

Summer 1 Timetable

| Time | Session | Suggested Activities |
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| Before 9am | Wake up/ Breakfast | Eat breakfast, get dressed/ready, make bed, etc. Other morning routine activities. If your child is working on independence skills here – then allow more time for this section to develop skills they need. |
| 9:00 – 10:00 | Exercise/Outdoor time | Cosmic kids yoga, Joe Wicks work out, Zumba, Take a walk/walk the dog, explore or play in the garden, copy a Just Dance Routine, |
| 10:00 – 10:30 | Snack Time | Get your child involved in making a slice of toast/cup of tea/glass of cordial – reinforcing the need to have adult supervision around hot things. (Use your own judgement here – for some students this will not be appropriate and teaching safety is more important). If no snack required, use this time to complete a household task – washing up or tidying up. |
| 10:30 – 11:00 | Work time | Ideas and suggestions for these sections will be provided for by your teacher via Dojo - with new activities/suggestions coming out every Friday for the week ahead – these will include English and Maths activities and other subject specific work. |
| 11:00 – 11:30 | Social skills | Simple Board games, Memory game, What's that sound, Treasure hunt, Under the cup, play a favourite game or with a favourite item, but the idea is to learn to share, take turns and accept others. Role play with characters, act out a story with puppets. (Details of these activities are explained below) |
| 11:30 – 12:00 | Creative time | Make slime or gak; messy play – hide items in flour, water, sand, shaving foam; make play dough/salt dough shapes; play music or make music through technology, make up dance or follow a tutorial on You tube to dance/create something, help cook/prepare the lunch, bake, build with lego, build a blanket den and create own space. (More ideas for this section are below) |
| 12 – 1 | Lunch | Get them to remember to wash their hands – Can they help to make lunch/prepare the table/get drinks, etc. |
| 1:00 – 1:30 | Work time | Ideas and suggestions for these sections will be provided for by your teacher via Dojo - with new activities/suggestions coming out every Friday for the week ahead – these will include English and Maths activities and other subject specific work. |
| 1:30 – 2:00 | EHCP target time | This is time to work on their EHCP targets – guidance and suggestions on how to do this will be sent home from your class teachers. We would appreciate it if parents could create some form of written record of how their child is progressing in this area or how often they are practising. |
| 2:00 – 3:00 | Exercise | Cosmic kids yoga, Joe Wicks work out, Zumba, Take a walk/walk the dog, explore or play in the garden, copy a Just dance routine, |
| 3 - 3:30 | Quiet time | Listen to a story, colouring together, do a jigsaw, massage, relax and listen to relaxing music, story massage. |
| 3:30 – | Own time | This could be film watching, device time, etc. special interests. Family time, Teatime. |
| Teatime - bed | Relaxing time | Avoid Devices during this time as they reduce the brain's natural melatonin (the chemical in our brain that helps us get sleepy), have a bath, follow bedtime routine if they have one, listen to a bedtime story. |

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Additional ideas for specific areas

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| Social skills | <p><u>Simple Board games</u> – turn taking games and activities – snap, jigsaw puzzle, matching cards game, simple snakes and ladders, etc. Building and knocking down towers and so on.</p> <p><u>Memory game</u> - place a collection of random items on a tray cover – look at them and individually, name them, cover with a tea towel, then remove one without them seeing, then ask them to guess which is missing - consider how they can answer you – point to the empty place, say the word, choose from a photo of the tray or point to the word/drawing of missing item. Take it in turns and ask them to hide an item for you to guess what is missing.</p> <p><u>What’s that sound</u> – listen to some different sounds on the internet, but don’t let them see the screen – can you guess what/who they are – try to have some examples for them to choose from rather than struggling the find the right word – if you can print off images of the possible answers or draw them – perfect, if not just write them down and read them out when it comes to answering. This can be done with sounds of different animals, transport types, song introductions, cartoon characters, etc.</p> <p><u>Play a game</u> or with an item they enjoy – this could be a computer game or using their special interest – but the idea is to learn to share, take turns and accept others playing with them.</p> <p><u>Treasure hunt</u> – in each place – hide a clue to the next spot or even give the word of the next place for them to read and then go to. At the end hide a treat where they can be rewarded for their problem solving skills.</p> <p><u>Under a cup</u> – Hide a small item under a cup and have two other cups – let them see where it is hidden then move the cups around and ask them to find where it is hidden. Again, take turns and ask them to do it for you once they have grasped the concept.</p> |
| Creative time | <p>Who can make the best sounding rainmaker using items around the house (rice, lentils, etc) in a container (plastic bottle, tin, pot, etc.).</p> <p>Can you make a whole band’s worth of instruments using items from around the house – pots and pans, etc?</p> <p>Collages – rip up pictures from newspapers and magazines and out them back together again to make a different picture. Cut out shapes from a magazine and make decorative bunting.</p> |

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Although we have provided lots of ideas, links and some tasks in homework packs so far, we feel that if we remain closed for the Summer term, we would like to provide you with more specific guidance and advice on how to structure a routine for your child/family. Different schools are providing differing amounts of work: from a list of websites and ideas to use, to an expectation of 4 or 5 specific tasks for each student to complete every day. We are aiming to find the right balance for you. We do understand that this is a difficult time for families of Special Needs Children, our aim is to support you and we hope this process will make things as easy and informative for you as possible. Every parent wants different levels of input, so if you already have a good routine and do not need this input then don't worry you are not expected to follow it, however if you are struggling with this temporary new way of life, then this may help.

You do not need to follow this timetable rigidly, you can change and adapt it to suit your own children and circumstances, however we do suggest that you create some sort of routine for your child in the extended absence of school. You may wish to use some of these ideas to create your own timetable, we have provided a blank timetable for you to use if you want to do this. You may find that after a couple of weeks of following this timetable, you feel more confident to create your own, which suits your child/family better. Don't forget teachers are there for advice if you want to ask them. If you want to create a schedule for this routine, again teachers will support you to do this, however be aware that some children will not be responsive to this approach at home.

The timetable is to provide you with an idea of how to split up the day into activities for your child to do. Make specific activities available to them at these times and try to engage, many of the children will not do a task/activity simply because they are told to, they need support throughout, a companion doing it with them or demonstrating how to do it or breaking it down into easier steps and giving step-by-step guidance throughout. This timetable is mostly set out in half hour slots as sometimes children find it difficult to focus for longer periods, however if they will concentrate for longer periods on particular aspects, then by all means adapt the timetable to suit.

Do not aim for full attention and perfection straight away, allow yourself and your child to get used to the idea of the new routine. Not all sessions will be successful, but that's ok as you can learn from that and do it differently next time. If one session is going wrong, don't worry, take a little break then come back at the next session. Once consistent expectations and routines are in place, it will be easier for all involved. Take pride in the small steps you have taken with your child. The sessions do not have to be time specific, however if you can do this, you can take advantage and teach o'clock and half past time telling as a part of the process.

This timetable will remain the same for the first half of the half term, with a new version to be released Whit week. Alongside this document, you will receive a blank timetable (if you require it), a set of current EHCP targets document and refreshed activities weekly. If you have any further queries please direct them to the class teacher via Dojo or you can email Department leaders Lorna or Becky, through the school post box email and we will get back to you. If you want to make a record of the activities in any way possible we would love to see how you are getting on with some of these suggestions. Good luck and stay safe.