

## Acorns school

### Pre-formal Curriculum

Learners at Acorns School access one of three layers of our curriculum - Pre-Formal, Semi-Formal or Formal. The Pre-Formal layer is mainly for those who have Profound and Multiple Learning Difficulties who are unable to access the National Curriculum.

**The official DfE definition of children with PMLD is:**

**"Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school life."**

At Acorns our pre-formal curriculum offers a more focused and narrowed curriculum which allows the pupils to access a personalised environment for optimal learning.

Pre-Formal learners require a higher level of adult support, both for their learning needs and their personal care, and are likely to need sensory stimulation with their curriculum broken down into very small steps. Some of our Pre-Formal learners communicate by gesture, eye-pointing, and at times very simple language.

Our Pre-Formal learners' attainment is likely to stay within the early school assessment stages and their learning may not follow a straight, linear pathway because of their individual needs and strengths. The school ensures that there is fluidity between layers, allowing for a personalised approach, that enables pupils to benefit from approaches from other layers and to move between layers if appropriate.

Our pre-formal curriculum uses a variety of assessment tools to track the small steps of progress that the pupils make. Including:

- BSquared
- BSquared engagement scales
- Evidence for Learning
- Routes for Learning
- MOVE
- Communication matrix

Within our pre-formal curriculum, we have adapted an approach based on the early years continuous provision. Continuous provision areas are set up depending on the individual needs of the pupils. Areas can include, but are not restricted to:

- Sensory story
- Visual Awareness
- Light/dark area
- Tactile exploration
- Relaxation and refocus

In addition to the continuous provision provided for the pupils the curriculum focuses on 5 core areas.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory
5. Independence and self help
6. RE

These are broadly linked to the 5 areas of the EHCP: Cognition & learning, Communication & interaction, Social, emotional & mental health, Physical & sensory and Independence & self-help, but have been adapted for the purpose of our curriculum document.

### **British Values**

As part of a broad and balanced curriculum we aim to promote the spiritual, moral, cultural, mental and physical development of our young people. This includes promoting fundamental British values as set out by the Government.

Some of these values are complex, especially for young people within Woodlands class group, but through our specialist approach using visual cues and sensory stories we are able to help students have an understanding of British values at an appropriate level.

Each core area is further broken down;

1.Communication and interaction	2.Cognition and learning	3.Social, emotional and mental health	4.Physical and sensory	5. Independence and self help	5. RE
1.Responding - Visual stimulation and tracking  2.Interacting - Puppetry and drama  3.Communicating - Anticipation and Role play	1.Awareness - Object permanence  2.Exploration  3.Control & early problem solving - Self-regulation and Computing  4.Sequence & pattern	1.Awareness of familiar adults and activities 2.Responding to familiar adults and activities 3.Anticipating familiar routines 4.Sustain interest 5.Interaction skills 6.Social skills	<b>Movement:</b> 1.Reaching 2.Grasping 3.Releasing 4.Manipulating  <b>Gross Motor:</b> MOVE &Rebound 1.Sitting 2.Crawling/ shuffling/rolling 3.Standing 4. Learning to Walk  <b>Mobility:</b> 1.Indoor 2.Outdoor 3.Water	1.Eating and drinking  2.Dressing and undressing  3.Toileting  4.Hair brushing  5.Teeth cleaning  6.Washing and drying	1.Spiritual development  2.Moral development  3.Social development  4.Cultural development

The core areas of our pre-formal curriculum are delivered using a creative topic based approach. Our rolling programme ensures that pupils will not revisit topics areas during their time at Acorns. See Appendix 1.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory
5. Independence and self help
6. RE

Example activities might include:

Activity	Core area link
Sensology	Communication & interaction , physical and sensory, Cognition and learning.
Musical interaction	Communication & interaction , physical and sensory, Cognition and learning.
Sensory cookery	Communication & interaction , physical and sensory, Cognition and learning, Independence and self help.
Intensive interaction	Communication & interaction , physical and sensory, Cognition and learning.
Forest Schools	Communication & interaction , physical and sensory, Cognition and learning.
Rebound Therapy	Physical and sensory and Learning & Cognition
Swimming/Hydro	Communication & interaction , physical and sensory, Cognition and learning, Independence and self help.
Sensory stories	Communication & interaction , physical and sensory, Cognition and learning.
Hand awareness	Communication & interaction , physical and sensory, Cognition and learning.
Sensory Art	Physical & sensory, Learning and cognition and motor control
Community awareness	Communication & interaction , physical and sensory, Cognition and learning, Independence and self help.
Sensory drama	Communication & interaction , physical and sensory, Cognition and learning
Sensory Bingo	Communication & interaction, Physical and Sensory & Learning and Cognition
Massage	Physical & sensory, Learning & cognition and motor control
Sing & Swing - vestibular	Communication & interaction , physical and sensory, Cognition and learning.

Music and movement	Communication & interaction , physical and sensory, Cognition and learning.
MOVE	Communication & interaction , physical and sensory, Cognition and learning, Independence and self help.
Contact Dance	Communication & Interaction, Physical & sensory & Learning and Cognition
Wheelchair Dance	Communication and Interaction, Physical and sensory & Learning & Cognition
Sensory Integration	Communication & interaction , physical and sensory, Cognition and learning, Independence and self help.
Body awareness	Communication and Interaction, Physical and sensory & Learning & Cognition
Fine motor control - disco dough	Communication and Interaction, Physical and sensory & Learning & Cognition
Peer role play	Communication and Interaction, Physical and sensory and Learning & Cognition
Tac Pac	Communication and Interaction, Physical and sensory and Learning & Cognition
Floor Time	Communication and Interaction, Physical and sensory and Learning & Cognition

All aspects of the pre-formal curriculum will be delivered in a total communication environment using: sensory, touch, sound, smell, object cues to prepare the pupils for learning.

