

Visual timetable

Use the activities listed below to introduce children to the individual images on the visual timetable and discover ideas for using them in your setting

Activities to support the Early Years Foundation Stage

Personal, Social and Emotional Development

- Explore the image of the child coming through a door. Is this child coming into the setting or leaving? How can we tell? How might the child be feeling? Encourage children to talk about how they feel when they come into your setting. Can they remember arriving on their very first day? What did they do? Hold similar conversations about leaving at the end of the day.
- Point to the images of a sink and toilet and ask children where these are located in your setting. Discuss why we visit them and why personal hygiene is so important during these visits. Take small groups of children to a washbasin and ask them to demonstrate their hand washing routine to each other. Act as role model if this routine needs to be more rigorous.

Communication and Language and Literacy

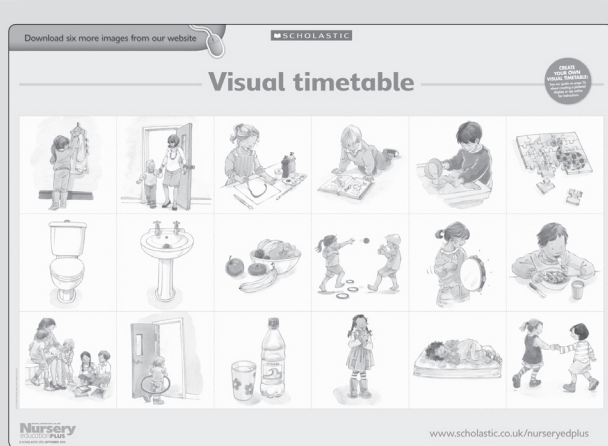
- Sit around the poster cards on the floor. Take turns to choose four cards depicting places/objects visited during that session. Arrange them in order and talk about them using connective language, for example, 'First I hung up my coat, *then* I played with the bricks. *After that...*'
- After exploring the activities on the poster cards, invite children to illustrate a card depicting their favourite activity and scribe a sentence below to say why they like it so much. Use their cards in a display entitled 'Our favourite activities'.

Mathematics

- For older children, attach card clocks depicting hourly intervals along a low display board. Invite children to help choose appropriate poster cards to fasten above the clocks to create a visual timeline of daily activities and routines. Move a bead along a string under the clocks as the day progresses.
- Sort the poster cards into two overlapping hoops; one hoop containing images of activities that only one person can do; one hoop containing images of activities that require more than one person; the overlapping section containing things that could fit into both hoops. Introduce vocabulary such as 'alone', 'group', 'partner'.

Understanding the World

- Display the poster cards in relevant areas of the room and ask children to find them using verbal clues, for example, 'Where do you go to have a rest?' Put all of the found cards together and discuss why it is useful to keep or do things in particular places.
- Look at the image of the sand together and talk about the sort of things the children like to do in the sand and water area. Identify key equipment and techniques the children use, like pouring and sifting.



How to use the poster

Take photographs of children in similar play areas and daily routines and arrange around the poster. Join every photograph to the appropriate image with coloured ribbon and create a caption for each picture.

Cut out and laminate the images to display them in relevant places around your setting to label areas.

Physical Development

- Explore the images of food and children sleeping and playing to stimulate discussion about the importance of a balanced diet, rest and exercise as part of a healthy lifestyle.
- Ask children to find images on the poster that demonstrate examples of things that can be enjoyed outdoors. Invite them to choose their favourite activity from the selection to draw on a card. Pick one of these cards at random and provide appropriate resources so that children can try out and comment on this activity.

Expressive Arts and Design

- Invite children to find images of things that can be used to create something, such as a model, picture or piece of music. Which of these creative activities do children enjoy the most and why? Explore web images of famous works of art and listen to musical compositions.
- Look at the images of a child looking at a book and an adult reading one. What do the children like about books? Decide which stories are the most popular among the children and read and re-enact their overall favourite.

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