











BEA EYFS Timetable 2024-2025 Bluebells

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50-9.20	<p style="text-align: center;">Arrival</p> <ul style="list-style-type: none"> ❖ Greeting ❖ Unpacking bags ❖ Reading and actioning home schoolbooks ❖ Toileting <p style="text-align: center;">Child initiated learning both indoors and outdoors</p>	<p style="text-align: center;">Arrival</p> <ul style="list-style-type: none"> ❖ Greeting ❖ Unpacking bags ❖ Reading and actioning home schoolbooks ❖ Toileting <p style="text-align: center;">Child initiated learning both indoors and outdoors</p>	<p style="text-align: center;">Arrival</p> <ul style="list-style-type: none"> ❖ Greeting ❖ Unpacking bags ❖ Reading and actioning home schoolbooks ❖ Toileting <p style="text-align: center;">Child initiated learning both indoors and outdoors</p>	<p style="text-align: center;">Arrival</p> <ul style="list-style-type: none"> ❖ Greeting ❖ Unpacking bags ❖ Reading and actioning home schoolbooks ❖ Toileting <p style="text-align: center;">Child initiated learning both indoors and outdoors</p>	<p style="text-align: center;">Arrival</p> <ul style="list-style-type: none"> ❖ Greeting ❖ Unpacking bags ❖ Reading and actioning home schoolbooks ❖ Toileting <p style="text-align: center;">Child initiated learning both indoors and outdoors</p>
Curriculum Area					
9.20- 9.30	<p style="text-align: center;">Good morning</p> <ul style="list-style-type: none"> ❖ Activate ❖ Who is in school today? ❖ Weather/colour/day ❖ Sign of the day/sentence of the week ❖ Zones of Regulation 	<p style="text-align: center;">Good morning</p> <ul style="list-style-type: none"> ❖ Activate ❖ Who is in school today? ❖ Weather/colour/day ❖ Sign of the day/sentence of the week ❖ Zones of Regulation 	<p style="text-align: center;">Good morning</p> <ul style="list-style-type: none"> ❖ Activate ❖ Who is in school today? ❖ Weather/colour/day ❖ Sign of the day/sentence of the week ❖ Zones of Regulation 	<p style="text-align: center;">Good morning</p> <ul style="list-style-type: none"> ❖ Activate ❖ Who is in school today? ❖ Weather/colour/day ❖ Sign of the day/sentence of the week ❖ Zones of Regulation 	<p style="text-align: center;">Good morning</p> <ul style="list-style-type: none"> ❖ Activate ❖ Who is in school today? ❖ Weather/colour/day ❖ Sign of the day/sentence of the week ❖ Zones of Regulation
Curriculum Area					









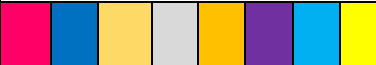
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9.30 - 10.00	<p>Forest School</p> <ul style="list-style-type: none"> ❖ Sharing resources ❖ Introducing new vocabulary ❖ Using physical skills ❖ Enhancing maths skills ❖ Being outdoors ❖ Creative using natural objects 	<p>Sound Awareness and Writing</p> <ul style="list-style-type: none"> ❖ Phase 1 phonics ❖ Mark making using different media 	<p>Sound Awareness and Writing</p> <ul style="list-style-type: none"> ❖ Phase 1 phonics ❖ Mark making using different media 	<p>Sound Awareness and Writing</p> <ul style="list-style-type: none"> ❖ Phase 1 phonics ❖ Mark making using different media 	<p>Adult led/Child Initiated Focus on a specific subject</p> <ul style="list-style-type: none"> ❖ Sharing resources ❖ Introducing new vocabulary/ new skills ❖ Using physical skills ❖ Enhancing maths skills ❖ Interacting with different peers/adults ❖ Developing communication skills
Curriculum Area					
10.00-10.30		<p>Adult led/Child Initiated Focus on a specific subject</p> <ul style="list-style-type: none"> ❖ Sharing resources ❖ Introducing new vocabulary/ new skills ❖ Using physical skills ❖ Enhancing maths skills ❖ Interacting with different peers/adults 	<p>Adult led/Child Initiated Focus on a specific subject</p> <ul style="list-style-type: none"> ❖ Sharing resources ❖ Introducing new vocabulary/ new skills ❖ Using physical skills ❖ Enhancing maths skills ❖ Interacting with different peers/adults ❖ Developing communication skills 	<p>Adult led/Child Initiated Focus on a specific subject</p> <ul style="list-style-type: none"> ❖ Sharing resources ❖ Introducing new vocabulary/ new skills ❖ Using physical skills ❖ Enhancing maths skills ❖ Interacting with different peers/adults 	<p>Adult led/Child Initiated Focus on a specific subject</p> <ul style="list-style-type: none"> ❖ Sharing resources ❖ Introducing new vocabulary/ new skills ❖ Using physical skills ❖ Enhancing maths skills ❖ Interacting with different peers/adults ❖ Developing communication skills

