

Example Weekly Timetable with Supporting Adult Role

Monday		
Time	Activity	Adults will be...
9-10.15am	Child-Initiated play Breakfast	- Developing children's social communication skills by taking time and 'tuning in' to the messages children are giving them through their vocalisations, body language and gestures. - Developing children's receptive language skills by joining them in their play, showing a genuine interest in them, responding warmly and commenting on what they are playing with (if appropriate). - Supporting children as they find their own different ways to manage feelings of sadness or anger. <i>Some children might need a cuddle, or their special objects from home, others may need distraction.</i> - Showing warmth and affection, combined with clear and appropriate boundaries and routines, developing a spirit of friendly cooperation. - Encouraging children in their independence skills e.g. putting coat on to go outside. - Encouraging children to make choices in their preferred method of communication, developing their expressive language skills.
10.15-10.30	Hygiene Circle time	- Supporting children to use the toilet with help and then independently. - Stimulating children's enjoyment of music through singing and playing musical instruments, modelling engaging with resources appropriately. - Using action songs and encouraging and joining in with children's movements.
10.30-11.30am	Communication and Interaction focus	*See individual planning*
11.30-1.15pm	Independence skills Lunch	- Supporting children to follow routines and boundaries e.g. tidying up and coping with things being finished. - Encouraging good hygiene skills and modelling hand washing. - Encouraging children to try a range of foods as they become more independent eaters - Encouraging good eating habits and behaviours where possible, such as sitting to eat when well regulated. Staff are responsive to pupils needs and aware of the environmental factors that might mean a child finds it difficult to sit down e.g. smells, loud, crowded table.
	Outdoor play *Makaton club	- Providing lots of opportunities for children to move freely and explore their. - Encouraging children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
1.15-1.30pm	Child-Initiated play Regulation	*See child-initiated play as above* Responding to pupil's individual sensory needs e.g. providing deep pressure, time alone with a book or preferred toy, time away from others or attention/social games.
1.30-2pm	My creativity	*See individual planning* Stimulating children's early interest in making marks. Offering a wide range of different materials and encouraging children to make marks in different ways e.g. submerging their fingers in cornflour, playing with a stick in the mud, placing hands and feet in paint • using tablets or computers, introducing colour names.
2.15-3pm	Snack time Child-Initiated play	*See child-initiated play as above*

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Tuesday		
9-10.15am	Group One Child Initiated play & Intensive Interaction Developing children's receptive language skills by joining them in their play, showing a genuine interest in them, responding warmly and commenting on what they are playing with (if appropriate). * see fundamentals of communication Breakfast Encouraging children to make choices in their preferred method of communication, developing their expressive language skills.	Group Two Hydrotherapy *See individual planning*
10.15-10.40am	Outdoor play Providing lots of opportunities for children to move freely and explore the environment. Encourage turn taking, social games and gross motor skills.	Breakfast Encouraging children to make choices in their preferred method of communication, developing their expressive language skills.
10.40-11.30am	Rebound Therapy *See individual planning*	Child Initiated play & Intensive Interaction Developing children's receptive language skills by joining them in their play, showing a genuine interest in them, responding warmly and commenting on what they are playing with (if appropriate). * see fundamentals of communication
11.30-1.15pm	Independence skills Lunch	- Supporting children to follow routines and boundaries e.g. tidying up and coping with things being finished. - Encouraging good hygiene skills and modelling hand washing. - Encouraging children to try a range of foods as they become more independent eaters - Encouraging good eating habits and behaviours where possible, such as sitting to eat when well regulated. Staff are responsive to pupils needs and aware of the environmental factors that might mean a child finds it difficult to sit down e.g. smells, loud, crowded table.
	Outdoor play	- Providing lots of opportunities for children to move freely and explore the environment - Encouraging children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
1.15-1.30pm	Child-Initiated play	Regulation *See child-initiated play as above* Responding to pupil's individual sensory needs e.g. providing deep pressure, time alone with a book or preferred toy, time away from others or attention/social games.
1.30-2pm	My cognition	*See individual planning* Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up. Offer repeated experiences with the counting sequence in meaningful and varied contexts,
2.15-3pm	Snack time Child-Initiated play *See child-initiated play as above*	

