

## Year I timetable

| Day   | 8.40                                                     | 9.05  | 9.55 | 10.45 | 11.00                     | 11.15   | 12.15<br>Lunch | 13:05               | 13.20                     | 13.40– 15:00                     |  | 15:00 –<br>15:30            |
|-------|----------------------------------------------------------|-------|------|-------|---------------------------|---------|----------------|---------------------|---------------------------|----------------------------------|--|-----------------------------|
| Mon   | Number formation or letter formation activities.         | Maths | RWI  | Break | Magic Link<br>Handwriting | Writing | Lunch Break    | Speed Sound Session | Assembly/<br>intervention | PE & foundation subject blocking |  | MOT meetings and story time |
| Tue   |                                                          | Maths | RWI  |       | Magic Link<br>Handwriting | Writing |                |                     | No<br>Assembly            | Foundation subject blocking      |  |                             |
| Wed   |                                                          | Maths | RWI  |       | Magic Link<br>Handwriting | Writing |                |                     | Assembly/intervention     | Music                            |  |                             |
| Thurs |                                                          | Maths | RWI  |       | Magic Link<br>Handwriting | Writing |                |                     |                           | Foundation subject blocking      |  |                             |
| Fri   |                                                          | Maths | RWI  |       | Magic Link<br>Handwriting | Writing |                |                     |                           | PSHE<br>My happy mind or<br>PVC  |  |                             |
|       | *Continuous provision accessible daily for the children. |       |      |       |                           |         |                |                     |                           |                                  |  |                             |