



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.

Curriculum Leadership	<p>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.</p>
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	<p>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>

<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>
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	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 Skills Belongings and Routines	Topic: Self Help skills Personal Hygiene Hygiene including washing and dental health	Topic: Self Help Skills Personal Hygiene Hygiene including washing, looking after clothes, dressing for the weather.	Topic: Self Help Skills Personal Hygiene Recap on personal hygiene, cleaning clothes. Explore shaving and feminine products	Topic: Self Help skills Personal Hygiene Recap on personal hygiene and good hygiene routines, looking after physical health	Topic: Self Help Skills Personal Hygiene Recap on personal hygiene, explore wellbeing opportunities.
	Knowledge: Identify own belongings Know where to store belongings Take responsibility for own belongings Request needs and wants within routines (food and drink)	Knowledge: 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,	Knowledge: 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	Knowledge: 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.	Knowledge: Explore a range of common illnesses including headaches, sickness, colds and flu, feeling down. Develop an understanding that some hygiene routines are private and personal	Knowledge: 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)	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.
Skills: Pupils use a variety of tools to look after own belongings including social stories, visual prompts, images, videos	Skills: Explain why it is important to shower regularly. Identify products that can be used help clean themself whilst showering. Explain why it is important to wash hands	Skills: Explain why it is important to shower regularly including washing hair. Identify products that can be used help clean themself whilst showering and washing hair. Explain why it is important to wash hands	Skills: 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	Skills: 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	Skills: 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)	

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

	<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>Be aware of and show appropriate behaviours when shopping.</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>Know and demonstrate appropriate behaviours when shopping.</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>area including facilities available.</p> <p>Explore what is in a library and have some 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>out and about in the local community.</p> <p>Know strategies to support myself if I need 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>together respectfully to reach a goal</p> <p>Develop an awareness that every team 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>
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<p>Skills:</p> <p>Pupils will be given the opportunity through planned activities to- Touch different textures (e.g. soft bread, bumpy orange peel, sticky jelly). 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. Match foods to simple descriptive words or symbols. Label basic foods (apple, banana, carrot, jelly, rice, etc.) Participate in basic routines (e.g. passing a bowl, wiping hands). Develop confidence around unfamiliar or “messy” foods</p>	<p>Skills:</p> <p>Identify where food can be bought. Identify behaviours which are appropriate and inappropriate when shopping. Model appropriate behaviours when shopping. Identify items that can be bought from a food shop (Tesco Local) Create a simple shopping list using preferred mode of communication (AAC, visuals, pictures, audio recording)</p>	<p>Skills:</p> <p>Identify a range of places where food can be bought. Identify behaviours which are appropriate and inappropriate when shopping. Model appropriate behaviours when shopping. Identify items that can be bought from a supermarket/market. Create a shopping list using preferred mode of communication (AAC, visuals, pictures, audio recording)</p>	<p>Skills:</p> <p>Identify features of the local community including previously visited places of interest (woods, café, supermarket, shop) Identify the features of a library Identify and follow social rules and behaviours needed when visiting a library Actively participate in a trip to the library Travel on public transport with adult support. Use a bus schedule and map with some support. Use a map to plan journey with support.</p>	<p>Skills:</p> <p>Identify ways in which I can stay safe when out and about in the local community Identify people who could support me if I need help when out in the community 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. Use public transport with more independence.</p>	<p>Skills:</p> <p>Take on different roles in team activities (leader, timekeeper, helper, etc.) Communicate ideas clearly and listen to others Cooperate and compromise during joint tasks Plan and complete simple group challenges Reflect on team performance and personal contribution Offer and respond to constructive feedback or praise Manage frustration or disagreement respectfully</p>

		<p>Cross a road with adult support, visuals and prompts</p> <p>Actively participate in visiting a shop and purchasing items on shopping list, including exchanging money for items purchased.</p>	<p>Know some basic road signs and their meaning including crossing sign, traffic lights, stop sign.</p> <p>Actively participate in visiting a supermarket/market and purchasing items from own shopping list, including exchanging money for items purchased.</p> <p>Identify when I have enough money and when I may not.</p> <p>Identify difference between a want and a need when shopping.</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>Visit the library using public transport.</p>		
Spring A	Spring A	Spring A	Spring A	Spring A	Spring A	Spring A
Topic: Experiencing Community Exploring school and our local community	Topic: Household skills My belongings	Topic: Household skills Cleaning	Topic: Household skills Cleaning including washing	Topic: Household skills Using washing machine and tumble dryer and iron	Topic: Household skills Keeping safe when using a range of household appliances- Cafe	
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:

