

Beaufort School - Programme of Learning

Independent Life Skills



Independent Life Skills:

Intent:

- To develop understanding of myself, including expression of feelings, awareness of individual role and likes/dislikes (PSHE)
- To stay safe in a variety of contexts which are encountered on a daily basis, and knowing who to trust (PSHE)
- To have knowledge of how to keep my body healthy, through both exercise and diet (PSHE)
- To know who is special to me and explore what I know about them, in order to interact/socialise and connect (PSHE)
- To have a sense of my own family and know that some families are constructed differently (PSHE)
- To know what I need help with, who can help me and how (PSHE)
- To relate to how people change as they grow, to know how I will change and know how I can help them (PSHE)
- To socialize with my peers and others to form friendships, through play, sharing, humour or mutual interest (PSHE)
- To explore the roles of myself and others to contribute to an effective team (PSHE)
- To keep all parts of my body clean, and to know how to continue to do so as I get older (PSHE)
- To look after animals which can be kept as pets and know what they need to survive and be happy (PSHE)
- To take care of the environment in which I live for sustainability (PSHE)
- To recognize scenarios which may require first aid or medicine when a person is ill or injured (PSHE)
- To develop emotional literacy through talking about, naming or describing my feelings (PSHE)
- To be able to dress myself in a range of clothing appropriate to the weather or occasion (PSHE)
- To design, make and evaluate a range of simple recipes (DT - Food)
- To know which foods I like and dislike (DT - Food)
- To use a range of tools to prepare, change or cook food hygienically, using a variety of processes (DT - Food)
- To experience less familiar foods, including those from other cultures/those which I haven't tried before (DT - Food)
- To have some understanding of where foods come from (DT - Food)
- To know how to make a balanced meal or eat a balanced diet (DT - Food)

Implementation:

Content, order and skills to deliver a sequential, cumulative and coherent curriculum

E = Emerging

D = Developing

S= Secure

C = Contextualising/Embedding

Pre-formal (P1 -4)	Semi-formal (PS4-6)	Formal (PS7 and above)
<p>Independent Life Skills:</p> <p>All opportunities are subject to pupils' level of physical capability, but may include any of the following:</p> <p>1. Eating and Drinking</p> <ul style="list-style-type: none"> •Show awareness of food and drink e.g. by moving the food around the mouth and swallowing •Being helpful when being supported to eat and drink e.g. by opening the mouth for the spoon/cup or turning to spoon/cup •Eat or drink pureed food/thickened drink •Drink a variety of drinks e.g. milk, squash, tea •Eat mashed food usually each food mashed separately •Eat chopped food •Eat finger food •Use a spoon to eat maybe move onto using a fork •Use a two handled cup to drink probably first with a lid, then perhaps a slanted cup before progressing to a conventional open cup •Use a single handled cup to drink •Use a beaker to drink <p>2. Undressing and Dressing</p> <ul style="list-style-type: none"> •Show awareness of being dressed and undressed, (e.g. by eye or limb movement), •Be helpful when being undressed and dressed, (e.g. relax limbs), 	<p>PSHE:</p> <p>Good to be me</p> <p><i>Suggested Activities: Range/variety of activities to explore self, including information about my family, favourite things (E.g. foods, people, objects), Showing feelings, naming feelings/faces which are expressing feelings, experimenting with what I am good at through active movement sessions/arts/sensory plan. Taking, recognising/ piecing together photographs of self and familiar people. Practising asking for help and knowing what I can do with and without help.</i></p> <p>E1 - Expresses feelings, needs, likes and dislikes using a word, gesture, sign or symbol</p> <p>E2 - Respond by copying or matching the feeling of others</p> <p>E3 - Moves in desired direction to favoured item/event</p> <p>E4 - Indicates preferences</p> <p>D1 - Seeks out a specific, desired piece of equipment</p> <p>D2 - With assistance, remains on task in directed activity</p> <p>D3 - Learns about key figures in own life</p> <p>D4 - Answers basic questions about self/familiar events using photographs and symbols.</p> <p>Staying safe</p>	<p>PSHE:</p> <p>Good to be me</p> <p><i>Suggested Activities: Range/variety of activities to explore self, including information about my family, favourite things (E.g. foods, people, objects), Showing feelings, naming feelings/faces which are expressing feelings, experimenting with what I am good at through active movement sessions/arts/sensory plan. Taking, recognising/ piecing together photographs of self and familiar people. Practising asking for help and knowing what I can do with and without help.</i></p> <p>S1 - Accepts they don't always get what they ask for</p> <p>S2 - Interacts while sharing ideas</p> <p>S3 - works with others to get out or put away equipment</p> <p>S4 - Aware of my role and those of others during group games/tasks. Taking on and completing a small task with relative independence</p> <p>C1 - Asks permission to use an object</p> <p>C2 - Joins in group activities</p> <p>C3 - Uses equipment in a variety of ways</p> <p>C4 - Identifies likes and dislikes with reasons. Using imagination and creativity in my learning and beyond</p> <p>Staying safe</p>

