**Daily Rainbow Room Timetable – Morning Session**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Morning session** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8.30-9.20 am** | Children’s arrival and period of settling in.  Children engage in a range of self-chosen activities with staff ensuring that they support, model and direct children’s interests.  The following experiences and interventions take place during this period of time (varied daily in relation to weekly planning):   * TEACCH * sensory integration in The Lighthouse * sensory play (wet, dry, malleable) * mark making * sharing books * imaginary play * puzzles and construction * number based activities * music and movement * food provocations and baking * transient art | Children’s arrival and period of settling in.  Children engage in a range of self-chosen activities with staff ensuring that they support, model and direct children’s interests.  The following experiences and interventions take place during this period of time (varied daily in relation to weekly planning):   * TEACCH * sensory integration in The Lighthouse * sensory play (wet, dry, malleable) * mark making * sharing books * imaginary play * puzzles and construction * number based activities * music and movement * food provocations and baking * transient art | Children’s arrival and period of settling in.  Children engage in a range of self-chosen activities with staff ensuring that they support, model and direct children’s interests.  The following experiences and interventions take place during this period of time (varied daily in relation to weekly planning):   * TEACCH * sensory integration in The Lighthouse * sensory play (wet, dry, malleable) * mark making * sharing books * imaginary play * puzzles and construction * number based activities * music and movement * food provocations and baking * transient art | Children’s arrival and period of settling in.  Children engage in a range of self-chosen activities with staff ensuring that they support, model and direct children’s interests.  The following experiences and interventions take place during this period of time (varied daily in relation to weekly planning):   * TEACCH * sensory integration in The Lighthouse * sensory play (wet, dry, malleable) * mark making * sharing books * imaginary play * puzzles and construction * number based activities * music and movement * food provocations and baking * transient art | Children’s arrival and period of settling in.  Children engage in a range of self-chosen activities with staff ensuring that they support, model and direct children’s interests.  The following experiences and interventions take place during this period of time (varied daily in relation to weekly planning):   * TEACCH * sensory integration in The Lighthouse * sensory play (wet, dry, malleable) * mark making * sharing books * imaginary play * puzzles and construction * number based activities * music and movement * food provocations and baking * transient art |
| **9.20-9.30am** | ‘Time to Tidy Up’ song played: children supported to tidy away resources with adult support. | ‘Time to Tidy Up’ song played: children supported to tidy away resources with adult support. | ‘Time to Tidy Up’ song played: children supported to tidy away resources with adult support. | ‘Time to Tidy Up’ song played: children supported to tidy away resources with adult support. | ‘Time to Tidy Up’ song played: children supported to tidy away resources with adult support. |
| **9.30 – 9.40am** | ‘Hello Time’  Children move to smaller key groups. Session includes the following:   * ‘hello song’ * children select own photograph * each child is sang to (children develop an awareness of each other’s names) * children are counted * colour for the day * sound for the day * smell for the day * focused activity (based on weekly planning) | ‘Hello Time’  Children move to smaller key groups. Session includes the following:   * ‘hello song’ * children select own photograph * each child is sang to (children develop an awareness of each other’s names) * children are counted * colour for the day * sound for the day * smell for the day * focused activity (based on weekly planning) | ‘Hello Time’  Children move to smaller key groups. Session includes the following:   * ‘hello song’ * children select own photograph * each child is sang to (children develop an awareness of each other’s names) * children are counted * colour for the day * sound for the day * smell for the day * focused activity (based on weekly planning) | ‘Hello Time’  Children move to smaller key groups. Session includes the following:   * ‘hello song’ * children select own photograph * each child is sang to (children develop an awareness of each other’s names) * children are counted * colour for the day * sound for the day * smell for the day * focused activity (based on weekly planning) | ‘Hello Time’  Children move to smaller key groups. Session includes the following:   * ‘hello song’ * children select own photograph * each child is sang to (children develop an awareness of each other’s names) * children are counted * colour for the day * sound for the day * smell for the day * focused activity (based on weekly planning) |
| **9.40-10.00am** | The Playcourt  (physical development, climbing, balancing, throwing, catching, movement)  Focus – gross motor skills | The Playcourt  (physical development, climbing, balancing, throwing, catching, movement)  Focus – gross motor skills | The Playcourt  (physical development, climbing, balancing, throwing, catching, movement)  Focus – gross motor skills | The Playcourt  (physical development, climbing, balancing, throwing, catching, movement)  Focus – gross motor skills | Forest School  Children supported to change in to Forest School clothing, e.g. waterproofs and wellington boots.  Transition to FS  Children supported to explore the various FS areas, utilise the range of hammocks, swings and rockers, engage in focused learning experiences and join a snack session (often at the camp fire) |
| **10.00-10.15am** | Snack time  Focus on developing:   * communication and making choices (Makaton, PECS, eye pointing, gesture, language). * the development of self-help/care skills, e.g. washing hands, wiping face, using a spoon. * social awareness and interaction, including turn-taking. * confidence to try new tastes and flavours. | Snack time  Focus on developing:   * communication and making choices (Makaton, PECS, eye pointing, gesture, language). * the development of self-help/care skills, e.g. washing hands, wiping face, using a spoon. * social awareness and interaction, including turn-taking. * confidence to try new tastes and flavours. | Snack time  Focus on developing:   * communication and making choices (Makaton, PECS, eye pointing, gesture, language). * the development of self-help/care skills, e.g. washing hands, wiping face, using a spoon. * social awareness and interaction, including turn-taking. * confidence to try new tastes and flavours. | Snack time  Focus on developing:   * communication and making choices (Makaton, PECS, eye pointing, gesture, language). * the development of self-help/care skills, e.g. washing hands, wiping face, using a spoon. * social awareness and interaction, including turn-taking. * confidence to try new tastes and flavours. |
| **10.15-10:30am** | Attention Autism | Attention Autism | Attention Autism | Attention Autism |
| **10.30 -11.00am** | The Lighthouse  (multisensory room – bubble tube, fibre optics, interactive wall panels, Omi Vista)  Focus – cause and effect resources | Lighthouse  (multisensory room – bubble tube, fibre optics, interactive wall panels, Omi Vista)  Focus – cause and effect resources | Lighthouse  (multisensory room – bubble tube, fibre optics, interactive wall panels, Omi Vista)  Focus – cause and effect resources | Lighthouse  (multisensory room – bubble tube, fibre optics, interactive wall panels, Omi Vista)  Focus – cause and effect resources |
| **11:00-11:20am** | Outdoor play  Children explore space and permanent resources, e.g. swing, slide, sand pit, trampoline, bridge, digging/mud kitchen area, sensory trays.  Additional focused activities as weekly planning. | Outdoor play  Children explore space and permanent resources, e.g. swing, slide, sand pit, trampoline, bridge, digging/mud kitchen area, sensory trays.  Additional focused activities as weekly planning. | Outdoor play  Children explore space and permanent resources, e.g. swing, slide, sand pit, trampoline, bridge, digging/mud kitchen area, sensory trays.  Additional focused activities as weekly planning. | Outdoor play  Children explore space and permanent resources, e.g. swing, slide, sand pit, trampoline, bridge, digging/mud kitchen area, sensory trays.  Additional focused activities as weekly planning. | Outdoor play  Children explore space and permanent resources, e.g. swing, slide, sand pit, trampoline, bridge, digging/mud kitchen area, sensory trays.  Additional focused activities as weekly planning. |
| **11.20-11.30am** | Home | Home | Home | Home | Home |