



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

Independent Living - Discover

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.

Curriculum Leadership	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.
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. 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"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <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>
Subject Intent	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.

<p>Preparation for Adulthood Outcomes across the age ranges for children and young people with SEND</p>	<p>Independent Living</p> <p>Early Years -Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed • Making choices</p> <p>Key Stage 1-Washing / brushing teeth • Telling the time • Paying in shops (supervised)</p> <p>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</p> <p>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</p> <p>Community Inclusion</p> <p>Early Years -Making friends • Social interaction • Visits / day trips</p> <p>Key Stage 1- Team playing • After school clubs • Weekend activities • Developing friendships / friendship groups</p> <p>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</p> <p>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</p>
<p>ASDAN Qualifications</p> <p>ASDAN PSD Entry Level</p>	<p>Unit 1 Community Action - Who to go to for help - when lost, can't find something at a supermarket, not sure which bus to catch etc</p> <p>Unit 2 Making the most of Leisure Time - Going to local leisure centres or facilities and seeing what is on offer and taking part in a leisure activity, this could be walking in Sunnyhurst, going to the library on a regular basis etc</p> <p>Unit 3 Personal safety in the home and community - includes things like crossing roads independently and using utensils in the kitchen safely.</p>

	Primary	KS3			KS4	
	Cycle 1	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2
Title of Topic/ Unit & Time Allocated	Autumn A	Autumn A	Autumn A	Autumn A	Autumn A	Autumn A
	Topic: Self Help Getting Dressed Dressing up games	Topic: Self Help skills Personal Hygiene including dental hygiene	Topic: Self Help Skills Personal Hygiene Routines including changing clothes	Topic: Self Help Skills Personal Hygiene including dressing for the weather	Topic: Self Help skills Personal Hygiene including shaving	Topic: Self Help skills Personal Hygiene including male and female self-care
	Knowledge: Know which limbs go in which item of clothing. Assist with putting on of clothing items by moving limbs appropriately. Know how to put on a variety of different clothing items with growing independence.	Knowledge: Hygiene including washing Develop an awareness that it is important to shower regularly Develop an awareness that washing hands after using the toilet and before eating is important. Follow routines around hand hygiene with prompting. Respond to stimuli around different products that can be	Knowledge: Hygiene including washing Develop an understanding that it is important to shower regularly Develop an understanding that washing hands after using the toilet and before eating is important. Follow routines around hand hygiene with prompting. Respond to stimuli around different products that can be used for showering, washing hands, brushing teeth including textures,	Knowledge: Recap on personal hygiene, cleaning clothes and dressing for the weather Develop an understanding that it is important to shower regularly Develop an understanding that washing hands after using the toilet and before handling food and eating is important.	Knowledge: Explore personal hygiene including cleaning clothes and dressing for the weather. Develop an understanding that it is important to shower regularly Develop an understanding that washing hands after using the toilet and before handling food and eating is important.	Knowledge: Explore personal hygiene including cleaning clothes and dressing for the weather. Develop an understanding that it is important to shower regularly Develop an understanding that washing hands after using the toilet and before handling food and eating is important.