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		❖ Developing communication skills		❖ Developing communication skills	
Curriculum Area					
10.30-10.45		Playtime Environmental and Social Relationships ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. ❖ Using physical skills ❖ Engaging in outdoor activities	Playtime Environmental and Social Relationships ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. ❖ Using physical skills ❖ Engaging in outdoor activities	Playtime Environmental and Social Relationships ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. ❖ Using physical skills ❖ Engaging in outdoor activities	Playtime Environmental and Social Relationships ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. ❖ Using physical skills ❖ Engaging in outdoor activities
Curriculum Area					
10.50-11.00		Calming/Attention Time ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions	Calming/ Attention Time ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions	Calming/ Attention Time ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions	Calming/ Attention Time ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions

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		❖ Experience different sounds	❖ Experience different sounds	❖ Experience different sounds	❖ Experience different sounds
Curriculum Area					
11.00- 11.15		<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating 	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating 	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating 	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating
Curriculum Area					
11.15-12.00	<p style="text-align: center;">Child Initiated Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both indoors and outdoors. ❖ Choosing, turn taking, sharing, waiting. 	<p style="text-align: center;">Child Initiated Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both indoors and outdoors. 	<p style="text-align: center;">Child Initiated Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both indoors and outdoors. ❖ Choosing, turn taking, sharing, waiting. 	<p style="text-align: center;">Child Initiated Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both indoors and outdoors. 	<p style="text-align: center;">Child Initiated Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both indoors and outdoors. ❖ Choosing, turn taking, sharing, waiting.

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	Personal Hygiene Routines	<ul style="list-style-type: none"> ❖ Choosing, turn taking, sharing, waiting. 	Personal Hygiene Routines	<ul style="list-style-type: none"> ❖ Choosing, turn taking, sharing, waiting. 	Personal Hygiene Routines
	Personal Hygiene Routines	Personal Hygiene Routines	Personal Hygiene Routines	Personal Hygiene Routines	Personal Hygiene Routines
Curriculum Area					
12-12.30	<p style="text-align: center;">Dinner Time</p> <ul style="list-style-type: none"> ❖ Socially eating with peers ❖ Waiting ❖ Communicating choices ❖ Using tools and equipment ❖ EHCP targets 	<p style="text-align: center;">Dinner Time</p> <ul style="list-style-type: none"> ❖ Socially eating with peers ❖ Waiting ❖ Communicating choices ❖ Using tools and equipment ❖ EHCP targets 	<p style="text-align: center;">Dinner Time</p> <ul style="list-style-type: none"> ❖ Socially eating with peers ❖ Waiting ❖ Communicating choices ❖ Using tools and equipment ❖ EHCP targets 	<p style="text-align: center;">Dinner Time</p> <ul style="list-style-type: none"> ❖ Socially eating with peers ❖ Waiting ❖ Communicating choices ❖ Using tools and equipment ❖ EHCP targets 	<p style="text-align: center;">Dinner Time</p> <ul style="list-style-type: none"> ❖ Socially eating with peers ❖ Waiting ❖ Communicating choices ❖ Using tools and equipment ❖ EHCP targets
Curriculum Area					
12.30-1.05	<p style="text-align: center;">Playtime</p> <p style="text-align: center;">Environmental and Social Relationships</p> <ul style="list-style-type: none"> ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. 	<p style="text-align: center;">Playtime</p> <p style="text-align: center;">Environmental and Social Relationships</p> <ul style="list-style-type: none"> ❖ Interacting with different peers ❖ Using communication 	<p style="text-align: center;">Playtime</p> <p style="text-align: center;">Environmental and Social Relationships</p> <ul style="list-style-type: none"> ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. 	<p style="text-align: center;">Playtime</p> <p style="text-align: center;">Environmental and Social Relationships</p> <ul style="list-style-type: none"> ❖ Interacting with different peers ❖ Using communication skills to express wants and needs. 	<p style="text-align: center;">Playtime</p> <p style="text-align: center;">Environmental and Social Relationships</p> <ul style="list-style-type: none"> ❖ Interacting with different peers ❖ Using communication skills to express wants and needs.



