

Independent Living Specialist

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.





2. Units

SPECIALIST Independent Living is formed of 14 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Home Management - AL	Applying Learning	6
2 Personal Care - AL	Applying Learning	6
3 Daily Living Skills - AL	Applying Learning	6
4 Community Living - AL	Applying Learning	6
5 World of Work - AL	Applying Learning	6
6 Staying Safe - AL	Applying Learning	6
7 Home Management - BU	Building Understanding	6
8 Personal Care - BU	Building Understanding	6



9 Daily Living Skills - BU	Building Understanding	6
10 Community Living - BU	Building Understanding	6
11 Community Living	Early Development	1
12 Daily Living Skills	Early Development	1
13 Personal Care	Early Development	1
14 Home Management	Early Development	1



3. Lessons

Unit 1 Home Management - AL

6 Lessons

Lesson
number

Lesson question

About the lesson

1.

Using cleaning products safely

Pupils will learn

- In this lesson, we will learn what the warning symbols on cleaning products mean and how to use the cleaning products safely.
- What needs cleaning at home?
- What products to use where?
- How to read safety labels on cleaning products

Equipment

- non bleach based cleaning spray, pen and paper

Guidance warnings

- Equipment requiring safe usage.

2. Hygiene at home

Pupils will learn

- In this lesson, we will learn about what parts of our home need cleaning to keep it hygienic.
- Knowing which chores you have to do at home to keep clean
- Make a chore chart

Equipment

- non bleach based kitchen spray, washing-up liquid, non biological washing powder, furniture polish and cloths

Guidance warnings

- Equipment requiring safe usage.



3. Reading clothes labels

Pupils will learn

- In this lesson, we will learn what the main washing symbols on clothes labels mean.
- Sorting clothes into bedroom furniture e.g. draws or wardrobe

Equipment

- different coloured clothes
-

4.

Organising clothes

Pupils will learn

- In this lesson, we will learn about what clothes we should hang and fold and how to do this.
- Identifying symbols on clothes labels
- Sort clothes by colour for washing
- Step by step how to use washing machine



5.

Using the kitchen safely

Pupils will learn

- In this lesson, we will learn about keeping safe in the kitchen and identifying hazards.
- How to use equipment safely
- Preparing cooking area
- Food hygiene

Guidance warnings

- Equipment requiring safe usage.
-

6.

Reading food labels

Pupils will learn

- In this lesson, we will learn about information found on our food packaging and labels.
- Identifying ingredients and cooking instruction on packaging
- Understanding traffic light system linking to daily intake

Equipment

- Examples of different types of food packaging
-





**Lesson
number**

Lesson question

About the lesson

1.

Self care and hygiene

Pupils will learn

- In this lesson, we will learn about the importance of following a hygiene routine in keeping us healthy and well.
- Introduce morning schedule identifying each activity to ensure good hygiene
- Create own schedule to follow
- Impact of poor hygiene

2.

Balanced plate of food

Pupils will learn

- In this lesson, we will explore the main food groups and what makes a healthy diet.
- Five a day
- Carbohydrates/proteins/fats/sugars/fruits and veg and the benefits
- Eating in moderation
- Create own healthy meal

Equipment

- colouring pencils

3. Daily recommendations

Pupils will learn

- In this lesson, we will learn about how many calories we should consume for our age and gender in order to stay healthy.
- Calorie intake for men and women

Equipment

- calculator
-

4. Balanced leisure activities

Pupils will learn

- In this lesson, we will explore different leisure activities and why it is important to have hobbies.
 - Knowing how to spend free time appropriately
 - How to search for activities or clubs in local area
-

5. Celebrating ourselves and others

Pupils will learn

- In this lesson, we will learn how to identify our strengths, celebrate our own successes and the successes of others.
 - Building self esteem
 - Recognising own strengths and strengths of others
 - Kindness
 - How to celebrate success
-



6.

Managing emotions

Pupils will learn

- In this lesson, we will learn how to identify our emotions and strategies to manage them.
 - Strategy ideas for how to manage when feeling different ways
 - if I'm feeling...I can....
 - Zones of regulation
 - How to recognise and manage subtle emotions
-





Lesson
number

Lesson question

About the lesson

1.

Recycling

Pupils will learn

- In this lesson, we will learn why it is important to recycle and what we can recycle at home.
- Importance of recycling
- Recycling categories
- Impact of recycling

Equipment

- range of recyclable materials

2.

