

## Residential Morning Timetable

| <b>Tuesday</b>  | <b>Wednesday</b>  | <b>Thursday</b>   | <b>Friday</b>   |
|---|---|---|---|
| <p><b>Morning routines for boarders</b></p> <p>Medication administered<br/>Hygiene routines - bath / teeth / hair<br/>Independent self-care<br/>Tidying personal areas<br/>Communal gathering - music / tv / chatting</p> | <p><b>Morning routines for boarders</b></p> <p>Medication administered<br/>Hygiene routines - bath / teeth / hair<br/>Independent self-care<br/>Tidying personal areas<br/>Communal gathering - music / tv / chatting</p> | <p><b>Morning routines for boarders</b></p> <p>Medication administered<br/>Hygiene routines - bath / teeth / hair<br/>Independent self-care<br/>Tidying personal areas<br/>Communal gathering - music / tv / chatting</p> | <p><b>Morning routines for boarders</b></p> <p>Medication administered<br/>Hygiene routines - bath / teeth / hair<br/>Independent self-care<br/>Tidying personal areas<br/>Communal gathering - music / tv / chatting</p> |
| <p><b>Transition</b><br/>Adults listen to and support children in the transition from Acorn to the dining room</p>  | <p><b>Transition</b><br/>Adults listen to and support children in the transition from Acorn to the dining room</p>  | <p><b>Transition</b><br/>Adults listen to and support children in the transition from Acorn to the dining room</p>  | <p><b>Transition</b><br/>Adults listen to and support children in the transition from Acorn to the dining room</p>  |
| <p><b>Breakfast</b><br/>Hygiene routines<br/>Meal time etiquette<br/>Small group social interaction with peers and designated key worker<br/>Healthy eating<br/>Multi-Cultural aspects</p>                                | <p><b>Breakfast</b><br/>Hygiene routines<br/>Meal time etiquette<br/>Small group social interaction with peers and designated key worker<br/>Healthy eating<br/>Multi-Cultural aspects</p>                                | <p><b>Breakfast</b><br/>Hygiene routines<br/>Meal time etiquette<br/>Small group social interaction with peers and designated key worker<br/>Healthy eating<br/>Multi-Cultural aspects</p>                                | <p><b>Breakfast</b><br/>Hygiene routines<br/>Meal time etiquette<br/>Small group social interaction with peers and designated key worker<br/>Healthy eating<br/>Multi-Cultural aspects</p>                                |
| <p><b>Transition</b><br/>Adults listen to and support children in the transition from the dining room to class - staff handover</p>   | <p><b>Transition</b><br/>Adults listen to and support children in the transition from the dining room to class - staff handover</p>   | <p><b>Transition</b><br/>Adults listen to and support children in the transition from the dining room to class - staff handover</p>   | <p><b>Transition</b><br/>Adults listen to and support children in the transition from the dining room to class - staff handover</p>   |