		used for showering, washing hands, brushing teeth including textures, colours and scents (and taste dental)	colours and scents (and taste dental) and begin to show a preference. Begin to explore how we can look after ourselves through clothing including changing regularly and cleaning them when dirty.	Follow routines around hand hygiene with some independence. Develop an awareness of how we can look after ourselves through clothing including changing regularly and cleaning them when dirty. Explore how the weather and seasons can affect our clothing choices. Develop an awareness of which clothing items are appropriate for different seasons/weather.	Follow routines around hand hygiene with growing independence. Develop an awareness of how we can look after ourselves through clothing including changing regularly and cleaning them when dirty. Explore how the weather and seasons can affect our clothing choices. Develop an understanding of which clothing items are appropriate for different seasons/weather. Explore how self-care can look like shaving for both male and females. Explore how to shave safely.	Follow routines around hand hygiene with growing independence. Develop an awareness of how we can look after ourselves through clothing including changing regularly and cleaning them when dirty. Explore how the weather and seasons can affect our clothing choices. Develop an understanding of which clothing items are appropriate for different seasons/weather. Explore how self-care can look like shaving for both male and females. Explore how to shave safely. Explore the range of products available to support women who are menstruating and the
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						importance of changing these products regularly
	Skills: Pupils will practise dressing in a range of clothing including but not limited to -t-shirts, jumpers, trousers, coats, hats through dressing up games, songs and part of daily routines including toileting, breaktimes, outdoor play, start and end of day.	Skills: Pupils will have the opportunity to engage with and explore stimulus based around washing hands, showering, brushing teeth. Pupils will have the opportunity to engage with and explore activities based around the importance of showering, hand hygiene and dental health Pupils will explore these through multi sensory activities, videos, social stories, use of visuals and prompts, songs, activities including matching and sorting	Skills: Pupils will have the opportunity to engage with and explore stimulus based around washing hands, showering, brushing teeth, wearing clean clothes and changing them. Pupils will have the opportunity to engage with and explore activities based around the importance of showering, hand hygiene, dental health and clothing. Pupils will explore these through multi sensory activities, videos, social stories, use of visuals and prompts, songs, activities including matching and sorting	Skills: Pupils will have the opportunity to engage with and explore stimulus based around washing hands, showering, brushing teeth, wearing clean clothes and changing them. Pupils will have the opportunity to engage with and explore activities based around the importance of showering, hand hygiene, dental health and clothing. Pupils will explore different weathers and season and appropriate clothing for each. Pupils will explore these through multi sensory	Skills: Pupils will have the opportunity to engage with and explore stimulus based around washing hands, showering, brushing teeth, wearing clean clothes and changing them. Pupils will have the opportunity to engage with and explore activities based around the importance of showering, hand hygiene, dental health, clothing, shaving. Pupils will explore different weathers and season and appropriate clothing for each. Pupils will explore these through multi sensory	Skills: Pupils will have the opportunity to engage with and explore stimulus based around washing hands, showering, brushing teeth, wearing clean clothes and changing them. Pupils will have the opportunity to engage with and explore activities based around the importance of showering, hand hygiene, dental health, clothing, shaving and feminine products to support menstruation. Pupils will explore different weathers and season and appropriate clothing for each.

				activities, videos, social stories, use of visuals and prompts, songs, activities including matching and sorting	activities, videos, social stories, use of visuals and prompts, songs, activities including matching and sorting	Pupils will explore these through multi sensory activities, videos, social stories, use of visuals and prompts, songs, activities including matching and sorting
	Autumn B	Autumn B -Careers	Autumn B -Careers	Autumn B -Careers	Autumn B	Autumn B
	Topic: Experiencing Community Observing our Local Area- School and streets surrounding	Topic: Experiencing Community Explore the local community- local area- Shop	Topic: Experiencing Community Explore the local community-town- Supermarket	Topic: Experiencing Community Explore the local community-town- Library	Topic: Experiencing Community- ASDAN Unit 1 Community Action - Who to go to for help	Topic: Experiencing Community- ASDAN Unit 1 Community Action - Who to go to for help
	Knowledge: Begin to recognise key places within my local area- my classroom, bus drop off, hall (PE and Lunch), playground, sensory garden and forest schools. Develop an awareness of their local area (school and surrounding streets).	Knowledge: Develop an awareness of where we get food from. Deepen my awareness and explore appropriate behaviours when shopping. Begin to construct a simple shopping list with support using	Knowledge: Develop an awareness of a range of places that we can get food from. Deepen my awareness and explore appropriate behaviours when shopping. Construct a simple shopping list with support using preferred mode of communication.	Knowledge: Develop a growing awareness of the local area. Actively participate in a trip to the library Explore what is in a library and have some knowledge of what a library is. Develop an awareness of appropriate	Knowledge: Know who are the adults are in my class. Develop an awareness of the people who can help me in school. Explore the types of help available in different situations (e.g. feeling unwell, getting lost in school, being upset)	Knowledge: Know who are the adults are in my class. Develop an awareness of the people who can help me in school. Explore the types of help available in different situations (e.g. feeling unwell, getting lost in school, being upset)