<ul style="list-style-type: none"> •Offer limbs, (e.g. when putting on a coat/trousers/shoes), •Finish taking off clothes once the process has been started by an adult, (e.g. wriggle out of shoes once they have been loosened/pull sock off toes after they have been pulled down), •Take off their clothes, (probably starting with shoes and coats and progressing to other items of clothing), •Pull up pants/trousers, (e.g. after using the toilet), •Put on their clothes when handed the correct item, (probably starting with coat and shoes), •Put clothes on the right part of the body in correct orientation, •Put their clothes on a peg/on a chair or in a locker, •Put clothes on in sensible order, (e.g. socks before shoes), •Choose correct clothing for an activity, (e.g. coat to go outside, swimsuit for swimming), •Put PE/swimming kit into a bag, •Put socks together/put shoes together, •Recognise basic clothing vocabulary/sign/symbol in context, (probably coat and shoes). <p>3. Using the toilet</p> <ul style="list-style-type: none"> •Show awareness of having being changed e.g. by limb eye movement •Be helpful when being changed e.g. relax or limbs or lift bottom •Sit on potties or toilet seats regularly •Transfer from chair to toilet or from standing to toilet •Use toilet or potty appropriately if taken by an adult regularly •Indicate the need to change e.g. cry with discomfort •Move to the changing table •Stand to be changed •Recognise the word/symbol/sign 'toilet' in context •Indicate a need to use the toilet e.g. go to the door or use sign/symbol •Take themselves to the toilet when they need to use it •Flush the toilet •Shut the toilet door •Complete the whole toilet sequence with adult support •Wipe their bottom. 	<p><i>Suggested Activities: Differentiating between people I do and do not know, protective behaviours, recognising who I can ask for help. Practise staying safe in different contexts each lesson, including water safety, road safety, online safety, electricity safety and staying safe when travelling in a vehicle (Could include a short bus journey to practise seatbelts etc.), staying safe around items such as medicine/non-food items which should not be placed in my mouth. Washing hands when they are dirty, before eating food. Safety around using tools such as knives or sharp items as appropriate. Dangers in rooms of the house. Sun safety, reflective clothing at night time</i></p> <p>E1 - Plays independently for a short period of time E2 - Imitates an adult action to stay safe E3 - Briefly listens to an adult during activity E4 - Takes part in familiar activities/tasks with support from others which involve staying safe (E.g. activities to help me keep safe - Crossing the road, protective behaviours etc.) E5 - Cooperates with an adult</p> <p>D1 - Moves in the space available safely D2 - Accepts boundaries for short periods D3 - Actively seeks help in a range of situations (e.g. roleplay calling the emergency services following an incident, when hurt, etc.) D4 - Shows some awareness of danger D5 - Responds appropriately to familiar equipment, in a safe manner</p> <p>Being Healthy</p> <p><i>Suggested activities: Creating healthy and tasty recipes, sampling foods which are liked and disliked. Balancing a diet. Knowing a range of healthy and unhealthy foods, Taking part in exercise which stimulates differing parts of the body. First aid and</i></p>	<p><i>Suggested Activities: Differentiating between people I do and do not know, protective behaviours, recognising who I can ask for help. Practise staying safe in different contexts each lesson, including water safety, road safety, online safety, electricity safety and staying safe when travelling in a vehicle (Could include a short bus journey to practise seatbelts etc.) , staying safe around items such as medicine/non-food items which should not be placed in my mouth. Washing hands when they are dirty, before eating food. Safety around using tools such as knives or sharp items as appropriate. Dangers in rooms of the house. Sun safety, reflective clothing at night time</i></p> <p>S1 - Shows a clear awareness of danger S2 - Uses familiar objects to roleplay staying safe purposefully S3 - Responds to the ideas of others in relation to staying safe. S4 - Identifies groups of people at home/school who can provide me with help and support. S5 - Solves simple problems where an unsafe incident occurs.</p> <p>C1 - Names some parts of their body, contributing to staying safe C2 - Aware of common dangers, such as broken glass or touching a plug socket with wet hands C3 - Knows that a small range of events/items are dangerous C4 - Identifies people as both familiar and unfamiliar to self. Understanding of the kinds of physical contact that is acceptable and comfortable when approaching/interacting with new people and beyond C5 - Demonstrates understanding between right and wrong, suggesting what they would do if treated unkindly.</p> <p>Being Healthy</p> <p><i>Suggested activities: Creating healthy and tasty recipes, sampling foods which are liked and disliked. Balancing a diet. Knowing a range of healthy and unhealthy foods, Taking part in exercise which stimulates differing parts of the body. First aid and medicine - learning about when help</i></p>
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<p>4. Cleaning Teeth</p> <ul style="list-style-type: none"> •Show awareness of teeth being cleaned e.g. by eye blinking, pulling a face •Be helpful when their teeth are being cleaned e.g. by opening mouth •Hold an electric toothbrush in their mouth •Use a conventional brush •Put the paste on the toothbrush •Swill and spit with mouthwash. <p>5. Hair Brushing</p> <ul style="list-style-type: none"> •Show awareness of having their hair brushed e.g. eye blinking or head turning •Be helpful when their hair is being brushed e.g. holding their head up •Hold hairbrushes •Brush someone else's hair or the hair/fur of a toy •Brush their own hair. <p>6. Washing and showering</p> <ul style="list-style-type: none"> •Show awareness of being washed and dried •Be helpful when being washed and dried/showered e.g. hold out hands or turn up face •Wash and dry their hands in the sink/shower •Wash and dry their face in the sink/shower •Wash and dry their bodies whilst taking a shower •Complete the whole showering sequence 	<p>medicine - learning about when help is required and what might be needed in different scenarios (I.e. medicine/tablets for a cold, but bandages for a cut/breakage). Asking for medical help from the ambulance service/hospital/Pharmacist when help is needed, through roleplay. Practising dialling 999 in emergencies only. Some work on mental health - talking about 'worries' and practising placing them in a worry jar/speaking to someone about them. Roleplaying ways to keep yourself happy to look after a healthy mind. Practicing what I can do when feeling angry</p> <p>E1 - Asks for help with a word, gesture, symbol or sign E2 - Passes an object to an adult when asked. E3 - Reaches up for an object linked to keeping healthy (e.g. food/exercise equipment) E4 - Willing to move from activity when directed E5 - Expression of likes and dislikes when trying a range of healthy foods. D1 - Asks for help when hurt D2 - Responds appropriately to familiar equipment to stay healthy D3 - Moves freely and confidently to partake in physical activity to stay healthy D4 - Shows an interest in using new equipment when learning to keep self healthy D5 - Carries out a range of daily routines with minimal support (e.g. helping to prepare healthy foods)</p> <p>Special People Suggested Activities: W1: Get to know who is in my class at school, name them, learn what I enjoy doing with them. Practice working as a team to achieve a purpose (E.g. building a tower, parachute games, or playing a sport). W2: Review photographs/work from previous lesson/add symbols/simple sentences to say what people who are my friends or adults who help me can do. W3-4: Start to discuss family, looking at who is in my family, who I live with or don't live with. Recording/acting out favoured activities with my family. Looking at pictures of family members/making jigsaw pictures of them on screen or with paper. W5-</p>	<p>is required and what might be needed in different scenarios (I.e. medicine/tablets for a cold, but bandages for a cut/breakage). Asking for medical help from the ambulance service/hospital/Pharmacist when help is needed, through roleplay. Practising dialling 999 in emergencies only. Some work on mental health - talking about 'worries' and practising placing them in a worry jar/speaking to someone about them. Roleplaying ways to keep yourself happy to look after a healthy mind. Practicing what I can do when feeling angry</p> <p>S1 - Able to say 'no' when talking about healthy foods or equipment S2 - Locates resources required to take part in learning to keep healthy S3 - Picks up equipment used and returns it to a container S4 - Knows how to care for teeth S5 - Knows we need to eat a variety of foods C1 - Shows some awareness of class routine in relation to remaining healthy (E.g. movement time, washing hands, snack etc.) C2 - Knows why a varied diet is needed to stay healthy C3 - Knows when someone is happy or sad C4 - Knows when they have made someone sad C5 - To differentiate between healthy and unhealthy foods, activities and habits and beyond</p> <p>Special People Suggested Activities: W1: Get to know who is in my class at school, name them, learn what I enjoy doing with them. Practice working as a team to achieve a purpose (E.g. building a tower, parachute games, or playing a sport). W2: Review photographs/work from previous lesson/add symbols/simple sentences to say what people who are my friends or adults who help me can do. W3-4: Start to discuss family, looking at who is in my family, who I live with or don't live with. Recording/acting out favoured activities with my family. Looking at pictures of family members/making jigsaw pictures of them on screen or with paper. W5-6: Explore different types of families - Use</p>
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6: Explore different types of families - Use the text 'part of the party' to structure the work completed by pupils (See Twinkl for ideas)

