



Inclusion is at the heart of our trust

## Long Term/Curriculum Plan

School:

**Crosshill School**

Subject:

**Independent Living - Explore**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	At Crosshill School the Independent Living Curriculum is led by Laura Whittle, PSHCE Lead. During the designing and writing of the current Independent Living curriculum documents, support and contributions have been made by Safiya Balu AHT and Sharon Booth previous PSHCE Lead.
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	Independent Living at Crosshill School prepares pupils to live successfully in modern day Britain. The curriculum has been planned using the Preparation for Adulthood Outcomes across the age ranges for children and young people with SEND as a framework. These outcomes are broken down at each stage into units, ensuring pupils on the Discover and Explore (and Inspire during the Primary Phase) Pathways experience a broad range of opportunities matched to their starting points. Independent Living sessions also support pupil's individual EHCP outcomes, providing personalised learning that supports progress and preparation for the future. Explicit knowledge and skills are embedded into everyday routines at each Key Stage, increasing independence, reducing vulnerability, and promoting safety in modern Britain, including knowing how and who to ask for help. As part of this preparation for adulthood, pupils access careers opportunities within the scheme of learning. The Independent Living curriculum sits alongside PSHCE and RSE, offering opportunities to build resilience, develop positive relationships, and foster independence at every stage of learning.

**Preparation for Adulthood  
Outcomes across the age  
ranges for children and  
young people with SEND**

**Independent Living**

Early Years -Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed • Making choices

Key Stage 1-Washing / brushing teeth • Telling the time • Paying in shops (supervised)

Key Stage 2- Sleep-overs and residential trips • Cooking at school and home • Understanding money – paying for snacks in school • Shopping • Moving around the school independently • Travel training • Transport and road signs

Key Stage 3 &4- Travel training • Making decisions about what to spend money on • Making own food • Socialising unsupervised in town / local community • Independent living skill

**Community Inclusion**

Early Years -Making friends • Social interaction • Visits / day trips

Key Stage 1- Team playing • After school clubs • Weekend activities • Developing friendships / friendship groups

Key Stage 2- Youth and after-school clubs • Learning to be safe on and offline • Knowing the local area • Walking short distances alone • Friendships • Understanding bullying • Managing change

Key Stage 3&4- Making decisions about how to spend free time • Managing social media and other technology • Online gaming and staying safe • Belonging to different groups • Friendships and relationships • Understanding the bigger picture and building resilience

	Primary	KS3			KS4	
	Cycle 1	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2
<b>Title of Topic/ Unit &amp; Time Allocated</b>	<b>Autumn A</b>	<b>Autumn A</b>	<b>Autumn A</b>	<b>Autumn A</b>	<b>Autumn A</b>	<b>Autumn A</b>
	<b>Topic: Self Help Skills</b> Belongings and Routines	<b>Topic: Self Help skills</b> Personal Hygiene  Hygiene including washing and dental health	<b>Topic: Self Help Skills</b> Personal Hygiene  Hygiene including washing, looking after clothes, dressing for the weather.	<b>Topic: Self Help Skills</b> Personal Hygiene  Recap on personal hygiene, cleaning clothes. Explore shaving and feminine products	<b>Topic: Self Help skills</b> Personal Hygiene  Recap on personal hygiene and good hygiene routines, looking after physical health	<b>Topic: Self Help Skills</b> Personal Hygiene  Recap on personal hygiene, explore wellbeing opportunities.
	<b>Knowledge:</b>  Identify own belongings  Know where to store belongings  Take responsibility for own belongings  Request needs and wants within routines (food and drink)	<b>Knowledge:</b>  Know that it is important to shower regularly  Know that washing hands after using the toilet and before eating is important.  Explore different products that can be used for showering, washing hands, brushing teeth including textures,	<b>Knowledge:</b>  Know that it is important to shower regularly including washing hair.  Know that washing hands after using the toilet and before eating is important and be able to do this independently and without prompting.  Explore different products that can be used for showering, washing hands, brushing teeth including	<b>Knowledge:</b>  Know how we can look after ourselves through clothing including changing regularly and cleaning them when dirty.  Explore how self-care can look like shaving for both male and females.  Know how to shave safely.	<b>Knowledge:</b>  Explore a range of common illnesses including headaches, sickness, colds and flu, feeling down.  Develop an awareness of what can be done if something is not right.  Know other services that are available to check on health including when I am not feeling well including	<b>Knowledge:</b>  Develop and maintain personal hygiene routines  Develop an understanding that some hygiene routines are private and personal  Understand and practise wellbeing strategies