		<p>preferred mode of communication.</p> <p>Develop a deeper understand of what is needed when crossing a road safely with reduced adult support.</p> <p>Explore the local area with a visit to local shop</p> <p>Participate in an exchange of money for items.</p>	<p>Develop a deeper understand of what is needed when crossing a road safely with reduced adult support.</p> <p>Engage with stimuli based on a range of simple road signs and explore the signs meaning.</p> <p>Explore the local area with a visit to local supermarket on the school minibus</p> <p>Participate in an exchange of money for items.</p>	<p>behaviours when visiting a library.</p> <p>Share stories collected from the library and return.</p> <p>Deepen understanding of safety when crossing and walking next to a road.</p> <p>Engage in simple travel planning when using public transport with support</p> <p>Develop an understanding of safety needed when using public transport.</p> <p>Travel on public transport with adult support.</p>	<p>Explore how to recognise a situation where help might be needed.</p> <p>Begin to explore ways to access help in school politely and appropriately.</p> <p>Explore what to do if help is not available immediately (e.g. waiting calmly, asking someone else, using a phone).</p> <p>Explore the difference between an emergency and a non-emergency and who to contact in each case.</p>	<p>Explore how to recognise a situation where help might be needed.</p> <p>Begin to explore ways to access help in school politely and appropriately.</p> <p>Explore what to do if help is not available immediately (e.g. waiting calmly, asking someone else, using a phone).</p> <p>Explore the difference between an emergency and a non-emergency and who to contact in each case.</p>
	<p>Skills:</p> <p>Pupils will have opportunities to explore school and the grounds with some independence.</p>	<p>Skills:</p> <p>Pupils will explore the local community and road safety through videos, role play, visuals, matching and</p>	<p>Skills:</p> <p>Pupils will explore the local community and road safety through videos, role play, visuals, matching and sorting activities, visitors,</p>	<p>Skills:</p> <p>Pupils will have the opportunity to engage with and explore the local area using photos, maps, videos and visits.</p>	<p>Skills:</p> <p>With support:</p> <p>Identify who can help me in school – through identifying familiar images of staff in school,</p>	<p>Skills:</p> <p>With support:</p> <p>Identify who can help me in school – through identifying familiar images of staff in school,</p>

	Explore stimuli related to familiar routines (objects of reference, music cues alongside symbols and images). Opportunity to travel around local area in a minibus including to the local park.	sorting activities, visitors, opportunities to practice road safety with adult support on a quiet road and visit the local shop with adult support.	opportunities to practice road safety with adult support on a quiet road and visit the local supermarket on the minibus with adult support.	<p>Pupils will explore the purpose and contents of a library and library behaviours through videos, role-play and images/symbols and social stories.</p> <p>Pupils will have the opportunity to travel on public transport exploring routes, money and safety through roleplay, social stories, sensory stories and sensory activities plus visits.</p>	<p>matching and sorting activities.</p> <p>Recognise situations when they may need help (e.g. feeling unsafe, unsure, or unwell).</p> <p>Identify ways in which help can be accessed- through role play, exploring different scenarios and social stories.</p> <p>Identify strategies that I could use if help is not available- through sorting good and bad choices, role-play, exploring scenarios and social stories.</p>	<p>matching and sorting activities.</p> <p>Recognise situations when they may need help (e.g. feeling unsafe, unsure, or unwell).</p> <p>Identify ways in which help can be accessed- through role play, exploring different scenarios and social stories.</p> <p>Identify strategies that I could use if help is not available- through sorting good and bad choices, role-play, exploring scenarios and social stories.</p>
	Spring A	Spring A	Spring A	Spring A	Spring A	Spring A
	Topic: Food Technology- Exploring a range of foods through play	Topic: Household skills My Belongings	Topic: Household skills Household skills activities including hoovering, dusting and sweeping.	Topic: Household skills Use of washing machine	Topic: Household skills Explore a range of household skills including the use of washing machine and	Topic: Household skills Explore a range of household skills with growing independence including the use of a washing machine,