Managing a routine

Pupils will learn

- In this lesson, we will learn about balancing our daily routine to include healthy habits.
- Adapting current routine to include healthy lifestyle choices and weekly chores
- Balance of work vs. play

Equipment

- colouring pencils

3. Sending a letter, parcel and email

Pupils will learn

- In this lesson, we will learn when and how to send a letter, parcel and email.
- Different ways of communicating
- When to communicate in different ways
- How to construct letter and email
- Accessing the post office

Equipment

- envelope and stamp
-

4. Preparing for a trip

Pupils will learn

- In this lesson, we will learn about what to pack for a trip somewhere hot and somewhere cold.
- Considerations for weather, type of trip, items needed
- Develop organisation skills

Equipment

- small suitcase or bag, clothes and shoes
-



5. Preparing a simple meal

Pupils will learn

- In this lesson, we will learn how to follow a simple recipe to create a simple meal.
- How to read a recipe
- Following a recipe to make a simple meal

Equipment

- knife, chopping board, cheese grater, colander, weighing scales, measuring ju, spatula, large spoon, frying pan, bowl, pepper, spinach, mushrooms, cheese, flour or corn wrap, oil

Guidance warnings

- Equipment requiring safe usage.



6. Meals for different times

Pupils will learn

- In this lesson, we will learn why we need to eat different foods at different times of the day.
- Differentiating between different meal times
- Understanding why we eat different foods at different times

Equipment

- colouring pencils
-



Lesson
number

Lesson question

About the lesson

1.

Knowing which shop to buy from

Pupils will learn

- In this lesson, we will identify different shops and the items they sell.
- Identifying and matching different shops and items e.g. drill from DIY shop
- Introduction to department stores and supermarkets

Equipment

- photo of high street shops

2.

Putting shopping away

Pupils will learn

- In this lesson, we will learn where to store shopping items in the home.
- What groceries need to be refrigerated or frozen
- How to store food in the kitchen

Equipment

- shopping items

3. Best value

Pupils will learn

- In this lesson, we will learn about shopping for best value according to size and quality.
- Comparing same items in different supermarkets
- Identifying best value for money
- Understanding quality and quantity



4. Health support in the community

Pupils will learn

- In this lesson, we will learn about the different health professionals and their roles in our community.
- Where to go to manage own health
- Who can support us with health?
- Booking appointments

5. People who help us

Pupils will learn

- In this lesson, we will learn about different people in our community who can support us.
 - Identifying emergency services and their roles
 - Knowing who can help in the community, e.g. teachers or shopkeepers
-

6.

Travel in the community/Planning a journey

Pupils will learn

- In this lesson, we will explore different modes of transport and how to find information when planning a journey.
- Using [googlemaps.com](https://www.google.com/maps) to plan a journey
- How to use a timetable for information
- When to use different transport modes e.g. short distance vs. long distance

Equipment

- examples of timetables
-





Lesson
number

Lesson question

About the lesson

1.

The benefits of work

Pupils will learn

- In this lesson, we will think about what's good about having a job and also the things we might find challenging or that concern us.
- What's good about work?
- What are some of the challenges?

2.

Different types of work

Pupils will learn

- In this lesson, we will explore different types of workplace tasks and think about which ones interest us and which ones we feel most comfortable doing.

3.

Vocational profiling

Pupils will learn

- In this lesson, we will find out what a Vocational Profile is and how it can support us in getting a job.

Equipment

- coloured pencils

4.

Routes into employment

Pupils will learn

- In this lesson, we will look at some of the different routes to gaining employment and which route is best suited to you.

Equipment

- scissors

Guidance warnings

- Equipment requiring safe usage.
-



5.

Getting a job

Pupils will learn

- In this lesson, we will explore some of the ways in which we can apply and get a job. You will make a handy prompt sheet to help you through an interview.
- Exploring reasonable adjustments
- Exploring communication and presentation

Equipment

- old magazines or computer / printer
-

6.

Workplace behaviour

Pupils will learn

- In this lesson, we will explore some of the expectations for our behaviour in the workplace. We will learn the difference between rules and conduct.
 - Expectations and work strategies
 - Accessing support and asking for help
-





Lesson
number

Lesson question

Pupils will learn

1. **Online safety**

- In this lesson, we will learn about how to stay safe online by understanding what information should be shared with different recipients and what should be kept private.
- Sharing information online
- Different types of online activity
- Communicating online

2. **Safety in the home**

- In this lesson, we will learn about how to stay safe in the home by noticing hazards and what can be done to reduce them, or how best to remove them.
 - Using equipment safely
 - Staying safe inside your home
-

3. Community safety

- In this lesson, we will learn about how best to stay safe in the local community, focusing on who we talk to and understanding what is appropriate to say to each person.
- Strangers vs friends
- Who to ask for help in an emergency
- Who to talk to and what to share



4. Road safety

- In this lesson, we will learn about how to stay safe when crossing the road with the aid of different pedestrian crossings.
- Different types of crossings
- Steps to cross a road
- Recognising signs

5. Safety on transport

- In this lesson, we will learn how to manage any anxiety you may have about travelling on public transport and make a plan for when things go wrong.
 - Getting on, getting off
 - Interactions with other people
 - Planning for when things change
 - Asking for help
-

6.