		colours and scents (and taste dental)	textures, colours and scents (and taste dental)  Know how we can look after ourselves through clothing including changing regularly and cleaning them when dirty.	Explore the range of products available to support women who are menstruating and the importance of changing these products regularly	the walk-in centre, chemist, dentist, opticians, therapist.  Develop an awareness of what each service provides to support your health.  Know how to make appointments including what might be needed at the appointment (money, documents)	Build emotional awareness and knowing how to ask for help  Explore a range of wellbeing activities and notice how this makes me feel.
	<b>Skills:</b>  Pupils use a variety of tools to look after own belongings including social stories, visual prompts, images, videos	<b>Skills:</b>  Explain why it is important to shower regularly.  Identify products that can be used help clean themselves whilst showering.  Explain why it is important to wash hands	<b>Skills:</b>  Explain why it is important to shower regularly including washing hair.  Identify products that can be used help clean themselves whilst showering and washing hair.  Explain why it is important to wash hands	<b>Skills:</b>  Explain how we can look after ourselves through clothing including changing regularly and cleaning them when dirty.  Follow guidance when shaving to ensure it is safe.  Explore and identify a range of products available to support	<b>Skills:</b>  Identify signs and symptoms of a range of common illnesses including headaches, sickness, colds and flu, feeling down.  Recognise how to get help  Identify who and how to contact	<b>Skills:</b>  Follow step-by-step hygiene routines independently or with prompts  Choose appropriate personal care products and tools  Identify how I am are feeling using visual or verbal prompts  Engage in calming activities (e.g., yoga

		Follow routines around hand hygiene with minimal prompting.  Identify a range of personal care cleaning products and express a preference for different products.	Follow routines around hand hygiene independently  Identify a range of personal care cleaning products and express a preference for different products and how to use these safely.  Identify how changing clothing regularly and cleaning them when dirty helps with personal hygiene.	women who are menstruating.  Understand the importance of changing feminine products regularly	Explore other health services available and how to access these.  Practise how to make an appointment  Identify items I may need when attending an appointment.  Participate in a visit to a chemist.	poses, breathing exercises, Tai Chi)  Identify trusted adults to talk to when feeling upset  Use coping strategies when feeling overwhelmed (e.g., movement, time-out, listening to music)
	<b>Autumn B</b>	<b>Autumn B- Careers</b>	<b>Autumn B- Careers</b>	<b>Autumn B- Careers</b>	<b>Autumn B- Careers</b>	<b>Autumn B- Careers</b>
	<b>Topic: Food Technology</b> Exploring Food using senses	<b>Topic: Experiencing Community</b> Explore the local community- local area- shop	<b>Topic: Experiencing Community</b> Explore the local community-town- Supermarket/Market	<b>Topic: Experiencing Community</b> Explore the local community-town- Library	<b>Topic: Experiencing Community- Help in the Community</b>	<b>Topic: Working Together- Teamwork and Challenges</b>
	<b>Knowledge:</b>  Know that food can look, feel, smell, and taste different	<b>Knowledge:</b>  Know where we can buy food from.  Be aware of and show appropriate behaviours when shopping.	<b>Knowledge:</b>  Know a range of places that we can get food from.  Know and demonstrate appropriate behaviours when shopping.	<b>Knowledge:</b>  Demonstrate a growing awareness of the local area including facilities available.  Explore what is in a library and have some	<b>Knowledge:</b>  Know how to keep myself safe when I am out and about in the local community.  Know strategies to support myself if I need	<b>Knowledge:</b>  Know that teamwork means working together respectfully to reach a goal  Develop an awareness that every team