					dryer and explore a range of washing products	tumble dryer, iron and develop preferences for products
	Knowledge: Exploring food using all senses. Exploring food play with mouth. Interacting with different types of foods. Tasting a range food.	Knowledge: Develop an awareness of where items and resources in the classroom belong. Begin to participate in everyday activities such as tidying belongs away in the classroom with adult support. Develop an awareness of what are my personal belongings and begin to take care of these with some independence. Begin to participate, with some independence, washing up dishes after use. Develop an awareness of why we need to	Knowledge: Begin to explore a range of household skills activities including hoovering, dusting and sweeping. Engage in these activities with support from an adult. Know that I can use sensory equipment (ear defenders) if I feel sensory overwhelm when using appliances such as a Hoover. Develop an awareness of the importance of completing household skills. Develop an awareness of what may happen if these activities are not completed regularly (dust, dirt, illness etc) Explore cleaning products that maybe used to	Knowledge: Begin to explore a range of household skills activities including washing of clothes, pegging out washing, folding and pairing items of clothing. Engage in these activities with support from an adult. Know that I can use sensory equipment (ear defenders) if I feel sensory overwhelm when using appliances such as a washing machine. Develop an awareness of the importance of completing household skills. Develop an awareness of what may happen if	Knowledge: Explore range of household skills activities including washing of clothes, using a tumble dryer, pegging out washing, folding and pairing items of clothing. Know that I can use sensory equipment (ear defenders) if I feel sensory overwhelm when using appliances such as a washing machine. Explore the importance of completing household skills. Know what may happen if these activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)	Knowledge: Explore range of household skills activities including washing of clothes, pegging out washing, folding and pairing items of clothing. Know that I can use sensory equipment (ear defenders) if I feel sensory overwhelm when using appliances such as a washing machine. Explore the importance of completing household skills. Know what may happen if these activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)

