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| --- | --- | --- | --- | --- | --- |
| Time | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| *9:00 -9:30* | **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  **CLL/ PS-RSE**  **Computing –**  Order dinners  Use the IWB  Write and send an email  Group 1  **CNN/CLL** | **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  **CLL/ PS-RSE**  **Computing –**  Order dinners  Use the IWB  Write and send an email  Group 1  **CNN/CLL** | **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  **CLL/ PS-RSE**  **Computing –**  Order dinners  Use the IWB    Write and send an email  Group 1  **CNN/CLL** | **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  **CLL/ PS-RSE**  **Computing –**  Order dinners  Use the IWB  Write and send an email  Group 1  **CNN/CLL** | **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  **CLL/ PS-RSE**  **Computing –**  Order dinners  Use the IWB  Write and send an email  Group 1  **CNN/CLL** |
| 9:30 – 10:45 | **Carousel –**  **Phonics** Phase two and phase 4 – Little Wandle  Environmental sounds  Guided reading  Group 1  Semi- independent activities - with adult support.  Cutting skills  fine motor skill etc  **Foundation for phonics**  Group 2  Sensory learners  Interactive wipe board  Songs  Sensory exploration  **Literacy/writing/**  **IWB**    **CLL/CNN/PH-RSE** | **Carousel –**  **Phonics** Phase two and phase 4 – Little Wandle  Environmental sounds  Guided reading  Group 1  Semi- independent activities - with adult support.  Cutting skills  fine motor skill etc  **Foundation for phonics**  Group 2  Sensory learners  Interactive white board  Songs  Sensory exploration  **Literacy/writing/IWB**  **CLL/CNN/PH-RSE** | **Carousel –**  **Phonics** Phase two and phase 4 – Little Wandle  Environmental sounds  Guided reading  Group 1  Semi- independent activities - with adult support.  Cutting skills  fine motor skill etc  **Foundation for phonics**  Group 2  Sensory learners  Interactive white board  Songs  Sensory exploration  **Literacy/writing/IWB**  **CLL/CNN/PH-RSE** | **9:30 - 10:00**  **Shape, Space and measurement**  \*See weekly planning  Group 2 - 2D shapes Posting  Group 13D shapes  **10:00 – 10:45**  **Computing**  To write and send an email  To manipulate apps on the IWB and ipad  **CNN/CLL** | **Carousel –**  **Phonics** Phase two and phase 4 Little Wandle    Environmental sounds  Guided reading  Group 1  Semi- independent activities - with adult support.  Cutting skills  fine motor skill etc  **Foundation for phonics**  Group 2  Sensory learners  Interactive white board  Songs  Sensory exploration  **Literacy/writing/IWB**  **CLL/CNN/PH-RSE** |
| 10:45 -11:00 | **Snack –** Promoting independence and life skills  **CLL/CNN/PH-RSE** | **Snack** Promoting independence and life skills  **CLL/CNN/PH-RSE** | **Snack**  Promoting independence and life skills  **CLL/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 11: 20 | **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** | **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** | **Outside play**  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 | 11:15 – 11:45  **Hall – Dance**  Encouraging children to express themselves through dance  **Led by Erin**  11:45 – 12:00  Relaxation  **OT/CLL/PH-RSE/CEA** | 11:15 – 11:45  **Drama led by Elizabeth**  The Story of the rainbow  Expresion of emotions and acceptance of others. Promoting inclusion and diversity  11:45 – 12:00  Relaxation  **OT/CLL/PH-RSE/CEA** | **Number and Place Value**  Group 1 Addition- subtaraction using number lines  Group2 - Number counting  \*See weekly planning  **CNN**  11:30 – 12:30  **Carousel for 15 minutes**  Sensory room VI  One to one and small group sessions for children with VI passport  **OT** | **Number and Place Value**  Addition- subtaraction using number lines  \*See weekly planning  Group2 - Number counting  **CNN** | **Shape, Space and measurement**  \*See weekly planning  Group 2 - 2D shapes Posting  Group 13D shapes  **CNN** |
| 12:00 – 12:25 | **PSHE - Choose or**  **Sensory garden**  Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  **OT/PH-RSE/PA** | **PSHE - Choose or**  **Sensory garden**  Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  **OT/PH-RSE/PA** | **PSHE - Choose or**  **Sensory garden**  Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  **OT/PH-RSE/PA** | **PSHE - Choose or**  **Sensory garden**  Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  **OT/PH-RSE/PA** | **PSHE - Choose or**  **Sensory garden**  Creating opportunities to explore, play, develop friendships, turn take and imagination with adult support.  **OT/PH-RSE/PA** |
| 12:30 – 13:00 | **Dinnertime**  in the hall  Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  **PH-RSE** | **Dinnertime**  in the hall  Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  **PH-RSE** | **Dinnertime**  in the hall  Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  **PH-RSE** | **Dinnertime**  in the hall  Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  **PH-RSE** | **Dinnertime**  in the hall  Encouraging healthy eating, promoting opportunities to touch, smell and taste new foods.  **PH-RSE** |
| 13:00 – 13:30 | **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** | **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** | **Outside play** – Free or adult led play including sensory play. Promoting physical development, sharing, turn taking, and waiting.  **OT/PH-RSE/KUW/PA** |
| 13:30 14:30 | **KUW**  **Space and time**  To identify some planets.  To identify the sun, moon and stars.  To understand what an astronaut is  (See weekly planning folder)  **KUW** | **Geography / KUW**  Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff  **GEOG - KUW** | **Alternate grouping**  **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.  Comparing prices, e.g. identifying which item costs more or less.  Or identifying size, colours, shapes and quantities.  **KUW/CNN/ PH-RSE /PA**  **Other group -**  **Religious Education**  **Christianity**  Developing an understanding that each religion has special people  **KUW/CEA**  14:10 – 14:40  **Roar potential with Elliot**  **PA** | **Design and Technology**  **Cookery**  Cookery provides children with opportunities to request and communicate their likes and dislikes.  **CNN/CLL/KUW/ PH-RSE/CEA** | **PH-RSE**  Developing positive relationships with others /getting along playing and working together  **PH-RSE** |
| 14:30 14:45 | **PH-RSE Choose time**  Requesting favoured resources using a wide range of communicative methods.  Creating opportunities to explore, play and develop friendships.  **PH-RSE** | **PH-RSE Choose time**  Requesting favoured resources using a wide range of communicative methods.  Creating opportunities to explore, play and develop friendships.  **PH-RSE** | **PH-RSE Choose time**  Requesting favoured resources using a wide range of communicative methods.  Creating opportunities to explore, play and develop friendships.  **PH-RSE** | **PH-RSE Choose time**  Requesting favoured resources using a wide range of communicative methods.  Creating opportunities to explore, play and develop friendships.  **PH-RSE** | **Music**  A focus on instruments – playing instruments alongside a beat.  Listening to instructions, e.g., ‘fast, slow, stop, go.  Body movement  BSL  **CEA/MUSIC** |
| 14:45 -15:00 | **Tidy up and getting ready for hometime** – garden and classroom – promoting co-operation and independence  **PH-RSE** | **Tidy up and getting ready for hometime** – garden and classroom – promoting co-operation and independence  **PH-RSE** | **Tidy up and getting ready for hometime** – garden and classroom – promoting co-operation and independence  **PH-RSE** | **Tidy up and getting ready for hometime** – – garden and classroom – promoting co-operation and independence  **PH-RSE** | **Tidy up and getting ready for hometime** – – garden and classroom – promoting co-operation and independence  **PH-RSE** |

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 - KUW)

Science (SCI - KUW)

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/