<p>Names of a range of fruits, vegetables, and simple foods</p> <p>Begin to understand that it is safe and fun to explore food with our senses</p> <p>Know that food can be described using sensory words (e.g. “crunchy,” “soft,” “wet,” “sweet,” “cold,” “sticky”)</p> <p>Know that we wash our hands before we handle food</p> <p>Know that we sit at a table when we eat or explore food</p> <p>Begin to understand that some foods are cooked and some are raw</p>	<p>Construct a simple shopping list with support using preferred mode of communication.</p> <p>Cross a road safely with reduced adult support.</p> <p>Explore the local area with a visit to local shop.</p> <p>Actively participate and understand that an exchange of money is needed to purchase items in a shop.</p>	<p>Construct a simple shopping list using preferred mode of communication.</p> <p>Know how to cross a road safely.</p> <p>Explore a range of simple road signs and the signs meanings.</p> <p>Explore the local area with a visit to local supermarket on the school minibus</p> <p>Actively participate and understand that an exchange of money is needed to purchase items in a shop.</p>	<p>knowledge of what a library is.</p> <p>Know and demonstrate appropriate behaviours when visiting a library.</p> <p>Share and enjoy books collected from the library.</p> <p>Know ways in which to be safe when crossing and walking next to a road.</p> <p>Know how to travel plan when using public transport with support</p> <p>Know ways in which to keep safe when using public transport.</p> <p>Looking after and take responsibility for items from the local library</p>	<p>help when I am out in the community.</p> <p>Know who to approach for help or where to get help in a range of scenarios</p> <p>Develop my independence when using public transport in a familiar area.</p>	<p>member has strengths and a role to play</p> <p>Know that good teamwork involves listening, taking turns, and helping others</p> <p>Recognise that challenges may be difficult, but we can keep trying and solve problems together</p> <p>Recognise that it’s important to be encouraging, fair, and patient</p> <p>Explore the concept that talking calmly, sharing ideas, and agreeing on a plan help us succeed</p> <p>Begin to reflect on teamwork and help improve next time</p>
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>
			Identify features of the local community	Identify ways in which I can stay safe when out	Take on different roles in team activities



<p>Pupils will be given the opportunity through planned activities to-</p> <p>Touch different textures (e.g. soft bread, bumpy orange peel, sticky jelly).</p> <p>Smell and name strong scents (e.g. vinegar, citrus, herbs). Explore taste differences (e.g. sweet vs. sour, salty vs. bland). Attend to and tolerate new sensory experiences with increasing comfort.</p> <p>Match foods to simple descriptive words or symbols. Label basic foods (apple, banana, carrot, jelly, rice, etc.)</p> <p>Participate in basic routines (e.g. passing a bowl, wiping hands).</p> <p>Develop confidence around unfamiliar or “messy” foods</p>	<p>Identify where food can be bought.</p> <p>Identify behaviours which are appropriate and inappropriate when shopping.</p> <p>Model appropriate behaviours when shopping.</p> <p>Identify items that can be bought from a food shop (Tesco Local)</p> <p>Create a simple shopping list using preferred mode of communication (AAC, visuals, pictures, audio recording)</p> <p>Identify safety procedures when crossing the road including stop, look, listen.</p> <p>Cross a road with adult support, visuals and prompts</p>	<p>Identify a range of places where food can be bought.</p> <p>Identify behaviours which are appropriate and inappropriate when shopping.</p> <p>Model appropriate behaviours when shopping.</p> <p>Identify items that can be bought from a supermarket/market.</p> <p>Create a shopping list using preferred mode of communication (AAC, visuals, pictures, audio recording, written word)</p> <p>Identify safety procedures when crossing the road including stop, look, listen.</p> <p>Cross a road with minimal adult support, visuals and prompts</p> <p>Know some basic road signs and their meaning including crossing sign, traffic lights, stop sign.</p>	<p>including previously visited places of interest (woods, café, supermarket, shop)</p> <p>Identify the features of a library</p> <p>Identify and follow social rules and behaviours needed when visiting a library</p> <p>Actively participate in a trip to the library</p> <p>Travel on public transport with adult support.</p> <p>Use a bus schedule and map with some support.</p> <p>Use a map to plan journey with support.</p> <p>Demonstrate basic road safety whilst crossing roads.</p> <p>Identify way in which we can stay safe when using public transport.</p>	<p>and about in the local community</p> <p>Identify people who could support me if I need help when out in the community</p> <p>Identify and demonstrate strategies I could use in different scenarios if I needed help when in the local community -Lost in the supermarket, miss the bus/ not sure where to get the bus.</p> <p>Use public transport with more independence.</p>	<p>(leader, timekeeper, helper, etc.)</p> <p>Communicate ideas clearly and listen to others</p> <p>Cooperate and compromise during joint tasks</p> <p>Plan and complete simple group challenges</p> <p>Reflect on team performance and personal contribution</p> <p>Offer and respond to constructive feedback or praise</p> <p>Manage frustration or disagreement respectfully</p>
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		Actively participate in visiting a shop and purchasing items on shopping list, including exchanging money for items purchased.	Actively participate in visiting a supermarket/market and purchasing items from own shopping list, including exchanging money for items purchased.  Identify when I have enough money and when I may not.  Identify difference between a want and a need when shopping.	Visit the library using public transport.		
	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>	<b>Spring A</b>
	<b>Topic: Experiencing Community</b> Exploring school and our local community	<b>Topic: Household skills</b> My belongings	<b>Topic: Household skills</b> Cleaning	<b>Topic: Household skills</b> Cleaning including washing	<b>Topic: Household skills</b> Using washing machine and tumble dryer	<b>Topic: Household skills</b>
	<b>Knowledge:</b>  Recognise key places within my local area- my classroom, bus drop off, hall (PE and Lunch), playground, sensory	<b>Knowledge:</b>  Know where familiar items and resources belong in the classroom.  Know what are my personal belongings	<b>Knowledge:</b>  Explore a range of household skills activities including hoovering, dusting and sweeping.  Know that I can use sensory equipment (ear defenders)	<b>Knowledge:</b>  Explore range of household skills activities including washing of clothes, pegging out washing,	<b>Knowledge:</b>  Explore range of household skills activities including washing of clothes, pegging out or using a clothes airer, using a tumble dryer, folding	<b>Knowledge:</b>  Know how to safely use a range of household appliances and tools.  Know how to make a range of drinks (hot