		<p>clean and tidy including health implications of not doing so.</p> <p>Explore classroom cleaning routines.</p>	<p>carryout the household skills including the scents, textures and colours of these products and begin to show a preference.</p> <p>Begin to show an awareness of the dangers that may arise when using these products.</p>	<p>these activities are not completed regularly (dirty, smelly clothes, poor hygiene and illness)</p> <p>Explore cleaning products that maybe used to carryout the household skills including the scents, textures and colours of these products and begin to show a preference.</p> <p>Begin to show an awareness of the dangers that may arise when using these products.</p> <p>Begin to look at cleaning symbols on clothing labels and what some of these mean.</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>Explore the dangers that may arise when using these products and how to keep myself safe.</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>Explore the dangers that may arise when using these products and how to keep myself safe.</p>
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	<p>Skills:</p> <p>Pupils will have the opportunity to engage with a range of food in a non-threatening and playful way, and be encouraged to explore foods with all their senses.</p>	<p>Skills:</p> <p>Pupils will be given the opportunity to engage with and participate in planned activities based around cleaning and tidying within the classroom. These opportunities will include tidying own belongings daily, washing up a range of dishes after use and during the day. Pupils will explore the use of different scented and coloured products and safety needed when using these. Visuals, prompts, social stories will be used.</p>	<p>Skills:</p> <p>Pupils will be given the opportunity to engage with and participate in planned activities based around cleaning and tidying within the classroom. These opportunities will include hoovering, dusting and sweeping during the day. Pupils will explore the use of different scented and coloured products and safety needed when using these. Visuals, prompts, social stories will be used.</p>	<p>Skills:</p> <p>Pupils will be given the opportunity to engage with and participate in planned activities based around cleaning of clothes. These opportunities will include using a washing machine, sorting washing, looking at symbols on clothing labels, using cleaning products. Pupils will explore the use of different scented and coloured products and safety needed when using these. Visuals, prompts, social stories will be used.</p>	<p>Skills:</p> <p>Participate in a range of household skills activities including washing of clothes, using a tumble dryer, pegging out washing, folding and pairing items of clothing.</p> <p>Participate in these activities with adult support.</p> <p>Explain the importance of completing household skills.</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</p>	<p>Skills:</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 adult support.</p> <p>Explain the importance of completing household skills.</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</p>
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					these products and express any preferences. Identify some of the dangers that may arise when using these products Identify ways in which to keep safe when using cleaning products.	these products and express any preferences. Identify some of the dangers that may arise when using these products Identify ways in which to keep safe when using cleaning products.
	Spring B	Spring B	Spring B	Spring B -Careers	Spring B	Spring B
	Topic: Developing Play Skills Parallel play activities (side-by-side play).	Topic: Keeping Safe Safety at home – dangers	Topic: Keeping Safe Safety –strangers, rail and water	Topic: Keeping Safe Safety in the community	Topic: Keeping Safe Safety – ASDAN Community Action-- Who to go to for help	Topic: Keeping Safe Safety – ASDAN Community Action-- Who to go to for help
	Knowledge: Begin to become aware of others in the environment. Begin to tolerate others in or near me Participate in play alongside another adult/child.	Knowledge: Begin to develop an awareness of some dangers at home- cleaning products, appliances. Explore and begin to develop an awareness of basic fire safety rules (hot/not hot)	Knowledge: Begin to explore 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. Explore ways of saying no when feeling	Knowledge: Begin to explore different way we can keep safe when we are out in our local community Explore and engage in different ways we can keep safe when travelling -Walking and using public transport.	Knowledge: Unit 1 Community Action - Who to go to for help Know who can help in the local community (e.g. doctors, police, shop staff, librarians, community support officers).	Knowledge: Unit 1 Community Action - Who to go to for help Know who can help in the local community (e.g. doctors, police, shop staff, librarians, community support officers).

		<p>Begin to develop an understanding of what is an emergency and the emergency services.</p> <p>Explore how to dial 999 in an emergency.</p>	<p>uncomfortable with others and moving to a safe space</p> <p>Begin to distinguish between familiar adults and strangers</p> <p>Respond to visuals/sounds representing safety and danger</p> <p>Begin to explore how to stay safe near train tracks.</p> <p>Begin to show awareness of the risk associated with water</p> <p>Develop an awareness of who to ask for help</p>	<p>Begin to engage stimuli based around the process of planning a simple journey/trip.</p> <p>Begin to explore different ways in which we can manage money on trips out.</p> <p>Develop an awareness of needing to buy a ticket when using public transport</p>	<p>Know the types of help available in different situations (e.g. feeling unwell, getting lost, being upset, needing directions).</p> <p>Know how to recognise a situation where help might be needed.</p> <p>Know what to do if help is not available immediately (e.g. waiting calmly, asking someone else, using a phone).</p> <p>Know basic locations and roles of support services (e.g. GP surgery, council office, community centre).</p> <p>Know the difference between an emergency and a non-emergency and who to contact in each case.</p>	<p>Know the types of help available in different situations (e.g. feeling unwell, getting lost, being upset, needing directions).</p> <p>Know how to recognise a situation where help might be needed.</p> <p>Know what to do if help is not available immediately (e.g. waiting calmly, asking someone else, using a phone).</p> <p>Know basic locations and roles of support services (e.g. GP surgery, council office, community centre).</p> <p>Know the difference between an emergency and a non-emergency and who to contact in each case.</p>
	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:

