting physical</p>	<p>Outside play – Free or adult led play including sensory play. Promoting physical development,</p>	<p>Outside play – Free or adult led play including sensory play. Promoting physical</p>

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	sharing, turn taking, and waiting. OT/PH-RSE/KUW/PA	development, sharing, turn taking, and waiting. OT/PH-RSE/KUW/PA	development, sharing, turn taking, and waiting. OT/PH-RSE/KUW/PA	sharing, turn taking, and waiting. OT/PH-RSE/KUW/PA	development, sharing, turn taking, and waiting. OT/PH-RSE/KUW/PA
13:30 14:30	<p>13:30 – 14:00</p> <p>Storytime and Drama (Traditional tales)</p> <p>CLL/PH-RSE</p> <p>14:00 – 14:45</p> <p>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.</p> <p>PH-RSE/PA/OT</p>	<p>Geography/ Knowledge and Understanding of the world.</p> <p>The world and the environment</p> <p>Habitats The place I live</p> <p>To know where I live To learn my address and why this is important</p> <p>Describe different housing within the local area.</p> <p>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.</p> <p>KUW/GEO</p>	<p>13:30 – 14:45</p> <p>Design and Technology Cookery</p> <p>Promoting healthy lifestyles</p> <p>Cookery provides children with opportunities to request and communicate their likes and dislikes.</p> <p>Using communication boards or following a pictorial/written recipe books</p> <p>CNN/CLL/KUW/PH-RSE/CEA</p>	<p>Religious Education - Buddhism</p> <p>Developing an understanding that each religion has special people.</p> <p>Siddhattha Gotama known as the Buddha, which means 'enlightened'.</p> <p>KUW/CNN/ PH-RSE /PA</p>	<p>Art - Drawing</p> <p>Applies more appropriate pressure when drawing Shows awareness of lines when colouring in. Tracing shapes, characters, pictures etc</p> <p>PH-RSE Healthy relationships consent touch/different types of relationships NSPCC PANTS rule</p> <p>Changes that happen to my body (including puberty), my emotions and personal interests.</p> <p>PH-RSE</p>

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

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)

Geography (GEO)

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/>