- E1- Responds to praise and criticism linked to their work
 - E2-Helps to handout objects to the group
 - E3- Imitates an adult action when working with someone familiar
 - E4 - Makes a positive response to a range of people and interactions
 - D1 - Starting to work alongside another pupil/special friend without adult support
 - D2 - Stops and starts working under control, when working with special people
 - D3 - Demonstrates empathy with others
 - D4 - Seeking out a specific child to interact with.
- Recognition of pictures of members of my family.

People who can help me

Suggested Activities: Weekly focus upon a different type of person who can help us. Suggested activities could include roleplaying as a police, ambulance, fire service, lollypop person, Vet, Teacher. Use of stories such as 'Charlie the Firefighter' or 'The Zoo Vet'. Matching people who help us to how they can help, making contact with people who help us (e.g. dialling 999), spending time with the site manager or school cook to see how they help us in school (E.g. cooking meals, litter picking etc.). Potential for a visit to a police station/Vets/Fire station, or lollypop person coming into school. N.B. Vets and Medical staff are already covered in other units, but you may wish to revisit/reinforce briefly

- E1 - Briefly listens to an adult
- E2 - Responds when informed that it is lunchtime
- E3 - Uses equipment as requested
- E4- Expresses needs using single elements of communication - word/sign/symbol (e.g. requesting help with something)

the text 'part of the party' to structure the work completed by pupils (See Twinkl for ideas)