	<p>garden and forest schools.</p> <p>Develop an awareness of their local area including school and surrounding streets.</p>	<p>and take care of these with some independence.</p> <p>Know why we need to clean and tidy including health implications of not doing so.</p>	<p>if I feel sensory overwhelm when using appliances such as a Hoover.</p> <p>Know the importance of completing household cleaning.</p> <p>Know what may happen if these activities are not completed regularly (dust, dirt, illness etc)</p> <p>Explore cleaning products that maybe used to carry out the household skills including the scents, textures and colours of these products and begin to show a preference.</p> <p>Know the dangers that may arise when using these products and how to keep self safe.</p>	<p>folding and pairing items of clothing.</p> <p>Know that I can use sensory equipment (ear defenders) if I feel sensory overwhelm when using appliances such as a washing machine.</p> <p>Know the importance of completing household skills.</p> <p>Know what may happen if these activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)</p> <p>Explore cleaning products that maybe used to carry out the household skills including the scents, textures and colours of these products and begin to show a preference.</p>	<p>and pairing items of clothing.</p> <p>Know that I can use sensory equipment (ear defenders) if I feel sensory overwhelm when using appliances such as a washing machine or tumble dryer.</p> <p>Understand the importance of completing household skills.</p> <p>Understand what may happen if these activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)</p> <p>Know the dangers that may arise when using these products and how to keep myself safe.</p> <p>Recognise and know a range of cleaning symbols on clothing</p>	<p>and cold), snacks and treats safely</p> <p>Know the importance of good kitchen hygiene</p>
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				<p>Know the dangers that may arise when using these products and how to keep myself safe.</p> <p>Know some cleaning symbols on clothing labels and what these mean.</p>	<p>labels and what these mean.</p>	
	<p><b>Skills:</b></p> <p>Pupils will have opportunities to explore school and the grounds with growing independence. Explore familiar routines using prompts as needed (visuals etc). Opportunity to move around school with growing independence.</p>	<p><b>Skills:</b></p> <p>Identify my own belongings and know where these are stored throughout the day.</p> <p>Take responsibility for my belongings.</p> <p>Participate in everyday activities such as tidying belongs away in the classroom with some independence.</p> <p>Participate, with some independence,</p>	<p><b>Skills:</b></p> <p>Participate in a range of household skills activities including hoovering, dusting and sweeping.</p> <p>Participate in these activities with support from an adult.</p> <p>Identify ways in which we can keep our homes clean.</p> <p>Identify what may happen if these activities are not completed regularly (dust, dirt, illness etc)</p>	<p><b>Skills:</b></p> <p>Participate in a range of household skills activities including washing of clothes, pegging out washing, folding and pairing items of clothing.</p> <p>Participate in these activities with some adult support.</p> <p>Explain the importance of completing household skills.</p> <p>Explain what may happen if these</p>	<p><b>Skills:</b></p> <p>Actively participate in a range of household skills activities including washing of clothes, pegging out washing, folding and pairing items of clothing.</p> <p>Actively participate in these activities with some adult support.</p> <p>Explain the importance of completing household skills.</p>	<p><b>Skills:</b></p> <p>Use a range household appliances safely and independently</p> <p><i>Kettle to make a hot drink</i></p> <p><i>Blender to make a smoothie</i></p> <p><i>Microwave, hob and oven to make a simple meal/snack/baking</i></p> <p>Recognise the importance of kitchen hygiene including clearing up afterwards</p>

