

# Macaws Autumn timetable 2025 - 2026

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Time	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:00 - 9:30	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food. <b>Individual jobs -</b> Promoting independence and life skills. <b>Guided reading1:1, writing and phase word interventionon carousel:</b>  <b>CLL/ PS-RSE</b>	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food. <b>Individual jobs -</b> Promoting independence and life skills. <b>Guided reading1:1, writing and phase word interventionon carousel:</b>  <b>CLL/ PS-RSE</b>	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food. <b>Individual jobs -</b> Promoting independence and life skills. <b>Guided reading1:1, writing and phase word interventionon carousel:</b>  <b>CLL/ PS-RSE</b>	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food. <b>Individual jobs -</b> Promoting independence and life skills. <b>Guided reading1:1, writing and phase word interventionon carousel:</b>  <b>CLL/ PS-RSE</b>	<b>Emotional regulation</b> Regulating individual requirements, e.g. toilet, drink, food. <b>Individual jobs -</b> Promoting independence and life skills. <b>Guided reading1:1, writing and phase word interventionon carousel:</b>  <b>CLL/ PS-RSE</b>
9:30 - 10:45	<b>Carousel</b>  <b>Phonics</b> Little Wandle <b>Guided reading</b> <b>Comprehension</b> <b>CVVC reading and writing activities</b> Fine motor skills cutting, colouring etc Semi-independent activities - with minimal adult support.  <b>Literacy/writing/ IWB</b> <b>CLL/CNN/PH-RSE</b>	<b>Carousel</b>  <b>Phonics</b> Little Wandle <b>Guided reading</b> <b>Comprehension</b> <b>CVVC reading and writing activities</b> <b>Fine motor skills</b> cutting, colouring etc Semi-independent activities - with minimal adult support.  <b>Literacy/writing / IWB</b> <b>CLL/CNN/PH-RSE</b>	<b>9:30-10:00</b> <b>Phonics</b> Little Wandle <b>Guided reading</b> <b>Comprehension</b> <b>CVVC reading and writing activities</b>  <b>Literacy/writing / IWB</b> <b>CLL/CNN/PH-RSE</b>  <b>10:00-10:30</b> <b>Snack</b> Promoting independence and life skills <b>CLL/CNN/PH-RSE</b>	<b>Carousel</b>  <b>Phonics</b> Little Wandle <b>Guided reading</b> <b>Comprehension</b> <b>CVVC reading and writing activities</b> Fine motor skills cutting, colouring etc Semi-independent activities - with minimal adult support.  <b>Literacy/writing/ IWB</b> <b>CLL/CNN/PH-RSE</b>	<b>Carousel</b>  <b>Phonics</b> Little Wandle <b>Guided reading</b> <b>Comprehension</b> <b>CVVC reading and writing activities</b> Fine motor skills cutting, colouring etc Semi-independent activities - with minimal adult support.  <b>Literacy/writing / IWB</b> <b>CLL/CNN/PH-RSE</b>
10:45 -11:00	<b>Snack - A focus on money and it's value</b> Promoting independence and life skills <b>CLL/CNN/PH-RSE</b>	<b>Snack - A focus on money and it's value</b> Promoting independence and life skills <b>CLL/CNN/PH-RSE</b>	<b>10:30 - 12:00</b>  <b>Shopping/maths</b> Buying ingredients for cookery following a shopping list	<b>Snack - A focus on money and it's value</b> Promoting independence and life skills <b>CLL/CNN/PH-RSE</b>	<b>Snack - A focus on money and it's value</b> Promoting independence and life skills <b>CLL/CNN/PH-RSE</b>
11:00 - 11:15	<b>Outside play</b> Free or adult led play including sensory play.	<b>Outside play</b> Free or adult led play including		<b>Outside play</b> Free or adult led play including sensory play.	<b>Outside play</b> Free or adult led play including