- S1 - Identifies the sex of peers and adults, when learning basic information about special people
- S2 - Interacts whilst sharing equipment with special people
- S3 - Draws a head with arms/legs to represent a special person
- S4 - Differentiation between who is or is not part of my family/close friends
- S5 - Shows some consideration towards others
- C1 - Attempts to play within the rules of a game
- C2 - Talks about their group/family/class
- C3 - Aware of special people in school
- C4 - Looks and listens to people talking to them
- C5 - Association between members of my family/close friends/close staff and how they can help or support me and beyond

People who can help me

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- S1 - Shows a clear awareness of danger
- S2 - Asks for help with toileting if required.
- S3 - Uses familiar objects in roleplay
- S4 - Knowing who to approach for help within a small range of people that are familiar to me at home and at school
- C1 - Uses appropriate language to ask for the toilet

D1 - Aware of where equipment is located to request help (e.g. phone, symbol, etc.)
D2 - Shares the same bank of equipment
D3 - Shows some awareness of danger, which may result in a scenario requiring help
D4- Actively seeking help in a wider range of situations (E.g. visiting the toilet, cutting up food, with a fine motor activity etc.)

Growing and changing

Suggested Activities: Roleplay caring for a baby (Dressing, feeding, carrying, rocking to sleep, changing pretend nappy) or an elderly person, sequencing how people change as they grow in pictures. Roleplaying differing people in the family using masks. Where appropriate, provision for individual pupils regarding puberty as necessary, with a focus upon hygiene, changes to the body, menstruation, hair growth and feelings towards others. Stick puppets of people of different ages in the family. Matching activities such as 'driving a car' or 'playing with a rattle' to people of different ages. Clothing worn by people of differing ages. Reading labels in clothing to check sizes.

E1 - Recognises a picture of self
E2 - Distinguishes between baby and self.
E3 - Indicates recognition of what a baby needs
E4 - Partakes in roleplay caring for a baby or older person, with modelling and support
D1 - Differentiates between baby, self and adult
D2 - Able to place a small range of people in order of age where there is a clear difference
D3 - Matching clothes to people of differing ages.
D4 - To be able to match a range of objects/items needed/used by people of differing ages where there are clear differences (e.g. baby, child and elderly person)

Making friends

Suggested Activities: Use of the story 'A monster surprise' (Twinkl) or The Rainbow Fish or Room on the Broom by Julia Donaldson to structure work. Roleplay

C2 - Listens to the concerns of others and shows willingness to assist
C3 - Identifies differing emergency services
C4 - Able to indicate a wider range of people who might be able to help with a range of problems (E.g. doctor if poorly, fire service if fire, vet if animal is sick, etc.)

Growing and changing

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S1 - Roleplays what people of differing ages might do in their life.
S2 - Identifies the sex of peers and adults
S3 - Able to draw a head with arms and legs
S4 - To be able to indicate clear differences between what a baby and self can and cannot do
C1 - Names some parts of the body
C2 - Talks about their group/family/class in terms of differences in age, height, sex, etc.
C3 - Names varied parts of the body
C4 - To recognise changes to the body as a person grows older. To be able to suggest how an elderly person/baby might be cared for by self, and beyond

Making friends

Suggested Activities: Use of the story 'A monster surprise' (Twinkl) or The Rainbow Fish or Room on the Broom by Julia Donaldson to structure work. Roleplay of

of shared activities to make friends, including ball games, parachute games or taking it in turns to play a simple game setup and supported by an adult, to work towards a shared aim. Practicing communicating what is known about a friend in the classroom. Identifying the friend and stating things they enjoy doing together. Practice making friendship bracelets and exchanging with each others. Work based around friends, such as in 'Toy Story' - Working together to achieve an aim, helping each other. Modelling 'not sharing' and asking pupils to demonstrate 'sharing' behaviour in contrast

- E1 - Responds to praise and criticism from a friend or in relation to playing with a friend
- E2 - Passes object when asked to share with a friend
- E3 - Indicates preferences (Preferred people) using a word, sign or symbol
- E4 - Works alongside another pupil without adult support
- D1 - Accepts boundaries for short periods of time when playing with a friend
- D2 - Makes some modification in behaviour when criticised by a friend or adult
- D3 - Demonstrates empathy with their friends
- D4 - Seeks out specific children to interact with

Working together

Suggested Activities: Games with a shared purpose to achieve a goal, parachute games, building a model together, orienteering around the school site to find pictures of friends, Practising team work skills. Taking on different roles to setup a 'production line' to make something linked to the topic. Experimentation with working together on something. Revisit what can be done with and without help. Discussion of what different people in class are good at and using that in their work. Communication with each other, e.g. taking it in turns to request a colour of counter to take part in a game, or sharing toys before asking for them back again. Taking part in a musical performance together

shared activities to make friends, including ball games, parachute games or taking it in turns to play a simple game setup and supported by an adult, to work towards a shared aim. Practicing communicating what is known about a friend in the classroom. Identifying the friend and stating things they enjoy doing together. Practice making friendship bracelets and exchanging with each others. Work based around friends, such as in 'Toy Story' - Working together to achieve an aim, helping each other. Modelling 'not sharing' and asking pupils to demonstrate 'sharing' behaviour in contrast. Stating what makes a good friend or a bad friend. Documenting/finding out information about a friend