		<p>washing up dishes after use.</p> <p>Participate in classroom cleaning routines.</p> <p>Identify reasons why it is important to clean</p> <p>Identify potential implications of not cleaning and tidying.</p>	<p>Explore cleaning products that maybe used to carry out the household skills including the scents, textures and colours of these products and express any preferences.</p> <p>Identify dangers that may arise when using these products.</p> <p>Identify ways in which to keep safe when using cleaning products.</p>	<p>activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)</p> <p>Explore cleaning products that maybe used to carry out the household skills including the scents, textures and colours of these products and express any preferences.</p> <p>Identify some of the dangers that may arise when using these products</p> <p>Identify ways in which to keep safe when using cleaning products.</p> <p>Recognise some cleaning symbols on clothing labels.</p>	<p>Explain what may happen if these activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)</p> <p>Explore cleaning products that maybe used to carry out the household skills including the scents, textures and colours of these products and express any preferences.</p> <p>Identify the dangers that may arise when using these products</p> <p>Identify ways in which to keep safe when using cleaning products.</p> <p>Recognise and understand the meaning of a range of cleaning symbols on clothing labels.</p>	
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	<b>Spring B</b>	<b>Spring B</b>	<b>Spring B</b>	<b>Spring B</b>	<b>Spring B</b>	<b>Spring B- Careers</b>
	<b>Topic: Food Technology- Preparing Food</b> Simple cutting skills	<b>Topic: Keeping Safe</b> Safety at home – dangers	<b>Topic: Keeping Safe</b> Safety –stranger, rail and water	<b>Topic: Keeping Safe</b> Safety in the community	<b>Topic: Keeping Safe</b> Safety in the home and community	<b>Topic: Experiencing Community – Social and leisure activities</b>
	<b>Knowledge:</b> Washing of hands when prepping food Preparing of snack with simple cutting skills <ul style="list-style-type: none"> <li>- Development of pincer grip to hold tools</li> <li>- Safety when handling/holding tools</li> <li>- correct cutting technique (modified when needed)</li> </ul>	<b>Knowledge:</b> Know some dangers at home- cleaning products, appliances. Know basic fire safety rules at home. Know who to call when a something breaks in the house (plumber, electrician, handyman). Know what is an emergency and the emergency services needed for different situations. Know how to dial 999 in an emergency.	<b>Knowledge:</b> Know how to keep safe when out in the community. Explore Stranger Danger and ways in which we can keep safe when we are out and about. Know ways of saying no when feeling uncomfortable with others. Know strategies to support with this including moving to a safe space Distinguish between familiar adults and strangers Know some of the ways of how to stay safe near train tracks.	<b>Knowledge:</b> Explore different way we can keep safe when we are out in our local community Know different ways we can keep safe when travelling -Walking and using public transport. Explore the planning of a simple journey/trip. Explore different ways in which we can manage money on trips out. Know that a ticket is needed when using public transport	<b>Knowledge:</b> Know what is classed as an emergency Recall who to contact when an issue or problem arises at home Recall who to call if an emergency happened at school or home Know strategies to support themselves in a range of scenarios based on events that could happen in school, home and when out in the community. Know resources used to keep us safe at home, school and the community.	<b>Knowledge:</b> Know how to use public transport with confidence Know the process and routines to follow when planning a journey Explore a range of social activities in the wider area Interact with my peers in a social setting with some independence Know how to manage my money whilst out in the community with growing confidence and independence.