Safe relationships

- In this lesson, we will learn about ways to stay safe in a personal relationship, understand what consent is and how to leave uncomfortable or unsafe situations.
 - Family and friends
 - Romantic / intimate relationships
 - The law
 - Building trust and consent
-





Lesson
number

Lesson question

About the lesson

1.

Cleaning in the home

Pupils will learn

- In this lesson, we will learn about cleaning products and equipment and where to use them in the home.
- What products do you find in the home?
- How do you use the products and which ones do you use where e.g. mop on floor, washing up liquid in sink

Equipment

- sponge, vacuum, washing liquid, washing spray, brush, mop, cloth

Guidance warnings

- Equipment requiring safe usage.

2. Setting the table

Pupils will learn

- In this lesson, we will learn how to set the table and what items we need.
- Identifying equipment
- Following sequence
- Generalising to real context e.g. before dinner

Equipment

- plates, cups, cutlery
-

3. Sorting in the kitchen

Pupils will learn

- In this lesson, we will sort and organise kitchen items into categories.
- Sorting into different categories
- How to teach folding
- Putting clothes away

Equipment

- spoon, bowl, plate, fork, knife, mug
-



4.

Organising clothes

Pupils will learn

- This lesson suggests teaching activities for organising and managing clothes.
- What to wear for different weather
- What to wear for sports/party

Equipment

- clothes, hangers, clothes airer or washing line
-



5.

Clothes for occasions

Pupils will learn

- In this lesson, we will identify clothing items dependent on weather or occasion.
- Which items go where, cutlery/crockery?
- Food in the fridge or cupboard?

Equipment

- clothing items
-

6.

Using a washing machine

Pupils will learn

- In this lesson, we will sort clothes by colour and identify the steps to using a washing machine.
- Sequencing the steps
- Using visuals to develop independence

Equipment

- white and dark clothes, washing machine, camera phone
-





**Lesson
number**

Lesson question

About the lesson

1.

Five a day

Pupils will learn

- In this lesson, we will follow instructions to make a smoothie using five portions of fruit and vegetables.
- Making a smoothie with fruits and vegetables
- Counting and recording eating/drinking healthy foods

Equipment

- fruit and vegetables, blender, chopping board, knife, cup, water

Guidance warnings

- Equipment requiring safe usage.
-

2. Morning routine

Pupils will learn

- In this lesson, we will identify and sequence steps in a morning routine.
- Make a morning schedule identifying each activity to promote independence and choice e.g. get dressed or brush teeth first
- Identify each step

Equipment

- toothbrush, toothpaste, clothes, soap, face cloth,



3. Turn taking games

Pupils will learn

- This lesson suggests three turn taking games to develop interaction and communication skills.
- Ideas for games to support interaction, initiation, spontaneity, communication, joint attention

Equipment

- 10 pairs of socks, box or bowl, dice, card, scissors

Guidance warnings

- Equipment requiring safe usage.
-

4.

Fine/Gross motor circuits

Pupils will learn

- This lesson suggests activity ideas to develop fine and gross motor skills.
- Ideas for creating sensory circuits in the home to develop motor activity e.g. assault course

Equipment

- pegs, card, two bowls, dry ingredients such as rice, hula hoops, spaghetti or cheerios, playdough or blu tack, scissors, card

Guidance warnings

- Equipment requiring safe usage.



5.

Managing emotions

Pupils will learn

- In this lesson, we will identify common emotions and explore ways to manage our feelings.
- Recognising and practising facial expressions linked to emotions
- Strategy ideas for how to manage when feeling different ways
- if I'm feeling...I can....

Equipment

- mirror
-

6.