- S1 - Responds to the ideas of other people during play
- S2 - Demonstrates an awareness of taking turns
- S3 - Shows consideration towards others
- S4 - Turn taking with a friend or within a small group
- C1 - Attempts to play within the rules of a game
- C2 - Gives others space
- C3 - Identifies the rules of a game
- C4 - Shares own ideas whilst working within a small group
- C5 - Shares responsibility
- C6 - Suggests what they would do if treated unkindly

Working together

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<p>E1 - Asks for help with word, gesture or activity they find difficult E2 - Uses equipment as requested E3 - Sits in a small group with an adult leading E4 - Working alongside another person, with support and modelling to achieve purpose D1 - Shares a central equipment source with others D2 - Cooperates with an adult D3 - Willing to move from activity when directed D4 - Remains on task with assistance in directed activity D4 - Working towards a shared aim with other children/adults as part of a group</p> <p>Hygiene: Keeping clean & Brushing Teeth <i>Suggested Activities: W1-4: Practising keeping self clean, labelling where a person needs to keep themselves clean using soap, making soap, squeezing tubes of shower gel to get soap or using a hand press operated device. Practising good handwashing technique following instructions/sequencing the order of events and then practicing carrying it out. Discussion of having a bath/shower, use of a flannel and other ways of keeping clean such as use of deodorant, hand wash, shampoo and conditioner. Sequencing the routine of visiting the toilet W5-6: Focus upon keeping teeth clean. Roleplay as dentists on a teddy/paper mouth. Practise cleaning teeth in small circles using a manual or preferably electric brush. Discussion of rotting teeth/what foods cause teeth to rot/ grouping foods into good for teeth and bad for teeth. Use of mouth wash/dental floss. Choosing a favourite flavour of tooth paste. Squeezing a pea sized amount and washing toothpaste away down the sink. Making a green screen advert about cleaning your teeth</i></p> <p>E1 - Responds to praise and criticism to keep clean E2 - Imitates an adult's action to keep clean E3 - Attempts to wipe face and hands with a towel</p>	<p>S1 - Accepts not always getting what is asked for when working with others S2 - Locates the resources they need to work with others S3 - Interacts whilst sharing equipment S4 - Works with others to get out or put equipment away S5 - Awareness of differing peoples' roles in working together to achieve a shared purpose (E.g. different roles in preparing food or constructing a model), including own role C1 - Shows awareness of the class routine C2 - Asks permission to use an object from an adult or peer C3 - Shows awareness of the direction of others C4 - Looks and listens to people talking to them C5 - Knows when they have made someone sad. Works in a small group sharing own ideas and beyond</p> <p>Hygiene: Keeping clean & Brushing Teeth <i>Suggested Activities: W1-4: Practising keeping self clean, labelling where a person needs to keep themselves clean using soap, making soap, squeezing tubes of shower gel to get soap or using a hand press operated device. Practising good handwashing technique following instructions/sequencing the order of events and then practicing carrying it out. Discussion of having a bath/shower, use of a flannel and other ways of keeping clean such as use of deodorant, hand wash, shampoo and conditioner. Sequences the routine of visiting the toilet. W5-6: Focus upon keeping teeth clean. Roleplay as dentists on a teddy/paper mouth. Practise cleaning teeth in small circles using a manual or preferably electric brush. Discussion of rotting teeth/what foods cause teeth to rot/ grouping foods into good for teeth and bad for teeth. Use of mouth wash/dental floss. Choosing a favourite flavour of tooth paste. Squeezing a pea sized amount and washing toothpaste away down the sink. Making a green screen advert about cleaning your teeth</i></p> <p>S1 - Identifies the sex of peers and adults when discussing ways to keep clean. S2 - Locates the required items to keep clean S3 - Asks for help with toileting if required.</p>
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<p>E4 - States ways to keep clean using single elements of communication (E.g. 'soap', 'shower', 'wipe', 'bath' symbol etc.)</p> <p>E5 - Able to press and pull on items which can be used to keep clean</p> <p>D1 - Knows where equipment to keep clean is located, seeking out a specific item (e.g. in a wash bag)</p> <p>D2 - Stops and starts an action to keep clean under control.</p> <p>D3 - Points to the main features on a person's body/face when asked/connects equipment or soap to identified areas.</p> <p>D4 - Listens to adult when a choice of items to keep clean is offered.</p> <p>D5 - Performing basic routines to stay clean, including washing differing body parts, brushing teeth, etc. following modelling and support</p> <p>Looking after animals</p> <p><i>Suggested Activities: W1-2: Roleplay looking after animals which can be kept as pets, including grooming animals, changing litter tray/straw/taking outside to go to the toilet. Feeding animals correct/appropriate foods. Learning what foods cannot be eaten by certain animals. Learning about animals which are vegetarian. W3-4: Learning about what to do when an animal becomes poorly. Taking them to the vets in their basket. Roleplay as a vet. Learning that animals need regular checks for injections/worming etc. W5-6 Discussion of how wider animals such as those found in a zoo would differ and where they should live. Learning about animals which can and cannot be kept as pets. Potential Zoo visit, animal person into school or vet into school to educate pupils.</i></p> <p>E1 - Imitates simple actions to engage with animals, e.g. stroking, patting, throwing a toy</p> <p>E2 - Shows preference of a touch or smell of an animal through pleasure or displeasure</p> <p>E3 - Identifies some simple animals, such as dog/cat</p>	<p>S4 - Know how to care for their teeth</p> <p>S5 - Performing basic routines to stay clean with increased independence</p> <p>C1 - Names some parts of their body.</p> <p>C2 - Uses appropriate language to ask for the toilet, constructing a simple sentence</p> <p>C3 - Knows that they need to keep self clean, and some basic terms for what would happen if they didn't (e.g. smelly, dirty, poorly)</p> <p>C4 - Knows why they need to clean their teeth</p> <p>C5 - Recognition of a wider range of routines linked to personal care and hygiene, including routine associated with early puberty where relevant, and beyond</p> <p>Looking after animals</p> <p><i>Suggested Activities: W1-2: Roleplay looking after animals which can be kept as pets, including grooming animals, changing litter tray/straw/taking outside to go to the toilet. Feeding animals correct/appropriate foods. Learning what foods cannot be eaten by certain animals. Learning about animals which are vegetarian. W3-4: Learning about what to do when an animal becomes poorly. Taking them to the vets in their basket. Roleplay as a vet. Learning that animals need regular checks for injections/worming etc. W5-6 Discussion of how wider animals such as those found in a zoo would differ and where they should live. Learning about animals which can and cannot be kept as pets. Potential Zoo visit, animal person into school or vet into school to educate pupils.</i></p> <p>S1 - Describes an animal in a picture using simple vocabulary</p> <p>S2 - Knows that baby animals grow into adult ones (e.g. sequencing soft toys or pictures/symbols)</p> <p>S3 - Picks up equipment and returns it to a container when caring for animals</p>
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E4 - Responds to a simple scientific question about whether something is an animal or not an animal with an obvious contrast (e.g. car vs. dog, house vs. cat)
E5 - Taking part in basic routines to care for household animals with support from an adult (E.g. stroking, grooming, providing food) with modelling and support
D1 - Reaches up for objects required to care for an animal (e.g. brush)
D2 - Accepts boundaries when in the company of live animals
D3 - Recognises the distinctive features of an animal (e.g. tail, mouth, fur)
D4 - Identifies the main features of an animal's face when asked
D5 - Partaking in routines to care for a household animal with minimal support, once they have become familiar over time.