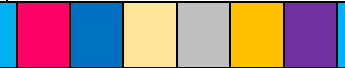


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	<ul style="list-style-type: none"> ❖ Using physical skills ❖ Engaging in outdoor activities 	<p>skills to express wants and needs.</p> <ul style="list-style-type: none"> ❖ Using physical skills ❖ Engaging in outdoor activities 	<ul style="list-style-type: none"> ❖ Using physical skills ❖ Engaging in outdoor activities 	<ul style="list-style-type: none"> ❖ Using physical skills ❖ Engaging in outdoor activities 	<ul style="list-style-type: none"> ❖ Using physical skills ❖ Engaging in outdoor activities
Curriculum Area					
1.10 - 1.30	<p style="text-align: center;"><i>Attention/ Calming Time</i></p> <ul style="list-style-type: none"> ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions 	<p style="text-align: center;"><i>Hydro pool session</i></p> <ul style="list-style-type: none"> ❖ Getting dressed and undressed. ❖ Moving in a variety of ways 	<p style="text-align: center;"><i>Attention/ Calming Time</i></p> <ul style="list-style-type: none"> ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions 	<p style="text-align: center;"><i>Attention/ Calming Time</i></p> <ul style="list-style-type: none"> ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions 	<p style="text-align: center;"><i>Attention/ Calming Time</i></p> <ul style="list-style-type: none"> ❖ Attention and listening skills. ❖ Waiting ❖ Sharing ❖ Manipulating the resources ❖ Anticipate phrases and actions
	<p style="text-align: center;"><i>Good Afternoon</i></p> <ul style="list-style-type: none"> ❖ Good afternoon song ❖ Individual interactions 		<p style="text-align: center;"><i>Good Afternoon</i></p> <ul style="list-style-type: none"> ❖ Good afternoon song ❖ Individual interactions 	<p style="text-align: center;"><i>Good Afternoon</i></p> <ul style="list-style-type: none"> ❖ Good afternoon song ❖ Individual interactions 	<p style="text-align: center;"><i>Good Afternoon</i></p> <ul style="list-style-type: none"> ❖ Good afternoon song ❖ Individual interactions
Curriculum Area					
1.30 - 1.45	<p style="text-align: center;"><i>Child Initiated/Focused/ Soft Play</i></p>		<p style="text-align: center;"><i>Looking Good</i></p> <ul style="list-style-type: none"> ❖ Singing ❖ Brushing Teeth 	<p style="text-align: center;"><i>Looking Good</i></p> <ul style="list-style-type: none"> ❖ Singing ❖ Brushing Teeth 	<p style="text-align: center;"><i>Looking Good</i></p> <ul style="list-style-type: none"> ❖ Singing ❖ Brushing Teeth