			<p>Know some of the risk associated with water</p> <p>Know how and who to ask for help</p>		<p>Know a range of strategies to use during an emergency – calming strategies</p>	
	<p><b>Skills:</b></p> <p>Pupils will have the opportunity to cut a range of foods using safety knives, techniques will be modelled and practiced safely with 1:1 support/supervision in a controlled activity.</p> <p>Pupils will have the opportunity to engage in a range of fine motor activities to support with the development of hand strength and pincer grip.</p>	<p><b>Skills:</b></p> <p>Identify possible dangers at home- use of cleaning products, electrical appliances.</p> <p>Identify and follow basic fire safety rules.</p> <p>Identify the services that could be used when something breaks in the house (including plumber, electrician, handyman).</p> <p>Identify what is an emergency</p> <p>Identify the emergency services needed for different situations.</p>	<p><b>Skills:</b></p> <p>Identify ways in which we can keep safe when out and about in the community.</p> <p>Identify ways of saying no when feeling uncomfortable with others.</p> <p>Identify and model strategies to support with saying no including moving to a safe space</p> <p>Distinguish between familiar adults and strangers</p> <p>Identify some of the ways to stay safe near train tracks.</p>	<p><b>Skills:</b></p> <p>Identify different way we can keep safe when we are out in our local community</p> <p>Identify a range of different ways we can keep safe when travelling -Walking and using public transport.</p> <p>Participate in the planning of a simple journey/trip.</p> <p>Identify different ways in which we can manage money on trips out.</p> <p>Identify where and how to purchase a ticket</p>	<p><b>Skills:</b></p> <p>Identify emergency and non-emergency situations</p> <p>Identify who to contact when an issue or problem arises at home</p> <p>Identify who to call if an emergency happened at school or home</p> <p>Identify strategies to support myself in a range of scenarios based on events that could happen in school, home and when out in the community.</p> <p>Identify and explore how to use resources</p>	<p><b>Skills:</b></p> <p>Plan a route and buy a ticket with more independence</p> <p>Use public transport with more independence (shadowing) to do everyday activities such as going into town to go shopping, to a café, visit the cinema, bowling etc.</p> <p>Identify appropriate ways of interacting with my peers in a social setting</p> <p>Explore a range of strategies to support</p>

		Dial 999 in an emergency	Identify potential risk associated with water  Identify who to ask for help  Model how to ask for help	when using public transport	used to keep us safe at home, school and the community including how to test the fire alarm, how to do basic CPR & First Aid, who to talk to when you feel worried/anxious or don't feel safe  Identify a range of strategies to use during an emergency including strategies to keep myself calm	with budgeting whilst out in the community
	<b>Summer A</b>	<b>Summer A</b>	<b>Summer A</b>	<b>Summer A</b>	<b>Summer A</b>	<b>Summer A</b>
	<b>Topic: Experiencing Community</b> Visit to the local park	<b>Topic: Experiencing Community- Leisure -</b> Sunnyhurst Woods	<b>Topic: Experiencing Community Leisure – Café Careers</b>	<b>Topic: Experiencing Community Leisure Careers</b>	<b>Topic: Experiencing Community- What is on in my local community</b>	<b>Topic: Household Budgeting</b>
	<b>Knowledge:</b>  Explore the local area around school looking at familiar places including the park.  Develop an understanding of simple play skills including	<b>Knowledge:</b>  Participate in leisure activities including exploring the outdoors and following a simple route with minimal adult support.	<b>Knowledge:</b>  Know the purpose of a café  Know some features of a café  Explore a range of menus and the purpose of these	<b>Knowledge:</b>  Explore a range of different hobbies.  Share my views and opinions on what I enjoy/dislike	<b>Knowledge:</b>  Know what community means  Know what it means to be part of a community	<b>Knowledge:</b>  Know what a budget is and why it's important  Understand the meaning of income and expenses  Explore examples of regular household