How to relax

Pupils will learn

- In this lesson, we will explore alerting and calming strategies to support relaxation.
- Ideas to support de-escalation and relaxation
- Alerting vs calming activities
- How to request support to relax

Equipment

- cotton wool balls, straws, blanket or duvet

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1. **Creating a visual schedule**

Pupils will learn

- In this lesson, we will create a visual schedule to help organise and manage daily activities.
- Break the steps down and sequence together
- Create own visual prompts to increase independence

Equipment

- colouring pens, post-it notes, scissors blu tack

Guidance warnings

- Equipment requiring safe usage.

2. **Getting dressed**

Pupils will learn

- This lesson explores support strategies for developing independence in dressing.
- Why do we recycle?
- Sorting items into categories

Equipment

- clothing items
-

3. Recycling

Pupils will learn

- In this lesson, we will identify items we can recycle and sort them accordingly.
- Activity to make symbols at home to represent different activities in the day
- Choice making

Equipment

- recyclable items e.g. magazine, pizza box, drinks can, milk bottle and recycling boxes or bins



4. Using equipment in the kitchen

Pupils will learn

- In this lesson, we will label common kitchen equipment and match to food they are used with.
- Identifying and labelling common kitchen equipment e.g. grater, tin opener
- Matching food with equipment e.g. pasta with colander

Equipment

- colander, sieve, peeler, grater, tin opener, pizza slicer

Guidance warnings

- Equipment requiring safe usage.
-

5. Following a simple recipe

Pupils will learn

- In this lesson, we will follow the steps to make a cheese sandwich.
- Examples of simple meals with step by step instructions
- Using key vocab

Equipment

- knife, chopping board, grater, bread, butter, cheese

Guidance warnings

- Equipment requiring safe usage.
-

6. Daily meals

Pupils will learn

- In this lesson, we will identify foods that we eat at different times of the day.
 - Difference between breakfast/lunch/dinner
 - Sorting foods for different meals
-





Lesson
number

Lesson question

About the lesson

1.

Knowing which shop to buy from

Pupils will learn

- In this lesson, we will identify types of shops and the different items they sell.
- Identifying and matching different shops and items e.g. drill from DIY shop

Equipment

- shopping items, bag or basket

2.

Shopping in the supermarket

Pupils will learn

- In this lesson, we will follow a shopping list to locate items in the correct aisles and match coins to the price of each item.
- Writing a list
- Locating items on different isles e.g. bakery or tinned foods
- Matching coins to price of items

Equipment

- shopping items, coins, box or bag

3. What's on the high street?

Pupils will learn

- In this lesson, we will locate familiar shops and amenities on the high street.
- Recognising familiar shops on a high street
- Recognising familiar places of interest e.g. cinema/garage
- Locating shops or places of interest on own high street using [googlemaps.com](https://www.google.com/maps)



4. Familiar health services

Pupils will learn

- In this lesson, we will identify familiar health professionals and their job roles.
- Who can support me with my health? e.g. doctor/dentist/nurse
- Where do they work?
- What can I see them for?
- A healthy mind and body

Equipment

- google maps
-

5. Transport

Pupils will learn

- In this lesson, we will label the different modes of transport we can take to make a journey.
- Different modes of transport
- Knowing which transport to take for which journey



6. Travel in the community

Pupils will learn

- In this lesson, we will learn about planning a journey using transport.
- Planning a simple journey
- What to remember to take when travelling
- Different journeys
- Favourite places to visit

Equipment

- create your own passport, tickets, boarding passes, money
-



Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'I'm Going to the Hairdressers!'

Pupils will learn

- In this lesson, we will develop learners' positive relationships with the idea of going to the hairdressers, using a range of different stimuli to engage them. The script, actions, examples of props and songs are included to support the story being told by an adult.

Equipment

- mirror, spray bottle of warm water, scissors, camera phone, comb, string, apron, magazine or book, money

Guidance warnings

- Equipment requiring safe usage.



**Lesson
number**

Lesson question

About the lesson

1.

Sensory story: 'Good Day, Good Night'

Pupils will learn

- In this lesson, we will develop our understanding of some daily routines at home in this fun and engaging sensory story. The script, actions, examples of props and songs are included to support the story being told by an adult.

Equipment

- toothbrush, toothpaste, blanket, yellow fabric, plant / twig / leaves, mirror, bowl with soapy water, face cloth, breakfast foods, teddy bear, tinfoil, toys, torch



Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'Wiggly Worm Goes to Space'

Pupils will learn

- This is a sensory story which focuses on the development of some social aspects of communication such as turn taking and choice making. The script, actions, examples of props and songs are included to support the story being told by an adult.

Equipment

- tray, camera phone, sticky notes, balloons, shaving foam, string, umbrella, fairy lights / torch, foil, coloured card, two plant pots



Lesson
number

Lesson question

About the lesson

1.