Looking after our environment

Suggested activities: W1: Use of 'The Messy Magpie' eBook to focus pupils work over the unit of lessons (available on Twinkl). W2: Identifying items made of plastic/card/metal/tin waste. Go on a classroom walk/school walk to find items made of each and identify those which can be recycled. W3: Start to sort recyclable materials into containers. W4: Practising reusing items such as plastic bottles/cups which can be used again. Use of wooden cutlery as opposed to plastic. W5: Practise going outside/somewhere around school to improve the environment, by taking part in litter picking/use of simple tools such as loppers to cut branches. W6: Saving water/electricity, talking about turning lights off/taps off. Making posters about saving the planet. Use of renewable energy sources - solar power

E1 - Helps to hand out objects to a group
E2 - Explores differing materials, manipulating their physical properties with interest (E.g. squeezing, tearing, shaking, striking or bending)
E3 - Identifies items all made of one material (e.g. plastic)

S4 - Shows an awareness of danger around animals (e.g. when they might bite/scratch)
S5 - Starting to practise caring for a small range of contrasting household animals in differing ways, matching them to items needed for basic survival
C1 - Differentiates between 'living' and 'not living'
C2 - Able to match some foods to animals where the contrast is obvious
C3 - Begins to sort some animals into obvious groups (e.g. fish, mammal or bird)
C4 - Identifies elements of a routine of caring for an animal (e.g. changing litter, feeding, grooming, ear drops and play)
C5 - Understanding of the wider role of caring for animals (E.g. roleplay as a vet), recognition of when an animal needs help beyond that provided at home and beyond

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S1 - Cares for the environment in another way (e.g. pulling weeds, watering plants or sweeping up)
S2 - Thinks of a way to improve the environment of the school or a particular area.
S3 - Practising saving electricity with support (turning switches off)

E4 - To follow a familiar routine to take part in a recycling activity (e.g. creating a junk model or placing materials in a recycling container)
 D1 - Uses a plastic bottle for a variety of purposes (E.g. pouring, filling, shaker, emptying, squeezing)
 D2 - Identifies two materials which can be recycled (E.g. plastic and paper)
 D3 - Helps to care for the environment with support (e.g. litter picking)
 D4 - Beginning to group materials that can be recycled, classified into three or more groups

First aid, Medicine and harmful substances

Suggested Activities: W1: Hurting myself: Being cut. Practice applying a plaster, stopping a cut from bleeding, asking a first aider for help. Putting a bandage on. Applying more layers if the 'blood' (ketchup) can still be seen through the bandage. W2: Hurting self: Bumped head, lump or bruise. Practice applying an ice pack to reduce swelling, talk about feeling when hurt -i.e. sad, pain, seeking help from others. Exploring really bad bumps to the head which cause a person to become unconscious - practice dialling 999. W3: Breaking a bone - talking about how bones become broken, practice applying/wearing a bandage, recovering from the injury. Taking a bandage on/off W4: Medicine: Examine the role of medicine - When it should be taken, who can a child ask about medicine, taking the correct dose (E.g. using a spoon or syringe). W5: Tablets - When tablets might be needed, visiting the doctor to ask for tablets. Roleplay buying tablets which don't need a prescription. Story about a character needing to take a tablet W6: Harmful substances - recognising logos which demonstrate a substance is harmful, knowing to keep harmful substances out of reach of children, not to touch them etc.