	<p>Pupils will have the opportunity to engage in play alongside others through engaging activities and invitations to play including but not limited to role play, small world, messy play, malleable play, water play, outdoor play.</p>	<p>Pupils will have the opportunity to engage with and explore a range of stimuli based around being safe at home, including social stories, prompts, videos, images sensory stories and sensory exploration.</p> <p>Pupils will explore the emergency services through videos, images, visitors,</p>	<p>Pupils will have the opportunity to engage with and explore strangers, rail and water safety through exploring stimuli related to these themes, videos, images, sensory stories, Makaton signs for help, stop, no. sensory experiences, visitors and/or visits.</p> <p>Stop look listen</p>	<p>Pupils will have the opportunity to engage with and explore a range of stimuli based around being safe at in the community, including social stories, prompts, videos, images sensory stories and sensory exploration.</p> <p>Pupils will explore the emergency services through videos, images, visitors</p>	<p>Identify named individuals in the centre and community who can provide support or advice.</p> <p>Recognise situations when they may need help (e.g. feeling unsafe, unsure, or unwell).</p> <p>Ask for help clearly, using appropriate words, tone, and body language.</p> <p>Demonstrate how to get help in role-play and real-life tasks (e.g. speaking to a staff member, using a help point, asking for directions).</p> <p>Use pictures, signs, symbols or communication tools to express a need for help, if needed.</p> <p>Practise approaching different people for help</p>	<p>Identify named individuals in the centre and community who can provide support or advice.</p> <p>Recognise situations when they may need help (e.g. feeling unsafe, unsure, or unwell).</p> <p>Ask for help clearly, using appropriate words, tone, and body language.</p> <p>Demonstrate how to get help in role-play and real-life tasks (e.g. speaking to a staff member, using a help point, asking for directions).</p> <p>Use pictures, signs, symbols or communication tools to express a need for help, if needed.</p> <p>Practise approaching different people for help</p>
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					in the centre and/or local area (with support). Follow simple instructions given by someone helping them (e.g. “wait here,” “come with me,” “try this”).	in the centre and/or local area (with support). Follow simple instructions given by someone helping them (e.g. “wait here,” “come with me,” “try this”).
	Summer A	Summer A	Summer A -Careers	Summer A	Summer A	Summer A
	Topic: Food Technology- Preparing Food Opening packaging	Topic: Experiencing Community- Leisure – Sunnyhurst Woods	Topic: Experiencing Community Leisure – Café	Topic: Experiencing Community Leisure – Exploring Hobbies	Topic: Experiencing Community- ASDAN Unit 2 Making the most of Leisure Time	Topic: Experiencing Community- ASDAN Unit 2 Making the most of Leisure Time
	Knowledge: Awareness that food packaging needs opening before eating. Ask for help when needed through a preferred method. Begin to open packaging with some independence. Once opened place food on an appropriate	Knowledge: Participate in leisure activities including exploring the outdoors and following a simple route with adult support. Develop an understanding of basic road safety including walking on the footpath, listening for cars and traffic when crossing the road.	Knowledge: Explore the purpose of a café Begin to know some features of a café Explore a range of menus and the purpose of these Begin to make a choice from a menu with support Begin to understand the sequence of ordering at a café	Knowledge: Explore and engage with a range of different hobbies. Make a preference as to what I enjoy/dislike Know that I may like some things and dislike others and that is ok Develop an awareness of how to keep safe online when gaming or shopping.	Knowledge: Explore what is meant by <i>leisure</i> (free time, activities done for enjoyment or relaxation). Explore and begin to know the names and types of leisure facilities in their local area (e.g. leisure centre, cinema, park, sports club, youth centre). Explore how to identify leisure activities that	Knowledge: Explore what is meant by <i>leisure</i> (free time, activities done for enjoyment or relaxation). Explore and begin to know the names and types of leisure facilities in their local area (e.g. leisure centre, cinema, park, sports club, youth centre). Explore how to identify leisure activities that