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Wednesday		
Time	Activity	Adults will be...
9-9.30am	Child-Initiated play Breakfast	- Developing children's social communication skills by taking time and 'tuning in' to the messages children are giving them through their vocalisations, body language and gestures. - Developing children's receptive language skills by joining them in their play, showing a genuine interest in them, responding warmly and commenting on what they are playing with (if appropriate). - Supporting children as they find their own different ways to manage feelings of sadness or anger. <i>Some children might need a cuddle, or their special objects from home, others may need distraction.</i> - Showing warmth and affection, combined with clear and appropriate boundaries and routines, developing a spirit of friendly cooperation. - Encouraging children in their independence skills e.g. putting coat on to go outside. - Encouraging children to make choices in their preferred method of communication, developing their expressive language skills.
9.30-11.30	Seb and Olivia's Den	*See individual planning*
11.30-1.15pm	Independence skills Lunch	- Supporting children to follow routines and boundaries e.g. tidying up and coping with things being finished. - Encouraging good hygiene skills and modelling hand washing. - Encouraging children to try a range of foods as they become more independent eaters - Encouraging good eating habits and behaviours where possible, such as sitting to eat when well regulated. Staff are responsive to pupils needs and aware of the environmental factors that might mean a child finds it difficult to sit down e.g. smells, loud, crowded table.
	Outdoor play	- Providing lots of opportunities for children to move freely and explore their. - Encouraging children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
1.15-1.30pm	Child-Initiated play Regulation	*See child-initiated play as above* Responding to pupil's individual sensory needs e.g. providing deep pressure, time alone with a book or preferred toy, time away from others or attention/social games.
1.30-2pm	My creativity	*See individual planning* Stimulating children's early interest in making marks. Offering a wide range of different materials and encouraging children to make marks in different ways e.g. submerging their fingers in cornflour, playing with a stick in the mud, placing hands and feet in paint • using tablets or computers, introducing colour names.
2.15-3pm	Snack time Child-Initiated play	*See child-initiated play as above*

Example Weekly Timetable with Supporting Adult Role

Thursday		
Time	Activity	Adults will be...
9-10.15am	Child-Initiated play Breakfast	- Developing children's social communication skills by taking time and 'tuning in' to the messages children are giving them through their vocalisations, body language and gestures. - Developing children's receptive language skills by joining them in their play, showing a genuine interest in them, responding warmly and commenting on what they are playing with (if appropriate). - Supporting children as they find their own different ways to manage feelings of sadness or anger. <i>Some children might need a cuddle, or their special objects from home, others may need distraction.</i> - Showing warmth and affection, combined with clear and appropriate boundaries and routines, developing a spirit of friendly cooperation. - Encouraging children in their independence skills e.g. putting coat on to go outside. - Encouraging children to make choices in their preferred method of communication, developing their expressive language skills.
10.15-10.30am	Hygiene Circle time	- Supporting children to use the toilet with help and then independently. - Stimulating children's enjoyment of music through singing and playing musical instruments, modelling engaging with resources appropriately. - Using action songs and encouraging and joining in with children's movements.
10.30-11.30am	Food exploration	*See individual planning*
11.30-1.15pm	Independence skills Lunch	- Supporting children to follow routines and boundaries e.g. tidying up and coping with things being finished. - Encouraging good hygiene skills and modelling hand washing. - Encouraging children to try a range of foods as they become more independent eaters - Encouraging good eating habits and behaviours where possible, such as sitting to eat when well regulated. Staff are responsive to pupils needs and aware of the environmental factors that might mean a child finds it difficult to sit down e.g. smells, loud, crowded table.
	Outdoor play *Makaton club	- Providing lots of opportunities for children to move freely and explore their. - Encouraging children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
1.15-1.30pm	Child-Initiated play Regulation	*See child-initiated play as above* Responding to pupil's individual sensory needs e.g. providing deep pressure, time alone with a book or preferred toy, time away from others or attention/social games.
1.30-2pm	Community awareness	*See individual planning*
2.15-3pm	Snack time Child-Initiated play	*See child-initiated play as above*

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10.15-10.30am	Hygiene Circle time	- Supporting children to use the toilet with help and then independently. - Stimulating children's enjoyment of music through singing and playing musical instruments, modelling engaging with resources appropriately. - Using action songs and encouraging and joining in with children's movements.
10.30-11.30am	Sensology	*See individual planning*
11.30-1.15pm	Independence skills Lunch	- Supporting children to follow routines and boundaries e.g. tidying up and coping with things being finished. - Encouraging good hygiene skills and modelling hand washing. - Encouraging children to try a range of foods as they become more independent eaters - Encouraging good eating habits and behaviours where possible, such as sitting to eat when well regulated. Staff are responsive to pupils needs and aware of the environmental factors that might mean a child finds it difficult to sit down e.g. smells, loud, crowded table.
	Outdoor play	- Providing lots of opportunities for children to move freely and explore their. - Encouraging children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
1.15-1.30pm	Child-Initiated play Regulation	*See child-initiated play as above* Responding to pupil's individual sensory needs e.g. providing deep pressure, time alone with a book or preferred toy, time away from others or attention/social games.
1.30-2pm	Jabadeo	*See individual planning*