Norcox Early Years Centre

<table>
<tr><th colspan="5">Routine of the day – BUTTERFLY ROOM</th></tr>
<tr><td rowspan="2">8.15-9.15</td><td colspan="3">Welcome and regula–ion - children are supported by staff with regulation providing early snack if needed.
Focus – children using symbols to ask for ‘help’ and toileting, if needed.
Complete register, write number of children on whiteboard.
Provide an early ‘snack’, as needed to support pupil regulation.</td><td rowspan="2">12.00-1:00</td></tr>
<tr><td>Children to explore learning opportunities.
Provide high quality adult-child interaction.
Encourage independence through continuous curriculum-linked provision.
Support self-initiated activities.
Consider children’s individual needs.
Adapt and respond to what you see and hear that children can do, know, remember.</td><td>PEP Target focus in Butterfly Room with individuals.

Help children to develop, consolidate and deepen knowledge, skill, understanding.
Give children time to practice their new knowledge and skill.
Check children’s knowledge and understanding.
Help children use intended simplified vocabulary.</td><td>Sensory Circuits
Used throughout session

Sensory circuits for self-regulation- PEP/ EHCP
Transition to the Soft Play Room with visual & verbal support.
Independence – taking off shoes and socks.
Finish with calming session, deep pressure/massage, “ready to explore”</td></tr>
<tr><td>9:15 – 9:30</td><td colspan="3">Snack Time
Verbal requests and PECs f–cus - PEP/EHCP targets
Food explora–ion - PEP/ EHCP</td><td>1:00 – 1:15</td></tr>
<tr><td rowspan="2">9:30 – 10:05</td><td colspan="3">Adapted Curriculum</td><td rowspan="2">1:15 – 1:50</td></tr>
<tr><td>Intensive Interaction through Sensory Room, Sensory Dome, Forest School and Library sessions.

1:1 focused work with an adult.
staff will attune to the child their interests, building on opportunities for social interactions.</td><td>Attention Autism

Offer an adapted curriculum focus building engagement, social interaction and language
develop anguagerking within a small group.
Teach new vocabulary.</td><td>Sharing a Sensory Story

Listen to the story or retell the story based on children’s interest, with high level of rhymes/repetitive phrases.</td></tr>
<tr><td>10:05 – 10:15</td><td colspan="3">Toothbrushing</td><td>1:50 -2.00</td></tr>
<tr><td>10.15-10.55</td><td colspan="3">Garden time-
Provide high quality adult-child interaction
Promote extensive opportunities to embed their knowledge/ skills in a range of context.
Elaborate through sensitive interactions.
Generalise knowledge and skill through high quality interactions, providing opportunities to communicate, explore and learn more about the world around them.
Garden tidy up time
Encourage children to tidy up, keep the resources in the same place.</td><td>2.00 - 2.40</td></tr>
<tr><td>10.55-11.15</td><td colspan="2">Children to explore learning opportunities.

Provide high quality adult-child interaction.
Encourage independence through continuous curriculum-linked provision. Support self-initiated activities.</td><td>WALDON (developing cognition)
Provide individual sessions where the child is supported to develop skills to help them to learn and explore including:
Making choices and planning actions
Picking up and putting down
Focussing on interest
Using both sides of the body during movements.
Continuing effortful movement.</td><td>2.40-3.00</td></tr>
<tr><td>11.15</td><td colspan="2">Children start lunch in individual room building the skills to:
Learn the lunchtime routines
Remain seated at the table
Eat lunch with growing independence</td><td>Home time
Ensure ALL the accident and safeguarding forms are completed, letters, handover notes etc</td><td>3.00</td></tr>
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