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	Promoting physical development, sharing, turn taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>	sensory play. Promoting physical development, sharing, turn taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>	<b>A focus on money and it's value</b> Understanding how to scan items, use the pay point and pack groceries. Learning how to stay safe in busy sensory environments.  <b>PA/CNN/PH-RSE</b>	Promoting physical development, sharing, turn taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>	sensory play. Promoting physical development, sharing, turn taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>
11:15 12:00	<b>Maths and computing</b>  White Rose – 3D shapes  <b>CNN</b> *See weekly planning	<b>Music with Beth.</b>  Listening and responding  A focus on culture and Black History Month <b>CEA</b>		<b>Maths and computing</b>  White Rose <b>Calculation and place value</b> Counting in 5's 10's and 2's  <b>Subtraction.</b>  <b>CNN</b> *See weekly planning	<b>Maths and computing</b>  White Rose <b>Calculation and place value</b> Counting in 5's 10's and 2's  <b>Addition.</b>  <b>CNN</b> *See weekly planning
12:00 – 12:25	<b>Choose or Sensory garden</b> Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  <b>OT/PH-RSE/PA</b>	<b>Choose or Sensory garden</b> Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  <b>OT/PH-RSE/PA</b>	<b>Choose or Sensory garden</b> Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  <b>OT/PH-RSE/PA</b>	<b>Choose or Sensory garden</b> Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  <b>OT/PH-RSE/PA</b>	<b>Choose or Sensory garden</b> Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  <b>OT/PH-RSE/PA</b>
12:30 – 13:00	<b>Dinnertime</b> in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  <b>PH-RSE</b>	<b>Dinnertime</b> in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  <b>PH-RSE</b>	<b>Dinnertime</b> in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  <b>PH-RSE</b>	<b>Dinnertime</b> in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  <b>PH-RSE</b>	<b>Dinnertime</b> in the hall Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  <b>PH-RSE</b>
13:00 – 14:45	<b>Outside play –</b> Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.	<b>Outside play –</b> Free or adult led play including sensory play. Promoting physical development, sharing, turn	<b>Outside play –</b> Free or adult led play including sensory play. Promoting physical development, sharing, turn	<b>Outside play –</b> Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.	<b>Outside play –</b> Free or adult led play including sensory play. Promoting physical development, sharing, turn

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	<b>OT/PH-RSE/KUW/PA</b>	taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>	taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>	<b>OT/PH-RSE/KUW/PA</b>	taking, and waiting.  <b>OT/PH-RSE/KUW/PA</b>
13:30 – 14:45	<b>13:30 – 14:00</b> <b>Religious Education –</b> To recognise the qualities of some religious people within stories – kindness/bravery  <b>14:00 – 14:45</b> <b>PE in the hall</b> A focus on physical targets Using the equipments safely Following rules and understanding some social rules and expectations. For example playing games.	<b>13:30 – 13:45</b> <b>Speaking and listening activity.</b> E.g., writing practice, number formation practice, drawing or listening to verbal instructions.  <b>14:00 – 14:45</b> <b>Knowledge and Understanding of the world.</b> Linked with Drama  People who help us in the community – Paramedics/nurses/doctors	<b>13:30 – 13:45</b> <b>Speaking and listening activity.</b> E.g., writing practice, number formation practice, drawing or listening to verbal instructions.  <b>13:45 – 14:45</b> <b>Design and Technology Cookery</b> Promoting healthy lifestyles  Cookery provides children with opportunities to request and communicate their likes and dislikes. <b>CNN/CLL/KUW/PH-RSE/CEA</b>	<b>13:30 – 13:45</b> <b>Speaking and listening activity.</b> E.g., writing practice, number formation practice, drawing or listening to verbal instructions.  <b>13:45 – 14:30</b> <b>Shadow dance – Led by Lucy</b> Opportunities to develop creative and expressive arts, dance and drama. Encouraging children to express themselves through dance  <b>OT/CLL/PH-RSE/CEA/PA</b>  <b>Yoga/relaxation</b> A focus on breathing exercises. Calming our minds and bodies.  <b>PA/PH-RSE</b>	<b>13:30 – 13:45</b> <b>Speaking and listening activity.</b> E.g., writing practice, number formation practice, drawing or listening to verbal instructions.  <b>13:45 – 14:45</b> <b>PH-RSE</b> Healthy relationships consent touch/different types of relationships NSPCC PANTS rule Changes that happen to my body (including puberty), my emotions and personal interests.  <b>PH-RSE</b>  <b>Art – Drawing and sculpture.</b> A focus on LS Lowry  <b>CEA</b>
14:45 – 15:00	<b>Tidy up – garden and classroom, promoting co-operation and independence</b> <b>PH-RSE</b>	<b>Tidy up – garden and classroom, promoting co-operation and independence</b> <b>PH-RSE</b>	<b>Tidy up – garden and classroom, promoting co-operation and independence</b> <b>PH-RSE</b>	<b>Tidy up – garden and classroom, promoting co-operation and independence</b> <b>PH-RSE</b>	<b>Tidy up – garden and classroom, promoting co-operation and independence</b> <b>PH-RSE</b>



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Time	Monday	Tuesday	Wednesday	Thursday	Friday
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/>