<p>Recognise key places within my local area- my classroom, bus drop off, hall (PE and Lunch), playground, sensory garden and forest schools.</p> <p>Develop an awareness of their local area including school and surrounding streets.</p>	<p>Know where familiar items and resources belong in the classroom.</p> <p>Know what are my personal belongings 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>Explore a range of household skills activities including hoovering, dusting and sweeping.</p> <p>Know that I can use sensory equipment (ear defenders) 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>Explore range of household skills activities including washing of clothes, pegging out washing, 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,</p>	<p>Explore range of household skills activities including washing of clothes, pegging out or using a clothes airer, using a tumble dryer, using an iron, 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 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 how to safely use a range of household appliances and tools.</p> <p>Know how to make a range of drinks (hot and cold), snacks and treats safely</p> <p>Know the importance of good kitchen hygiene</p>
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				<p>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 myself safe.</p> <p>Know some cleaning symbols on clothing labels and what these mean.</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 labels and what these mean.</p>	
<p>Skills:</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>Skills:</p> <p>Identify my own belongings and know where these are stored throughout the day. Take responsibility for my belongings.</p> <p>Participate in everyday activities such as tidying belongs away in</p>	<p>Skills:</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>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 some adult support.</p>	<p>Skills:</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>Skills:</p> <p>Actively participate in these activities with some adult support.</p>	<p>Skills:</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>the classroom with some independence.</p> <p>Participate, with some independence, 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>Identify 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 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>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 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>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 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 the importance of kitchen hygiene including clearing up afterwards</p>
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				Recognise some cleaning symbols on clothing labels.	cleaning symbols on clothing labels.	
Spring B	Spring B	Spring B	Spring B	Spring B	Spring B	Spring B- Careers
Topic: Food Technology- Preparing Food Simple cutting skills	Topic: Keeping Safe Safety at home – dangers	Topic: Keeping Safe Safety –stranger, rail and water	Topic: Keeping Safe Safety in the community	Topic: Keeping Safe Safety in the home and community	Topic: Experiencing Community – Social and leisure activities	
Knowledge: Washing of hands when prepping food Preparing of snack with simple cutting skills - Development of pincer grip to hold tools - Safety when handling/holding tools - correct cutting technique (modified when needed)	Knowledge: 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	Knowledge: 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	Knowledge: 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.	Knowledge: 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,	Knowledge: 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	

		<p>needed for different situations.</p> <p>Know how to dial 999 in an emergency.</p>	<p>Distinguish between familiar adults and strangers</p> <p>Know some of the ways of how to stay safe near train tracks.</p> <p>Know some of the risk associated with water</p> <p>Know how and who to ask for help</p>	<p>Know that a ticket is needed when using public transport</p>	<p>home and when out in the community.</p> <p>Know resources used to keep us safe at home, school and the community.</p> <p>Know a range of strategies to use during an emergency – calming strategies</p>	<p>Know how to manage my money whilst out in the community with growing confidence and independence.</p>
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
<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</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,</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>Identify different ways 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 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</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>with the development of hand strength and pincer grip.</p> <p>electrician, handyman).</p> <p>Identify what is an emergency</p> <p>Identify the emergency services needed for different situations.</p> <p>Dial 999 in an emergency</p>	<p>Distinguish between familiar adults and strangers</p> <p>Identify some of the ways to stay safe near train tracks.</p> <p>Identify potential risk associated with water</p> <p>Identify who to ask for help</p> <p>Model how to ask for help</p>	<p>Identify different ways in which we can manage money on trips out.</p> <p>Identify where and how to purchase a ticket when using public transport</p>	<p>based on events that could happen in school, home and when out in the community.</p> <p>Identify and explore how to use resources 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</p> <p>Identify a range of strategies to use during an emergency including strategies to keep myself calm</p>	<p>Identify appropriate ways of interacting with my peers in a social setting</p> <p>Explore a range of strategies to support with budgeting whilst out in the community</p>
Summer A	Summer A	Summer A	Summer A	Summer A	Summer A
Topic: Experiencing Community Visit to the local park	Topic: Experiencing Community- Leisure - Sunnyhurst Woods	Topic: Experiencing Community Leisure – Café Careers	Topic: Experiencing Community Leisure Careers	Topic: Experiencing Community- What is on in my local community	Topic: Household Budgeting
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
		Know the purpose of a café			