	<p>surface/container (bowl, plate, cup etc).</p> <p>Begin to request food (snacks etc).</p>	<p>Develop an awareness of the benefits of being outdoors including regulation and mindfulness.</p> <p>Develop an awareness of appropriate behaviour when visiting the woods</p> <p>Develop an awareness of potential dangers in the woods and way in which we can keep safe</p> <p>Participate in a visit to Sunnyhurst woods</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>interest them (e.g. sports, crafts, games, nature walks, music).</p> <p>Explore leisure activities that take place in the community.</p> <p>Know that leisure activities can be done alone or with others.</p>	<p>interest them (e.g. sports, crafts, games, nature walks, music).</p> <p>Explore leisure activities that take place in the community.</p> <p>Know that leisure activities can be done alone or with others.</p>
	<p>Skills:</p> <p>Pupils will have the opportunity to engage in a range of activities around opening packaging including opening a variety of packaging, using visuals to support asking a familiar adult</p>	<p>Skills:</p> <p>Pupils will have the opportunity to engage with and explore the local area using a range of stimulus including photos, maps, videos and visits.</p>	<p>Skills:</p> <p>Pupils will have the opportunity to engage with and explore the local area using a range of stimulus including photos, maps, videos, images and visits.</p> <p>Pupils will explore using public transport and the</p>	<p>Skills:</p> <p>Pupils will</p> <p>Explore a range of hobbies including the following -</p> <p>creative and expressive leisure and play</p>	<p>Skills:</p> <p>Begin identify at least three local leisure facilities (with support or prompts if needed).</p> <p>Begin to participate in at least one leisure</p>	<p>Skills:</p> <p>Begin identify at least three local leisure facilities (with support or prompts if needed).</p> <p>Begin to participate in at least one leisure</p>

	for help, helping with the preparation for snack and breakfast routines. Symbols, images and objects of reference alongside BigMack/talking tiles to model requesting.	Pupils will explore road safety through videos, images, role play, social stories, visuals and visits. Pupils will explore potential dangers through videos, images, roleplay, social stories, visuals, visits.	range of transport available in Darwen through visits, images, videos. Pupils will explore a café through visits, visitors, role play, exploring menus, visuals, images, videos.	technology and media physical food based and cooking animals and nature Pupils will explore these hobbies through sensory stories, sensory opportunities, visits and/or visitors, games, role play, videos and images.	activity that suits their interests and needs. Begin to communicate what they enjoyed about the activity (verbally, visually, or with support). Begin to describe how the activity helped them (e.g. “It made me feel happy” or “I got better at using my hands”). Follow basic routines or instructions involved in taking part (e.g. joining in a warm-up, using equipment safely).	activity that suits their interests and needs. Begin to communicate what they enjoyed about the activity (verbally, visually, or with support). Begin to describe how the activity helped them (e.g. “It made me feel happy” or “I got better at using my hands”). Follow basic routines or instructions involved in taking part (e.g. joining in a warm-up, using equipment safely).
	Summer B	Summer B- PSHE UNIT	Summer B- PSHE UNIT	Summer B- PSHE UNIT	Summer B	Summer B
	Topic: Experiencing Community Exploring our Local Area- My school	Topic: Healthy Eating	Topic: Healthy Eating	Topic: Healthy Eating	Topic: Using Technology in the Home and School	Topic: Using Technology in the Home and School
	Knowledge: Recognise key places within my local area- my school.	Knowledge: Respond to stimuli about different kinds of food and drinks.	Knowledge: Describe our favourite foods and drinks and give reasons for our choices.	Knowledge: Begin to prepare simple snacks and drinks	Knowledge: Explore what technology is.	Knowledge: Explore what technology is.