	<p>playing alongside others.</p> <p>Develop an understanding of how to keep safe during a visit to the park.</p> <p>Participate in a visit to the park.</p>	<p>Know basic road safety including walking on the footpath, listening and looking for cars and traffic when crossing the road.</p> <p>Explore the benefits of being outdoors including regulation and mindfulness.</p> <p>Know and model appropriate behaviour when visiting the woods</p> <p>Be aware of potential dangers in the woods and way in which we can keep safe</p> <p>Actively participate in a visit to Sunnyhurst woods</p>	<p>Know the sequence of ordering at a café</p> <p>Know and model appropriate behaviour when visiting a café and using public transport.</p>	<p>Know that I may like some things and dislike others and that is ok</p> <p>Know how to keep safe online when gaming or shopping.</p>	<p>Explore ways in which I can be part of a community</p> <p>Know where to find information about events in my local community</p>	<p>costs (e.g. food, rent, bills)</p> <p>Explore how to make choices to stay within a budget</p> <p>Know the importance of saving money for future needs or emergencies</p>
	<p><b>Skills:</b></p> <p>Pupils will have the opportunity to develop their play skills in the</p>	<p><b>Skills:</b></p> <p>Participate in leisure activities including exploring the outdoors.</p>	<p><b>Skills:</b></p> <p>Identify some features of a café</p>	<p><b>Skills:</b></p> <p>Understand that there are lots of different hobbies.</p>	<p><b>Skills:</b></p> <p>Recognise familiar people and places in</p>	<p><b>Skills:</b></p> <p><b>Identify</b> different sources of income (e.g. wages, benefits)</p>

	<p>park. Pupils will be supported through the use of visuals, objects of reference and music cues to support transitions from school to minibus to park and back. Pupils to explore safety in the park. Pupils will have the opportunity to travel on the minibus prior to the trip to support successful transitions.</p>	<p>Follow a simple route with minimal adult support.</p> <p>Identify basic road safety including walking on the footpath, listening and looking for cars and traffic when crossing the road.</p> <p>Identify the benefits of being outdoors including regulation and mindfulness.</p> <p>Identify appropriate behaviour when visiting the woods</p> <p>Model appropriate behaviour when visiting the woods</p> <p>Identify potential dangers in the woods</p> <p>Explore ways in which we can keep safe when visiting the woods</p>	<p>Make a choice from a menu with support</p> <p>Follow the sequence of ordering at a café and place own order.</p> <p>Participate in leisure activities including visiting a café with adult support.</p> <p>Participate in using public transport to travel to the café</p> <p>Identify and demonstrate appropriate behaviour when visiting a café</p> <p>Identify and demonstrate appropriate behaviour when using public transport.</p>	<p>Explore a range of hobbies including the following -creative and expressive, leisure and play, technology and media, physical, food based and cooking, animals and nature</p> <p>Identify hobbies that I like</p> <p>Identify hobbies that I dislike</p> <p>Identify ways I can keep myself safe when online</p>	<p>the local area (e.g., school, shop, park)</p> <p>Recognise and label people who work in the community (e.g., “bus driver”, “librarian”)</p> <p>Describe what a community is in simple terms (“where people live/work”)</p> <p>Identify what they like about their community</p> <p>Participate in class or group activities with a sense of shared purpose (e.g., group jobs, group outings)</p> <p>Identify their role in a group</p> <p>Choose and take part in simple community-based activities</p> <p>Using signs, noticeboards, newsletters or flyers, timetables with support, to identify</p>	<p><b>Match</b> items to household bills or expenses</p> <p><b>Sort</b> items into “needs” and “wants”</p> <p><b>Use</b> visual supports or coins to make spending decisions</p> <p><b>Create</b> a simple weekly or monthly budget</p> <p><b>Use</b> number and money handling in practical contexts (e.g. visiting a shop)</p>
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		Actively participate and experience a visit to Sunnyhurst woods			things happening in the local area.  Visit a range of leisure facilities including local leisure centres.	
<b>Summer B</b>	<b>Summer B- PSHCE UNIT</b>	<b>Summer B- PSHCE UNIT</b>	<b>Summer B- PSHCE UNIT</b>	<b>Summer B</b>	<b>Summer B</b>	<b>Summer B</b>
<b>Topic: Developing Play Skills</b> Playing With Purpose	<b>Topic: Healthy Eating</b>	<b>Topic: Healthy Eating</b>	<b>Topic: Seasons and safety</b>	<b>Topic: Experiencing Community- Shopping for a purpose</b>	<b>Topic: Transition</b>	
<b>Knowledge:</b>  Understand basic play routines (start-play-stop).  Know the names and basic functions of common indoor and outdoor play equipment.  Recognising when a game is competitive or cooperative.  Understanding simple rules and being able to follow them with support.	<b>Knowledge:</b>  Explore a range of food and drink and express likes and dislikes.  Explore healthy and not so healthy/unhealthy foods.  Know that some foods can be eaten all the time.  Know that some foods are good for us	<b>Knowledge:</b>  Explore the concept of a healthy, balanced diet.  Know which foods are healthy and not so healthy/unhealthy.  Know what makes some foods better for our health than others	<b>Knowledge:</b>  Know how the weather and seasons can affect our clothing choices.  Explore ways in which we can keep ourselves safe in hot weather including sun safety  Explore ways in which we can keep ourselves safe in cold weather including appropriate clothing choices  Know that when going on holiday we need to	<b>Knowledge:</b>  Know that clothes are bought for different occasions (e.g. school, party, sports, cold/warm weather)  Know that clothes come in different sizes to fit different people  Know that haircuts are part of keeping clean and feeling good  Know that we can choose how we want our hair or nails done	<b>Knowledge:</b>  Explore and develop a range of strategies to support me with transition to my Post 16 Provider  Know that although it will be different I can use exist strategies to support me when I feel overwhelmed  Know that I can still keep my friendships with my peers at Crosshill when I move to Post 16	