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	<p>Focus on a specific learning area from the Spring Stepping Stones Curriculum</p> <p>Individual activities for specific pupils linked to EHCP outcomes and/or interests</p>		<ul style="list-style-type: none"> ❖ Washing faces ❖ Brushing hair ❖ Looking at self in mirror 	<ul style="list-style-type: none"> ❖ Washing faces ❖ Brushing hair ❖ Looking at self in mirror 	<ul style="list-style-type: none"> ❖ Washing faces ❖ Brushing hair ❖ Looking at self in mirror
Curriculum Area					
1.45-2.00	<p>Soft Play Session</p> <ul style="list-style-type: none"> ❖ Moving in a variety of ways ❖ Dressing and undressing (shoes and socks) ❖ Choosing, turn taking, sharing, waiting. ❖ Choosing, turn taking, sharing, waiting. 		<p>Child Initiated/Focused/ Sensory room</p> <p>Focus on a specific learning area from the Spring Stepping Stones Curriculum</p> <p>Individual activities for specific pupils linked to EHCP outcomes and/or interests.</p>	<p>Child Initiated/Focused</p> <p>Focus on a specific learning area from the Spring Stepping Stones Curriculum</p> <p>Individual activities for specific pupils linked to EHCP outcomes and/or interests.</p>	<p>Child Initiated/Focused</p> <p>Focus on a specific learning area from the whole school assembly topic</p> <p>Individual activities for specific pupils linked to EHCP outcomes and/or interests.</p>
Curriculum Area					
2.00-2.30	<p>Child Initiated/Focused/ Soft Play</p> <p>Focus on a specific learning area from the Spring Stepping Stones Curriculum</p> <p>Individual activities for specific pupils linked to</p>		<p>Child Initiated/ Focused Learning</p> <p>Sensory Room</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be 	<p>Child Initiated/ Focused Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both 	<p>Child Initiated / Focused Learning</p> <ul style="list-style-type: none"> ❖ All areas of the Stepping Stones Curriculum can be accessed both indoors and outdoors.

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	<p>EHCP outcomes and/or interests</p> <p>Soft Play Session</p> <ul style="list-style-type: none"> ❖ Moving in a variety of ways ❖ Dressing and undressing (shoes and socks) <p>Choosing, turn taking, sharing, waiting.</p>		<p>accessed both indoors and outdoors.</p> <ul style="list-style-type: none"> ❖ Choosing, turn taking, sharing, waiting. 	<p>indoors and outdoors.</p> <ul style="list-style-type: none"> ❖ Choosing, turn taking, sharing, waiting. 	<ul style="list-style-type: none"> ❖ Choosing, turn taking, sharing, waiting.
Curriculum Area					
2.30-2.50	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating 	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating 	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating <p style="text-align: center;">Personal Hygiene Routines</p>	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating <p style="text-align: center;">Personal Hygiene Routines</p>	<p style="text-align: center;">Snack Time</p> <p style="text-align: center;">Communication and Independence</p> <ul style="list-style-type: none"> ❖ Socialising with peers ❖ Trying new foods ❖ Independence skills ❖ Expressing like and dislikes ❖ Understanding healthy eating <p style="text-align: center;">Personal Hygiene Routines</p>

