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| Time | Activity | Purpose |
| 7.00-7.45am | Wash hands  Have breakfast  Clean up | Making a choice  Eating/Feeding skills  Independence and self-help skills |
| 7.45am-8.45am | Get washed  Get dressed  Brush my teeth | Independence and self-help skills |
| 8.45-9.00am | Choose an activity/object I like | Making a choice  Having fun |
| 9.00-9.40am | 10 minutes – running, jumping, bouncing, spinning  10 minutes – walking, crawling, rolling  20 minutes – calm time: massage, lie down, listen to calm music. | Sensory integration – get my body ready for learning! |
| 9.40-9.50am | Listen/sing to Good Morning song and Hows the Weather song on YouTube | Morning routine  Looking skills (look out of the window and talk about the weather). |
| 9.50-10.00am | Put my outdoor clothes on – coat, wellies, hat, gloves etc. | Independence and self-help skills |
| 10.00-10.30am | Play outside – in my garden, yard or local park. | Play/social skills with my family members. |
| 10.30-11.00am | Wash my hands  Snack time | Making a choice  Eating/Feeding skills  Independence and self-help skills |
| 11.00-12.00pm | Work on my PLP targets through sitting and focusing AND through PLAY! | My personal learning skills. |
| 12.30pm-1.00pm | Play outside – in my garden, yard or local park. | Play/social skills with my family members. |
| 12.00-12.30pm | Wash my hands  Lunch time | Making a choice  Eating/Feeding skills  Independence and self-help skills |
| 1.00-1.40pm | 10 minutes – running, jumping, bouncing, spinning  10 minutes – walking, crawling, rolling  20 minutes – calm time: massage, lie down, listen to calm music. | Sensory integration – get my body ready for learning! |
| 1.40-2.15pm | Work on my PLP targets through sitting and focusing AND through PLAY! | My personal learning skills. |
| 2.15-2.30pm | Reading a book | Reading skills  Turn pages  Enjoy a story with my family members. |
| 2.30-3.00pm | Relax through massage, lie down, yoga, listening to calm music | My emotional well-being. |
| 3.00-3.30pm | Afternoon snack | Offer choices, if your child doesn’t eat this can be an opportunity for sensory food play. |
| 3.30pm onwards | Free time |  |
|  | Tea time |  |
|  | Free time |  |
|  | Bed time | Try and keep to a bedtime routine, an early night and an early start will help your days to be more productive and enjoyable. |

[](https://www.google.com/url?sa=i&url=https://www.springsideschool.com/news/?storyID%3D1100%26pid%3D7%26nid%3D1&psig=AOvVaw2uo_BVG8amL-88mAVV0aFp&ust=1584519877892000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLD-ktSKoegCFQAAAAAdAAAAABAE)Exploratory Phase

To support you and our learners during this difficult time we have put together an idea of the type of timetable and some activities you could prepare and work on at home. You can choose to use these as are appropriate to your family.

We realise that being at home for a prolonged period may be challenging and have based the ideas, loosely around our working day in order to give you ideas in terms of your child’s usual timetable.