	<p>Explore the local area around school looking at familiar places including the park.</p> <p>Develop an understanding of simple play skills including 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>Participate in leisure activities including exploring the outdoors and following a simple route with minimal adult support.</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 some features of a café</p> <p>Explore a range of menus and the purpose of these</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>Explore a range of different hobbies.</p> <p>Share my views and opinions on what I enjoy/dislike</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>Know what community means</p> <p>Know what it means to be part of a community</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>Know what a budget is and why it's important</p> <p>Understand the meaning of income and expenses</p> <p>Explore examples of regular household 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>
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<p>Skills: Pupils will have the opportunity to develop their play skills in the 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>Skills: Participate in leisure activities including exploring the outdoors. Follow a simple route with minimal adult support. Identify basic road safety including walking on the footpath, listening and looking for cars and traffic when crossing the road. Identify the benefits of being outdoors including regulation and mindfulness. Identify appropriate behaviour when visiting the woods Model appropriate behaviour when visiting the woods</p>	<p>Skills: Identify some features of a café Make a choice from a menu with support Follow the sequence of ordering at a café and place own order. Participate in leisure activities including visiting a café with adult support. Participate in using public transport to travel to the café Identify and demonstrate appropriate behaviour when visiting a café Identify and demonstrate appropriate behaviour when using public transport.</p>	<p>Skills: Understand that there are lots of different hobbies. 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 Identify hobbies that I like Identify hobbies that I dislike Identify ways I can keep myself safe when online</p>	<p>Skills: Recognise familiar people and places in the local area (e.g., school, shop, park) Recognise and label people who work in the community (e.g., “bus driver”, “librarian”) Describe what a community is in simple terms (“where people live/work”) Identify what they like about their community Participate in class or group activities with a sense of shared purpose (e.g., group jobs, group outings) Identify their role in a group</p>	<p>Skills: Identify different sources of income (e.g. wages, benefits) Match items to household bills or expenses Sort items into “needs” and “wants” Use visual supports or coins to make spending decisions Create a simple weekly or monthly budget Use number and money handling in practical contexts (e.g. visiting a shop)</p>

		<p>Identify potential dangers in the woods</p> <p>Explore ways in which we can keep safe when visiting the woods</p> <p>Actively participate and experience a visit to Sunnyhurst woods</p>		<p>Choose and take part in simple community-based activities</p> <p>Using signs, noticeboards, newsletters or flyers, timetables with support, to identify things happening in the local area.</p> <p>Visit a range of leisure facilities including local leisure centres.</p>	
Summer B	Summer B- PSHCE UNIT	Summer B- PSHCE UNIT	Summer B	Summer B	Summer B
Topic: Developing Play Skills Playing With Purpose	Topic: Healthy Eating	Topic: Healthy Eating	Topic: Seasons and safety	Topic: Experiencing Community- Shopping for a purpose	Topic: Transition
Knowledge: Understand basic play routines (start-play-stop). Know the names and basic functions of common indoor and	Knowledge: Explore a range of food and drink and express likes and dislikes. Explore healthy and not so healthy/unhealthy foods.	Knowledge: Explore the concept of a healthy, balanced diet. Know which foods are healthy and not so healthy/unhealthy.	Knowledge: 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	Knowledge: Know that clothes are bought for different occasions (e.g. school, party, sports, cold/warm weather)	Knowledge: 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

<p>outdoor play equipment.</p> <p>Recognising when a game is competitive or cooperative.</p> <p>Understanding simple rules and being able to follow them with support.</p> <p>Awareness of the need to share and take turns.</p>	<p>Know that some foods can be eaten all the time.</p> <p>Know that some foods are good for us</p> <p>Know that some foods should not be eaten all the time.</p>	<p>Know what makes some foods better for our health than others</p>	<p>Explore ways in which we can keep ourselves safe in cold weather including appropriate clothing choices</p> <p>Know that when going on holiday we need to pack for the appropriate climate.</p>	<p>Know that clothes come in different sizes to fit different people</p> <p>Know that haircuts are part of keeping clean and feeling good</p> <p>Know that we can choose how we want our hair or nails done</p> <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>support me when I feel overwhelmed</p> <p>Know that I can still keep my friendships with my peers at Crosshill when I move to Post 16</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>
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<p>Skills: Pupils will have the opportunity to play a range of different indoor and outdoor games including but not limited 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>	<p>Skills: Identify favourite foods and drinks and give reasons for choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally</p>	<p>Skills: Explain what we mean by a healthy, balanced diet. Identify healthy and not so healthy/unhealthy foods. Explain what makes some foods better for our health than others</p>	<p>Skills: Explain how the weather and seasons can affect our clothing choices. Identify and explain which clothing items are appropriate for hot weather Identify way in which we can keep safe in the sun, including using sun cream, covering with light clothing and keeping hydrated Identify and explain which clothing items are appropriate for cold weather. Identify way in which we can keep safe in cold weather, including wearing appropriate clothing, keeping warm,</p>	<p>Skills: Match clothing to event (e.g., party clothes vs school clothes) Identify appropriate clothing for given scenarios using pictures or real items Recognise which size of clothing I wear and how to find sizes (labels, hangers) Identify ways we can feel good and keep clean including going for a haircut Explore different styles of haircuts, nail art etc and express likes and dislikes Identify special occasions that may require buying a gift and items that could be bought.</p>	<p>Skills: Familiarise self with new Post 16 setting by visiting, exploring the website, looking at staff images Explore ways of staying in touch with friends. Explore strategies for coping when feeling sad, anxious or overwhelmed with change Explore a range of strategies for dealing with happy but sad occasions Participate in celebrations of their time at Crosshill</p>

				<p>staying dry, taking care in icy weather, basic hygiene when ill.</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>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.</p>				

