

Fox Class timetable and grouping overview.

Beginning: Spring 2018

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:00	Table tasks. .. fine motor	Table tasks – sensory/tactile	Table tasks – letter and word	Table tasks - shape	Table tasks - measure
9:00 - 9:30	<b>Assembly, 6 students</b> <b>1 student in class = focus tasks</b>	<b>Guided Reading</b> <b>Gp 1 = comprehension</b> <b>Gp 2 = story sharing, responses</b> <b>Gp3 = story sharing, finding images</b>	<b>Guided Reading</b> <b>Gp 1 = comprehension</b> <b>Gp 2 = story sharing, responses</b> <b>Gp3 = story sharing, finding images</b>	Assembly – <b>Gp1</b> 2:3 <b>Reading</b> - 4:4 supported reading at workstations	<b>Reading</b> <b>1:1 – assess reading and change books if required</b>
9:30 - 10:15	<b>Sensory Diet and Regulation Time</b>  <b>Shared story and Reading 1:1</b>	<b>Maths:</b> <b>Gp1 = Number operations above 20</b> <b>GP2 = Number skills to 20</b> <b>GP3 = Number skills to 10</b>	<b>Sensory Hall</b> <b>Gp3 – focus movement, awareness</b> <b>Maths gp 1</b> <b>Gp1 = 1:2 developed independence</b> <b>Gp2 = 2:2 supported independence</b>	<b>**Music 9:45</b>  Whole class group session Sensory – Auditory practice skills.	<b>Enterprise</b> <b>Shopping = Gp1 = 2:3</b> <b>Gp2 = 4:4 setting up kitchen – object permanence, familiar routine and independence.</b>
10:15 - 10:30	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
10:30- 10:45	<i>Snack</i>	<i>Snack</i>	<i>Snack</i>	<i>Snack</i>	<i>Snack</i>
10:45 - 11:15	<b>Independent workstation - Folder</b>	<b>Independent workstation - Folder</b>	<b>Independent workstation - Folder</b>	<b>Independent workstation - Folder</b>	<b>Folder – money focus, supported.</b>
11:15 - 11:45	<b>Write Dance/Dance Beats - PE</b> <b>Gp1 in class</b> <b>Gp2 in hall 1:1</b> <b>Gp3 group work independent</b> <b>Maths</b> <b>Gp1 = 1:1 = Claire and Jennie</b> <b>Gp2 = 1:2 with independent skill practice</b> <b>Gp3 = 1:1 supported partner work</b>	<b>Literacy</b> <b>GP1 = 1:2 comprehension and purpose, skill building.</b> <b>GP2 = 3:3 confidence and engagement building, basic skills and sharing</b> <b>Gp3 = 2:2 selection of visual support to share meaningfully</b>	<b>Sensory Hall</b> <b>Gp1 and 2 – supported physical engagement.</b> <b>Maths gp 2</b> <b>Gp3 = 1:2 problem solving, functional use of numbers.</b> <b>Gp4 = 1:1, developing awareness of number purpose.</b>	<b>Literacy</b>  Assigned carousel tables. Skill interventions. Fine and gross motor  <b>Trampoline = all in turn</b>	<b>Money/Cooking</b> <b>Gp1 = 4:5 following focus activity task cards to complete a range of catering tasks, functional literacy and maths.</b> <b>Money</b> <b>Gp2 = 2:2. Role play shopping, using till, collecting, sorting and recording money spent and earned. Focus independent tasks</b>
11:45 – 12:15	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:15 – 12: 45	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
12:45 – 1:15	<b>COMMUNICATION</b> <b>Gp1 = 1:2 partner work, SALT programmes</b> <b>Gp2 = 1:2 Partner work, target speech</b> <b>Gp3 = 3:3, key word focus</b>	<b>YOGA</b> Sensory Diet and Regulation Therapy Fully supported.	<b>COMMUNICATION</b> <b>Gp1 = 1:2 talking to peers</b> <b>Gp2 = 1:2 key word sentences build</b> <b>Gp3 = 3:3 key word exchange</b>	<b>YOGA</b> Sensory Diet and Regulation Therapy Fully supported.	<b>COMMUNICATION</b> <b>Gp1 = 1:2 Clear speech, complex sentences</b> <b>Gp2 = 1:2 making requests.</b> <b>Gp3 = 3:3 functional key word tasks.</b>