E1 - Recognises that they are hurt
 E2 - Tolerates treatment for an injury
 E3 - Tolerates wearing a bandage

S4 - Classifying materials into wider groups which can be recycled. Using recycled material for a range of purposes.
 C1 - Practises saving water with support (e.g. reusing water for a range of purposes)
 C2 - Practises choosing renewable materials over single use plastics
 C3 - Practises/experiments with using solar powered items such as lights
 C4 - Fuller knowledge of the reduce, reuse, recycle process. Consideration of reduction/reusing for a range of purposes and beyond

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S1 - Able to roleplay administering a dose of medication using a unit of measurement (e.g. one/two spoons, etc.)
 S2 - Roleplays visiting a doctor and communicating about a health problem

E4 - Takes part in roleplaying administering medicine/first aid with support.
 D1 - Imitates an adult applying a simple bandage, plaster or giving medicine.
 D2 - Listens to the health concern of a 'patient' and considers approach to helping them (answers inconsistently)
 D3 - Requests help when hurt
 D4 - Being able to link a range of treatments to their purposes (e.g. foot to bandage, arm to bandage, medicine spoon to mouth, tablets to mouth, pretend injection to arm etc.)

Managing my feelings

Suggested Activities: Focus upon a different emotions each week, which might include W1: Excitement - Roleplaying what makes you feel excited, and how to calm back down again. W2: Sadness - What to do when you feel sad, e.g. asking for help, doing something you love to cheer you up, etc. W3: Happiness: Feeling happy and enjoying what you do. Laughing at jokes/finding this funny. W4: Worried: What might make us worried and what can we do when we get worried. W5: Angry/Scared: What can we do when we feel angry (E.g. visual emotion scale, have some thinking time, calming music/relaxation activities. W6: Comparison of the emotions covered. Matching faces to symbols. Matching familiar activities/times of day to emotions felt. Face matching jigsaws/making emotion faces using playdough mats.

E1 - Expresses a single feeling using a word, gesture, sign or symbol.
 E2 - Responds by copying or matching others' feelings
 E3 - Shares enjoyment of a special occasion or a fun activity.
 E4 - Expressing likes and dislikes using single elements of communication
 D1 - Indicates preferences to demonstrate feelings
 D2 - Recognises people who show care and concern
 D3 - Recognises ways in which they (as the pupil) show care and concern.

S3 - Roleplays as a doctor, providing treatment/care for a small range of basic injuries
 S4 - Taking responsibility for roleplaying administering basic first aid for a child with increased independence
 C1 - Starts to recognise that a substance could cause harm
 C2 - Recognises symbols on bottles/medications which indicate they are harmful
 C3 - Knows that certain items are only harmful when taken inappropriately.
 C4 - Knowledge or understanding of when medicine, tablets or first aid might be needed to treat a variety of conditions and beyond

Managing my feelings

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S1 - Able to indicate a small range of feelings to describe how they are feeling (e.g. happy or sad)
 S2 - Beginning to identify a wider range of feelings in photographs of faces (Scared, Worried, Tired)
 S3 - Can identify a range of events which might make someone worried/scared/tired.
 S4 - Ability to indicate how they are feeling in relation to a small range of emotions (Happy, Sad, Angry, Scared, Worried, Tired)
 C1 - Knows how feelings about significant events can be expressed

D4 - Matches a range of basic emotions in faces (E.g. pictures/videos) to symbols, e.g. happy, sad, angry.

Dressing Skills

Suggested Activities: Dressing a person using paper cut-out shapes, dressing in differing clothing linked to the seasons, dressing in a sequential order, following a visual prompt, increasing independence to put trousers on or pull jumper over head. Use of buttons/zips where possible (Potentially starting with large items working towards using smaller items eventually). Putting shoes on and off, removing and putting on hats, gloves, coats and sun glasses. Matching clothes needed to weather outside or in a picture. Dressing a teddy or baby where there are sensitivities around clothing/to practise in wider contexts.

E1 - Attempts to wipe face and hands with a towel.

E2 - Indicates need for toilet, sometimes at an appropriate time.

E3 - Cooperates with an adult when putting on clothes

E4 - Taking part in dressing activities which are supported, in cooperation with others (e.g. removing hat or gloves)

D1 - Knows which is their own coat

D2 - Starts to help to put on simple items of clothing with support.

D3 - Asks for help with toileting if required

D4 - Completing a range of actions to dress self in appropriate clothing, with a visual aid (e.g. pulling jumper over head, inserting legs into trousers)

D&T (Food):

C2 - Knows when a person is happy or sad, and knows if they have played a role in making them feel that way.

