

Room 8 Timetable (Sensory)

Monday	Tuesday	Wednesday	Thursday	Friday
Jigsaw, puzzle and sorting activities 1-1 table top activities until 9:30/9:45	Jigsaw, puzzle and sorting activities 1-1 table top activities until 9:30/9:45	Jigsaw, puzzle and sorting activities 1-1 table top activities until 9:30/9:45	Jigsaw, puzzle and sorting activities 1-1 table top activities until 9:30/9:45	Jigsaw, puzzle and sorting activities 1-1 table top activities until 9:30/9:45
Circle time Circle time box, use with students 1-1, daily sound, texture and colour	Circle time Circle time box, use with students 1-1, daily sound, texture and colour	Circle time Circle time box, use with students 1-1, daily sound, texture and colour	Circle time Circle time box, use with students 1-1, daily sound, texture and colour	Circle time Circle time box, use with students 1-1, daily sound, texture and colour
Breakfast snacks Pupils to communicate preferences with communication boards	Breakfast snacks Pupils to communicate preferences with communication boards	Breakfast snacks Pupils to communicate preferences with communication boards	Breakfast snacks Pupils to communicate preferences with communication boards	Breakfast snacks Pupils to communicate preferences with communication boards
Sensory story Story repeated each session for 1 week to build familiarity	Sensory story Story repeated each session for 1 week to build familiarity	Sensory story Story repeated each session for 1 week to build familiarity	Sensory story Story repeated each session for 1 week to build familiarity	Sensory story Story repeated each session for 1 week to build familiarity
Puzzles 1-1 table top activities	Puzzles 1-1 table top activities	Puzzles 1-1 table top activities	Puzzles 1-1 table top activities	Puzzles 1-1 table top activities
Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences
10:30 – 10:50 Break/ Outdoor learning	10:30 – 10:50 Break/ Outdoor learning	10:30 – 10:50 Break/ Outdoor learning	10:30 – 10:50 Break/ Outdoor learning	10:30 – 10:50 Break/ Outdoor learning
Attention Autism Stage 1 – attention building activities Stage 2 – turn taking	Attention Autism Stage 1 – attention building activities Stage 2 – turn taking	Attention Autism Stage 1 – attention building activities Stage 2 – turn taking	Attention Autism Stage 1 – attention building activities Stage 2 – turn taking	Attention Autism Stage 1 – attention building activities Stage 2 – turn taking
Problem solving activities 1-1 Table top activities - Index boards, shape sorters	Problem solving activities 1-1 Table top activities - Index boards, shape sorters	Problem solving activities 1-1 Table top activities - Index boards, shape sorters	Problem solving activities 1-1 Table top activities - Index boards, shape sorters	Problem solving activities 1-1 Table top activities - Index boards, shape sorters
Pre – lunch relaxation	Pre – lunch relaxation	Pre – lunch relaxation	Pre – lunch relaxation	Pre – lunch relaxation

Room 8 Timetable (Sensory)

Grab bag - lights and sensory relaxation activities. Some students 1-1 (NR &MS) choose activities with choice board and enjoy with adult support to maintain concentration and focus	Grab bag - lights and sensory relaxation activities. Some students 1-1 (NR &MS) choose activities with choice board and enjoy with adult support to maintain concentration and focus	Grab bag - lights and sensory relaxation activities. Some students 1-1 (NR &MS) choose activities with choice board and enjoy with adult support to maintain concentration and focus	Grab bag - lights and sensory relaxation activities. Some students 1-1 (NR &MS) choose activities with choice board and enjoy with adult support to maintain concentration and focus	Grab bag - lights and sensory relaxation activities. Some students 1-1 (NR &MS) choose activities with choice board and enjoy with adult support to maintain concentration and focus
12:30 - Lunch Students to use communication boards to communicate preferences	12:30 - Lunch Students to use communication boards to communicate preferences	12:30 - Lunch Students to use communication boards to communicate preferences	12:30 - Lunch Students to use communication boards to communicate preferences	12:30 - Lunch Students to use communication boards to communicate preferences
Outdoor learning	Outdoor learning	Outdoor learning	Outdoor learning	Outdoor learning
1- 1 communication Turn taking motivators – students to choose from motivators, they have a turn, then adults turn & repeat	1- 1 communication Turn taking motivators – students to choose from motivators, they have a turn, then adults turn & repeat	1- 1 communication Turn taking motivators – students to choose from motivators, they have a turn, then adults turn & repeat	1- 1 communication Turn taking motivators – students to choose from motivators, they have a turn, then adults turn & repeat	1- 1 communication Turn taking motivators – students to choose from motivators, they have a turn, then adults turn & repeat
Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences	Snack and communication Students to use communication boards to communicate preferences
Adult led activity 1-1 work, students to follow instructions with adult support to carry out an activity, could be art/ craft/ construction – focus is on following simple instructions and not the outcome	Adult led activity 1-1 work, students to follow instructions with adult support to carry out an activity, could be art/ craft/ construction – focus is on following simple instructions and not the outcome	Adult led activity 1-1 work, students to follow instructions with adult support to carry out an activity, could be art/ craft/ construction – focus is on following simple instructions and not the outcome	Adult led activity 1-1 work, students to follow instructions with adult support to carry out an activity, could be art/ craft/ construction – focus is on following simple instructions and not the outcome	Adult led activity 1-1 work, students to follow instructions with adult support to carry out an activity, could be art/ craft/ construction – focus is on following simple instructions and not the outcome
Sensory relaxation Grab bag – lights and sensory massage	Sensory relaxation Grab bag – lights and sensory massage	Sensory relaxation Grab bag – lights and sensory massage	Sensory relaxation Grab bag – lights and sensory massage	Sensory relaxation Grab bag – lights and sensory massage

Room 8 Timetable (Sensory)

3pm Transition to transport	3pm Transition to transport	3pm Transition to transport	3pm Transition to transport	3pm Transition to transport
---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

Students will access this timetable throughout the day. Its flexibility allows it to be followed in a different order due to 1-1 work happening at variable times. Pupils will also have choose time, in between activities, depending on their individual needs and their personalised learning journeys.