1:30 – 2:00	<b>Phonics/L&amp;S/functional words</b> Tables - assessment alphabet. Sound discrimination <b>Gp1 = 1: 3 Phase 2 -3 skill building</b> <b>Gp2 = 2:2 phase 1-2 skill building</b> <b>Gp3 = Phase 1 interaction and discrimination</b>	<b>Phonics/L&amp;S/functional words</b> High fluency intro words/symbols <b>Gp1 = 1:3 focus word identification</b> <b>Gp2 = 2:2 focus word/symbol recognition</b> <b>Gp3 = 2:2 focus symbol selection</b>	<b>Gp1 – 1:1 social group, out of class</b> <b>Phonics/L&amp;S/functional words</b> Assessment, spelling, work rec <b>Gp2 = 1:1 word and sentences</b> <b>Gp3 = 2:2 word to symbol build</b> <b>Gp4 = 2:2 personal related words</b>	<b>Phonics/L&amp;S/functional words</b> Oral skills, sound groups. Writing <b>Gp2 = 1:3 top middle bottom letters and word groups</b> <b>Gp2 = 2:2 letter recog and write</b> <b>Gp3 = name letters and sequence</b>	<b>Phonics/L&amp;S/functional words</b> Recap weeks letters, sounds and words. <b>Gp1 = 1:3 recap and assess skills</b> <b>Gp2 = 2:2 recap all</b> <b>Gp3 = focus on most difficult area noted in week</b>
2:00 - 2:30	<b>K&amp;UW – Topic</b> <b>Gp1 = 1:2, skills for exploring information with a partner, extracting and using for purpose. Sharing work and support, building independence.</b> <b>Gp2 = 2:3 , skills for exploring given information, identifying aspects using visuals. Sharing ideas and showing preference. Working alongside others.</b> <b>Gp3 = 2:2 working with one other student. Sharing resources. Using familiar viual supports with developing accuracy in a range of activities.</b>	<b>PSHE/RE</b> <b>Gp1 = 1:2 Reciprocal interaction with a peer, purposeful communication and engagement.</b> <b>Gp2 = 2:3 Small group interaction with support. Making choices, engaging in collaborative activity. Sharing resources.</b> <b>Gp3 = 2:2 Share attention of adult and work alongside a peer. Use visuals to share ideas.</b> <b>Bridge Street Sports.</b> <b>Gp1 – 1:2 interaction with wider school peers. Accessing community facilities.</b>	<b>Cooking skills</b> <b>Gp1 = 2:3 environment awareness – kitchen safety and organisation. Recipe build, order and following.</b>  <b>GP2 = 3:4 following simple step instructions- finding and using different tools</b>	<b>Creative – Topic</b> <b>Sensory exploration</b> <b>Gp1 = 2:2 explore a range of media in an explorative way. Showing preference of colour, texture.</b> <b>Gp2 = 2:2 copy a range of techniques to create an effect, completing a piece of work</b> <b>Gp3 = 1:2 develop independence to use a range of tools to create textures and finishes</b>	<b>Lower school assembly – Gp1 = 2:3</b>  <b>Therapies</b> <b>TacPac/Massage</b> <b>All – sensory diet, regulation, external stimulation, preferences.</b>
2:30 - 3:00					<b>Homework/reading books/reward stickers/ letters given out as necessary.</b>
3:00 - 3:15	<b>Story Time</b>	<b>Story Time</b>	<b>Story Time</b>	<b>Story Time</b>	<b>Story Time</b>