C3 - Suggests what they would do if they were treated unkindly.

C4 - Ability to recognise how others might be feeling in response to a wider range of events, and suggest how someone might make themselves feel better, and beyond.

Dressing Skills

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S1 - Starting to follow a routine to get dressed in a specific order each time (E.g. pants then trousers, or jumper then coat, etc.)

S2 - Uses appropriate language to ask for the toilet.

S3 - Starting to pull apart buttons and velcro.

S4 - Completing actions to dress self with increasing independence (e.g. dressing in correct clothes in sequence) with the help of a visual aid.

C1 - Starting to use zips up and down.

C2 - Starting to take more of a role in putting on and removing shoes

C3 - Starting to take a role in putting on and removing a range of different shoes.

C4 - Completing actions to dress self without any visual aids, using a wide range of contrasting clothing. Indicating which clothing is required linked to the weather, and beyond

D&T (Food):

Opportunities to study the following, linked to the topic:

	<p>Opportunities to study the following, linked to the topic: Design of a wide range of foods Making a wide range of foods Evaluation of the foods created Technical knowledge, including use of a range of tools This will include: Foods from a range of cultures Healthy foods Following recipes Where food comes from</p> <p>E - Design: Choosing ingredients to add from a small selection Make: Use of tools as modelled by an adult Technical knowledge: Use of a small range of tools to make food with support and modelling as follows: E1 - Stirs food in a bowl E2 - With assistance, handles a contrasting range of foods (Including Fruit and vegetables) E3 - Smells food E4 - Rolls dough/soft food into balls & breaks dough into piece E5 - Assists in preparing sandwiches</p> <p>D - Design: Creating a simple symbolised plan of ingredients to include in a recipe to make food. Make: Following of the basic symbolised plan to make food, including using a small range of tools Technical knowledge: Use of a small range of tools to make food with increasing independence Evaluation: Comments whether the food is liked or disliked using coloured smiley faces. D1 - Chooses preferred food item from a selection D2 - Selects appropriate tools when cooking D3 - Feels objects that may be hot with care D4 - Experiments with different tools D5 - With assistance uses a variety of simple tools D6 - Rolls, flattens, tears , joins or moulds food items D7 - Imitates an adult using a range of equipment</p>	<p>Design of a wide range of foods Making a wide range of foods Evaluation of the foods created Technical knowledge, including use of a range of tools This will include: Foods from a range of cultures Healthy foods Following recipes Where food comes from</p> <p>S - Design: Creating a plan of ingredients to add to a recipe, having selected those which might complement each other Make: To follow a simple recipe containing short sentences to make food. Including using a broadening range of kitchen tools Technical Knowledge: Explores a wider range of tools which can be used in different ways (E.g. whisking, stirring, sieving, mixing, grating, chopping, etc.) Evaluation: Able to contribute to evaluating by stating one thing they would change about the food that has been produced. S1 - Use key words to describe taste (E.g. nice, not nice, sweet, sour) S2 - Puts on an apron and rolls up sleeves to take part in food technology sessions S3 - Shows awareness of safety issues linked to kitchen tool use. S4 - Selects tools appropriate for the purpose of making items S5 - Compares the outcomes (I.e. the food produced by different pupils) S6 - Knows some foods which are good and some which are bad for you.</p> <p>C - Design: Varying the plan of ingredients to add to a recipe, having selected those which might complement each other the previous time Make: Following a more detailed recipe plan, with increased independence</p>
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		<p>Technical knowledge: Refinement of technique with tools used previously</p> <p>Evaluation: Able to evaluate success of the product against design criteria and beyond</p> <p>C1 - Classifies foods by taste and texture (E.g. chewy, smooth, crunchy, hard)</p> <p>C2 - Describes what they like and dislike</p> <p>C3 - Correctly gathers ingredients and tools when they are needed</p> <p>C4 - With help, chooses important ingredients when making</p> <p>C5 - Identifies a range of healthy and junk foods</p> <p>C6 - Familiar with similarities of a cooking style</p>
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Impact:

How we measure whether the implementation of the curriculum achieves our intent statements

- Learning walks
- Book Trawls
- Lesson Observations
- Drop-ins by SLT
- Subject Coordinator Scrutiny (For awareness - Subject coordinators are not accountable for progress)
- Progress data & Target Setting
- Termly Progress Meeting with actions set
- Next Steps
- Formative Assessment (Work samples, written observations on progress sheets and photographs)
- Moderation of work
- End of year Reports (Academic)
- Annual Reviews of the pupil's EHCP
- Parent Workshops, Questionnaires & Parents Evenings
- Class team meetings and Phase Meetings
- Teacher and TA Appraisal
- Ofsted Inspections
- School Improvement Partner involvement in T&L Monitoring
- BEP/Local feedback on curriculum content
- Discussion of Curriculum at SLT Meetings
- Use of CPD time to review curriculum and agree ways forward
- Staff confidence questionnaires in teaching skills
- SLT Leadership and Management of the curriculum
- Teacher involvement in choosing motivating topics to gauge pupils' interests
- Robust monitoring of pupils' opportunities to take part in reading activities to read widely and often
- Assessment using WS P Steps, AET Progression Framework and Scales of Engagement