	Awareness of the need to share and take turns.	Know that some foods should not be eaten all the time.		pack for the appropriate climate.	<p>Know that we shop for special events like birthdays, Christmas, Eid, or going on holiday</p> <p>Know that holidays might need different clothes or sun cream, toys for the beach, etc.</p> <p>Recognise that shopping for occasions involves planning, choice, and spending money</p>	<p>Know the names and faces of new people that they will meet (teachers, support staff, peers)</p> <p>Know what their new environment will look like</p> <p>Know basic strategies for managing feelings related to change (e.g. breathing, asking for help, choosing a calm activity)</p> <p>Know how to say goodbye and welcome others</p>
	<b>Skills:</b> Pupils will have the opportunity to play a range of different indoor and outdoor games including but not limited	<b>Skills:</b> Identify favourite foods and drinks and give reasons for choices.	<b>Skills:</b> Explain what we mean by a healthy, balanced diet.  Identify healthy and not so healthy/unhealthy foods.	<b>Skills:</b> Explain how the weather and seasons can affect our clothing choices.	<b>Skills:</b> Match clothing to event (e.g., party clothes vs school clothes) Identify appropriate clothing for given	<b>Skills:</b> Familiarise self with new Post 16 setting by visiting, exploring the

	to outdoor games- ball games, use of bikes and scooters, sand and water play and Indoor games- simple board games (snakes and ladders), cause and effect toys, small world play. Using prompts and visuals and social stories to support with play including rules, sharing and turn taking.	<p>Identify foods we can eat all the time which are good for us.</p> <p>Identify foods that should only be eaten occasionally</p>	Explain what makes some foods better for our health than others	<p>Identify and explain which clothing items are appropriate for hot weather</p> <p>Identify way in which we can keep safe in the sun, including using sun cream, covering with light clothing and keeping hydrated</p> <p>Identify and explain which clothing items are appropriate for cold weather.</p> <p>Identify way in which we can keep safe in cold weather, including wearing appropriate clothing, keeping warm, staying dry, taking care in icy weather, basic hygiene when ill.</p>	<p>scenarios using pictures or real items</p> <p>Recognise which size of clothing I wear and how to find sizes (labels, hangers)</p> <p>Identify ways we can feel good and keep clean including going for a haircut</p> <p>Explore different styles of haircuts, nail art etc and express likes and dislikes</p> <p>Identify special occasions that may require buying a gift and items that could be bought.</p> <p>Identify clothing and items that may be needed for a summer holiday.</p> <p>Actively participate in the planning and buying of an item for a purpose.</p>	<p>website, looking at staff images</p> <p>Explore ways of staying in touch with friends.</p> <p>Explore strategies for coping when feeling sad, anxious or overwhelmed with change</p> <p>Explore a range of strategies for dealing with happy but sad occasions</p> <p>Participate in celebrations of their time at Crosshill</p>
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	<b>All of the knowledge and skills taught in each cycle will be embedded into everyday routines and teaching where possible to ensure pupils have the opportunity to practice and apply learning.</b>	
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