Sensory story: 'I Just Forget!'

Pupils will learn

- In this lesson, we will develop their understanding of different chores around the house while we engage with the sensory story. The script, actions, examples of props and songs are included to support the story being told by an adult.

Equipment

- toothbrush, toothpaste, pillowcase, plate, spoon, spray bottle with warm water, jacket, toy dog / soft fabric, plant, transparent bowl, newspaper, toys, dustpan and brush, glass / bottle of milk

4. Learn More



Contents

Section number	Section contents
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	Introduction to Independent Living
4.	Additional information about sequence
5.	Unit Summaries

1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.



Developmental Stages

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

Domains of learning

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy

- Physical Therapy
- Sensory Integration



Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.

2. Specialist curriculum principles

Supported learning

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

Subject domains

Our specialist curriculum is structured by subject domains: Communication and Language, Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

Content selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from the across the entire Oak curriculum and therapy modules that best suit their children's starting points.

Inclusive and ambitious



We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

3. An Introduction to Independent Living

During the initial phase of the Oak National Academy we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. The Independent Living subject area is broken into six units which encourage the development of independence and generalisation of skills to real life contexts within the home, community and in preparation for adulthood.

Our units have been designed to provide opportunities for understanding through everyday activities, spaces and with common household resources to develop valuable Independent Living skills. We do not seek to recreate the classroom environment in the home but rather ensure that tasks and activities are functional and meaningful for pupils to engage with and learn from. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

4. Additional information about sequence

Schools and families should work together to determine the best sequence for each pupil. Content within each unit will be sequenced, with units 1-4 containing three distinct entry points to account for prior learning. There is no optimum time to spend on each unit as some pupils will benefit from repeating and rehearsing content several times and/or in slightly different contexts.



5. Unit Summaries

Unit: Home Management

Building understanding

Cleaning the home

- Cleaning products and how to use them
- Setting the table

Clothes management

- Organising clothes
- Clothes for different occasions

Using equipment in the home

- Sorting items in the kitchen
- Using a washing machine

Unit: Personal Care

Building Understanding

Applying Learning

Cleaning the home

- Cleaning products and where to use them
- Hygiene at home

Clothes management

- Organising clothes
- Reading clothes labels for washing

Using equipment in the home

- Safety before you cook
- Cooking using a microwave

Applying Learning

Being healthy

- 5 a day
- Morning hygiene routine

Managing free time

- Turn taking games
- Fine/gross motor circuit

Wellbeing

- Managing emotions
- How to relax

Unit: Daily Living Skills

Building Understanding

Routines

- Getting dressed
- Recycling
- Creating a visual schedule

Meal preparation

- Using equipment in the home
- Following a simple recipe
- Daily meals for different times

Being healthy

- Self care and hygiene schedule
- Balanced plate of food
- Daily recommendations

Managing free time

- Balanced leisure activities

Wellbeing

- Celebrating ourselves and each other
- Managing feelings

Applying Learning

Routines

- Recycling
- Managing a routine
- Sending a letter/parcel/email
- Preparing for a trip

Meal preparation

- Preparing a simple meal
- Daily meals for different times of the day





Unit: Community Living

Building Understanding

Shopping

- Knowing which shop to buy from
- Shopping in the supermarket

Community facilities

- What's on the high street?
- Familiar health services

Travel in the community

- Transport
- Travel in the local community

Unit: World of Work

Building Understanding

N/A

Applying Learning

Shopping

- Knowing which shop to buy from
- Putting shopping away
- Best value

Community facilities

- Health support in the community
- People who help us

Travel in the community

- Travel in the community/planning a journey

Applying Learning

The benefits of work

- What's good about work
- What some of the challenges are

Different types of work



- Job families
- Full time, part time, volunteering

Vocational profiling

- What is a VP?
- Where and how to start

Routes into work

- Information sharing and signposting
- Creating a person centred pathway to employment

Getting a job

- Where to look for jobs
- Interview skills
- Alternative route to employment

Behaviour in the workplace

- Expectations in the workplace
- What's the same and what's different from education
- Coping strategies

Unit: Staying Safe

Building Understanding

N/A

Applying Learning

Online safety

- How to stay safe online

Safety in the home

- Kitchen safety/locking doors/electrical safety

Community safety

- Strangers vs friends/people who can help me

Road safety

- Using safe crossings

Safety on transport

- Getting on, getting off, interactions with other people
- Planning for when things change

Safe relationships

- Time and trust and consent
- Warning signs and how to keep safe or exit a situation

