

## BEA Amber - term 2 2025/26 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.50-9.20</b>	Transition to the classroom, self-regulation time.	Transition to the classroom, self-regulation time.	Transition to the classroom, self-regulation time.	Transition to the classroom, self-regulation time.	Transition to the classroom, t, self-regulation time.
<b>9.20 - 9:45</b>	Good Morning registration and check in	Good Morning registration and check in	Good Morning registration and check in	Good Morning registration and check in	Good Morning registration and check in
<b>9:45 : 10:00</b>	Cognition break/sensory regulation	Cognition break/sensory regulation	Cognition break/sensory regulation	Cognition break/sensory regulation	Cognition break/sensory regulation
<b>10:00– 10:15</b>	Sensology	Sensory story	Sensology	Sensory story	Trip
<b>10:15 – 10:30</b>	What's the weather  Explore Autumn sensory tray	What's the weather  Explore Spring sensory tray	What's the weather  Explore Winter sensory tray	What's the weather  Explore Summer sensory tray	Trip
<b>10:30 – 10:45</b>	Enrichment and Social Relationship (playtime	Enrichment and Social Relationship (playtime	Enrichment and Social Relationship (playtime	Enrichment and Social Relationship (playtime	Enrichment and Social Relationship (playtime
<b>10.45 11:00</b>	Communication and independence (snack)	Communication and independence (snack)	Communication and independence (snack)	Communication and independence (snack)	Communication and independence (snack)
<b>11:00 – 11:15</b>	hygiene care	hygiene care	hygiene care	hygiene care	hygiene care
<b>11.:15 – 11:30</b>	Cognition	Cognition	Cognition	Cognition	Cognition
<b>11:30- 11:45</b>	Cognition break/sensory regulation – to prevent cognition stress/overload	Cognition break/sensory regulation – to prevent cognition stress/overload	Cognition break/sensory regulation – to prevent cognition stress/overload	Cognition break/sensory regulation – to prevent cognition stress/overload	Cognition break/sensory regulation – to prevent cognition stress/overload
<b>11:45 – 11:55</b>	Wash hands toilet ready for lunch	Wash hands toilet ready for lunch	Wash hands toilet ready for lunch	Wash hands toilet ready for lunch	Wash hands toilet ready for lunch
<b>12.00- 1:20</b>	Enrichment and Social Relationship	Enrichment and Social Relationship – field	Enrichment and Social Relationship	Enrichment and Social Relationship	Enrichment and Social Relationship
<b>1::20 – 1:35</b>	Good afternoon	Good afternoon	Good afternoon	Good afternoon	Good afternoon

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	Zones of regulation Fine motor	Zones of regulation Sound awareness/ Music	Zones of regulation Forest school Plants exploration	Zones of regulation Fine motor	Zones of regulation Forest school Water exploration
<b>1:35 – 1:50</b>	Cognition break/sensory regulation	Cognition break/sensory regulation	Cognition break/sensory regulation	Cognition break/sensory regulation	Cognition break/sensory regulation
<b>1:50– 2:05</b>	Looking good	Massage	Looking good	Looking healthy	Forest school  Or sound awareness instruments
<b>2.05 - 2:20</b>	Enrichment and Social Relationship (playtime)	Enrichment and Social Relationship (playtime)	Enrichment and Social Relationship (playtime)	Enrichment and Social Relationship (playtime)	Enrichment and Social Relationship (playtime)
<b>2:20- 2:30</b>	hygiene care	hygiene care	hygiene care	hygiene care	hygiene care
<b>2.30 - 2.45</b>	Communication and independence (snack)	Communication and independence (snack)	Communication and independence (snack)	Communication and independence (snack)	Communication and independence (snack)
<b>2.45 -3.10</b>	Song time	Song time	Song time	Song time	Song time