



Living is Learning – Visual Timetable

A visual timetable is a series of simple pictures showing different activities that happen throughout the day, e.g. getting dressed, breakfast, washing up, story time, bath time etc. We have a visual timetable at our setting, and we use it to talk with the children about what is happening each day.

You will need:

- Any small bits of paper – you can cut out squares if you like
 - Pens or pencils
 - A way of displaying the visual timetable – string and clothes pegs, blue tack, or a surface at your child's height to lay it on
1. Ask your child about what happens in their day. Use words like 'first', 'then', 'next', 'last'. If you can find some (in a book or on a screen), you could show your child pictures of some of these activities. Help them to include all the daily key moments, getting dressed, cleaning teeth, mealtimes, bedtime etc. (*Communication and Language: Speaking, Understanding*).
 2. Invite your child to draw a picture for each activity, one on each small bit of paper. Remember, however your child chooses to show the activity is fine – they will know what it represents. If you like, you can add the word underneath or on the back, just so you remember too! Your child can draw these in any order they like. (*Literacy: Writing*)
 3. Help your child think about how to display the timetable (string and pegs, blue tack, a surface). Then let them have a go at putting the pictures in order. You can model this and get it wrong on purpose (start the day with bedtime!) – this will allow your child to 'teach' you (*PSED: Self Confidence and Self Awareness*)
 4. Each morning look at the visual timetable together and talk about what will happen today. Your child can reorganise the pictures if they need to and add new ones too. Some will always stay in the same place.

Extension ideas:

Now you have your basic timetable, your child can add pictures for daily activities that you begin to do e.g. sorting the washing, washing up, cooking, exercise (jumping, dancing). Encourage them to do this and then your conversations each morning will involve lots of sequencing and organising (*Communication and Language: Speaking, and Understanding*). If your child is interested in Time, you could include some simple time language in your conversations: 'At 12 o'clock we will have lunch.' (*Mathematics: Shape, Space and Measure*)