	<p>Develop an awareness of their local area (school and surrounding streets including the park).</p> <p>Safely visit the local park.</p>	Identify our favourite foods and drinks	<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>	<p>Follow simple instructions with support from an adult</p> <p>Use a range of basic kitchen tools safely</p> <p>Know how to keep safe in the kitchen or when preparing food</p>	<p>Explore how we use technology in everyday life, including at home and school.</p> <p>Explore a range of technology found in school including tablet/lpad/chromebook, camera, photocopier, telephone.</p> <p>Explore a range of technology found at home including a microwave, washing machine, mobile phone.</p> <p>Know ways to keep myself safe when using technology, including online safety.</p>	<p>Explore how we use technology in everyday life, including at home and school.</p> <p>Explore a range of technology found in school including tablet/lpad/chromebook, camera, photocopier, telephone.</p> <p>Explore a range of technology found at home including a microwave, washing machine, mobile phone.</p> <p>Know ways to keep myself safe when using technology, including online safety.</p>
	<p>Skills:</p> <p>Pupils will have the opportunity to travel around local area in a minibus including to the local park.</p> <p>Symbols, objects of</p>	<p>Skills:</p> <p>Pupils will have the opportunity to engage with and explore a range of stimulus including a variety of different foods and</p>	<p>Skills:</p> <p>Pupils will have the opportunity to engage with and explore a range of stimulus including a variety of different foods and drink</p>	<p>Skills:</p> <p>Pupils will have the opportunity to engage with and explore a range of stimulus including a variety of different foods and drink using</p>	<p>Skills:</p> <p>Identify some examples of everyday technology.</p> <p>Identify different tasks done with technology</p>	<p>Skills:</p> <p>Identify some examples of everyday technology.</p> <p>Identify different tasks done with technology</p>

	<p>reference and images will be used to support transitions to different areas of school and the local area (park visit). Pupils will have the opportunity to build up time in the local area through short visits growing in length to the local park.</p>	<p>drink using all their senses to explore.</p> <p>Pupils will be supported to express likes and dislikes when exploring food and drink using their preferred mode of communication.</p>	<p>using all their senses to explore.</p> <p>Pupils will be supported to express likes and dislikes when exploring food and drink using their preferred mode of communication.</p>	<p>all their senses to explore.</p> <p>Pupils will have the opportunity to follow simple instructions using visuals and auditory prompts to support.</p> <p>Pupils will explore safety when preparing foods and using simple kitchen tools including blunt knives and forks.</p>	<p>(e.g. typing, taking photos, heating food)</p> <p>Follow simple instructions to use technology in a functional way (e.g. take a photo, make a call, open a learning app)</p> <p>Identify and name school technology from pictures or real objects</p> <p>Identify and name home technology from pictures or real objects</p> <p>Operate simple home devices with support (e.g. pressing start on a washing machine, using a phone to make a call)</p> <p>Demonstrate some safe behaviours when using technology (e.g. asking before going online, using headphones, not sharing personal details)</p> <p>Follow simple safety rules (e.g. don't talk to</p>	<p>(e.g. typing, taking photos, heating food)</p> <p>Follow simple instructions to use technology in a functional way (e.g. take a photo, make a call, open a learning app)</p> <p>Identify and name school technology from pictures or real objects</p> <p>Identify and name home technology from pictures or real objects</p> <p>Operate simple home devices with support (e.g. pressing start on a washing machine, using a phone to make a call)</p> <p>Demonstrate some safe behaviours when using technology (e.g. asking before going online, using headphones, not sharing personal details)</p> <p>Follow simple safety rules (e.g. don't talk to</p>
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					<p>strangers online, ask for help if something goes wrong)</p> <p>Begin to identify who to go to for help with technology at home or school</p>	<p>strangers online, ask for help if something goes wrong)</p> <p>Begin to identify who to go to for help with technology at home or school</p>
	<p>All the knowledge and skills taught in each cycle will be embedded into everyday routines and teaching where possible, to ensure pupils have the opportunities to practice and apply learning.</p>					