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	Personal Hygiene Routines	Personal Hygiene Routines			
Curriculum Area					
2.50 - 3.00	<p style="text-align: center;">Storytime</p> <ul style="list-style-type: none"> ❖ Being part of a whole group ❖ Learning new vocabulary ❖ Repeating words and phrases ❖ Some stories may contain number references ❖ A variety of books are read ❖ Role play is encouraged 	<p style="text-align: center;">Storytime</p> <ul style="list-style-type: none"> ❖ Being part of a whole group ❖ Learning new vocabulary ❖ Repeating words and phrases ❖ Some stories may contain number references ❖ A variety of books are read ❖ Role play is encouraged 	<p style="text-align: center;">Storytime</p> <ul style="list-style-type: none"> ❖ Being part of a whole group ❖ Learning new vocabulary ❖ Repeating words and phrases ❖ Some stories may contain number references ❖ A variety of books are read ❖ Role play is encouraged 	<p style="text-align: center;">Storytime</p> <ul style="list-style-type: none"> ❖ Being part of a whole group ❖ Learning new vocabulary ❖ Repeating words and phrases ❖ Some stories may contain number references ❖ A variety of books are read ❖ Role play is encouraged 	<p style="text-align: center;">Storytime</p> <ul style="list-style-type: none"> ❖ Being part of a whole group ❖ Learning new vocabulary ❖ Repeating words and phrases ❖ Some stories may contain number references ❖ A variety of books are read ❖ Role play is encouraged
Curriculum Area					
3.00-3.05	<p style="text-align: center;">Class Assembly</p> <ul style="list-style-type: none"> ❖ Quiet time before home ❖ Individual reflection 	<p style="text-align: center;">Class Assembly</p> <ul style="list-style-type: none"> ❖ Quiet time before home ❖ Individual reflection 	<p style="text-align: center;">Class Assembly</p> <ul style="list-style-type: none"> ❖ Quiet time before home ❖ Individual reflection 	<p style="text-align: center;">Class Assembly</p> <ul style="list-style-type: none"> ❖ Quiet time before home ❖ Individual reflection 	<p style="text-align: center;">Class Assembly</p> <ul style="list-style-type: none"> ❖ Quiet time before home ❖ Individual reflection
Curriculum Area					

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3.05-3.10	<p><i>Goodbye</i></p> <ul style="list-style-type: none"> ❖ Individual communication <p>Preparations for home</p> <ul style="list-style-type: none"> ❖ <i>Getting personal belonging and preparing for home time</i> 	<p><i>Goodbye</i></p> <ul style="list-style-type: none"> ❖ Individual communication <p>Preparations for home</p> <ul style="list-style-type: none"> ❖ <i>Getting personal belonging and preparing for home time</i> 	<p><i>Goodbye</i></p> <ul style="list-style-type: none"> ❖ Individual communication <p>Preparations for home</p> <ul style="list-style-type: none"> ❖ <i>Getting personal belonging and preparing for home time</i> 	<p><i>Goodbye</i></p> <ul style="list-style-type: none"> ❖ Individual communication <p>Preparations for home</p> <ul style="list-style-type: none"> ❖ <i>Getting personal belonging and preparing for home time</i> 	<p><i>Goodbye</i></p> <ul style="list-style-type: none"> ❖ Individual communication <p>Preparations for home</p> <ul style="list-style-type: none"> ❖ <i>Getting personal belonging and preparing for home time</i> 							
Curriculum Area												
3.10	<p><i>Home time</i></p> <ul style="list-style-type: none"> ❖ <i>Walking to the taxis</i> ❖ <i>Greeting taxi escorts</i> ❖ <i>Journeys home</i> 	<p><i>Home time</i></p> <ul style="list-style-type: none"> ❖ <i>Walking to the taxis</i> ❖ <i>Greeting taxi escorts</i> ❖ <i>Journeys home</i> 	<p><i>Home time</i></p> <ul style="list-style-type: none"> ❖ <i>Walking to the taxis</i> ❖ <i>Greeting taxi escorts</i> ❖ <i>Journeys home</i> 	<p><i>Home time</i></p> <ul style="list-style-type: none"> ❖ <i>Walking to the taxis</i> ❖ <i>Greeting taxi escorts</i> ❖ <i>Journeys home</i> 	<p><i>Home time</i></p> <ul style="list-style-type: none"> ❖ <i>Walking to the taxis</i> ❖ <i>Greeting taxi escorts</i> ❖ <i>Journeys home</i> 							
Curriculum Area												

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Colour Key
Personal, Social and Emotional Development
Communication and Language
Physical Development
Literacy
Mathematics
Understanding the World
Expressive Arts and Design
EHCP