## Pre-formal Curriculum Document

### Communication

For our pupils working on communication at a pre-formal stage (P1 - P4) we will focus on the following three areas:

1. Responding: to stimuli, social events and activities; including visual stimulation and tracking
2. Interacting: with others, both familiar and unfamiliar; including puppetry and drama
3. Communicating: Anticipating routine, intentional and choice making; including peer role play

The learning opportunities are set out in a developmental order, but should not be treated as steps to be mastered one after another. A pupils' progress will be monitored and recorded using BSquared, evidence for learning, the engagement scales and Routes for Learning:

- Awareness
- Anticipation
- Initiation
- Curiosity
- Investigation
- Discovery
- Persistence

#### 1. Responding (to social events and activities)

Eg: Everyday activities, Care routines, Sensory stimuli

Pupils should have opportunities to:

- Respond when basic needs and desires are met (eg: stop crying when discomfort is removed or relax when gently rocked)
- Respond to stimuli presented in on/off pattern (burst-pause) For example by: stilling, widening eyes, increased movement
- Respond to nearby person. For example by: being still to sound of voice or search with eyes or increased movement
- Respond to consistent and predictable daily social routines (offered in the same order in the same environment on a daily basis) For example by: by relaxing, stilling, widening eyes or mouth, increased movement
- Respond to their own names. For example by: stilling, turning, increased movement)

- Respond with consistent positive and negative reactions to a range of social activities. For example by: smiling or turning head away
- Respond to people talking around them. For example by: looking at the speaker or making sounds
- Respond in different ways to familiar and unfamiliar adults
- Respond to sensory cues
- Respond to object cues
- Respond to objects of reference or pictures
- Respond to familiar sounds and early words such as brrrm/ woof/ mum. For example by: smiling and locating sound
- Respond to familiar sounds and words (and / or signs), showing an understanding of their meaning. For example: look at 'mum' or the dog

## **2. Interacting (with others)**

Pupil should have opportunities to:

- Interact with familiar people. For example by: smiling, turning, giving eye contact
- Show they can work co-actively with familiar people. For example by: joining in 'row the boat' or allowing their hands to be used for eating

## **3. Communicating**

- Show anticipation of familiar social activities and events. For example by: starting to rock for 'row the boat' or lean forward to be lifted up)
- Show they have had enough of a social interaction. For example by: turning away or looking down
- Show preference for particular people, objects and activities
- Respond with interest in the actions of others close by. For example by: making eye contact, turning towards, reaching out, vocalising
- Engage actively in familiar social activities and events. For example by: joining in known action songs or holding up arms for a coat to be taken off.
- Make simple meaningful gestures. For example by: pointing at or using simple signs, symbols or photographs
- Use their voices to join in a 'conversation'. For example by: vocalising or babbling
- Attempt simple words and phrases in imitation. For example by: saying mamma, woof, all gone, bye bye or more
- Use a few words appropriately. For example by: saying more, names, yes, no, mamma

## Cognition

For our pupils working between P1 and P4 we will focus on the following 4 areas:

1. Awareness
2. Exploration
3. Control and early problem solving
4. Sequence and pattern

### **Awareness: of stimuli – people, objects and activities; including object permanence**

All functional senses available to the pupil should be used.

Pupils should have opportunities to:

- Recognise an obvious change happening very close to self. For example by: stilling when hand is massaged or when sees a bright flashing light
- Recognise when a stimulus starts and then stops. For example by: stilling, moving limbs and turning after the stimuli has started or stopped
- Accept stimuli for an increasing amount of time. For example by: holding objects or allowing feet to be in the foot spa
- Respond to a widening range of stimuli. For example by: turning to a range of flashing objects
- Anticipates stimuli that occur over and over again. For example by: smiling before being pushed on the swing after several pushes
- Respond to a range of stimuli that are quieter/ less obvious. For example by: smiling at quiet singing
- Attends to stimuli further away. For example by: hearing music a few feet away or smells lunch as the trolley comes in
- Transfer attention from one stimulus to another. For example by: looking at a jumping dog and when it finishes look at moving car
- Attend to stimuli in a busy classroom. For example by: watching another child moving around the room
- Locate a specific stimulus against a contrasting and busy background. For example by: finding favourite toy in a box of several toys or turning to name in a noisy room
- Persist in making simple toys do something. For example by: keep swiping wobble toys or pressing a switch to keep the toy active)

## **Exploration: of objects, materials and substances**

All parts of the body should be used, especially those parts that pupils can move independently, however little.

Pupils should have opportunities to:

- Use their senses to register interesting events around them (eg: listen to drum, watch moving toy, touch gloop)
- Locate moving stimuli (eg: track a florescent ball or moves head to sniff perfume as it passes from one side to the other)
- Turns to objects and sounds that are activated but in one place (eg: turns head to locate flashing light)
- Make things happen when they move randomly (eg: the space blanket crackles when the child wriggles or arm movement activates a hanging bell)
- Activate toys that provide an interesting effect randomly and without connecting the cause to the effect (eg: pats a BigMac switch and something motivating happens or kicks the keyboard and sounds happen)

## **Control: of objects and materials; including computing**

Although physical manipulation of objects and materials is vital for developing understanding of what those objects do, children with physical disabilities may use eye pointing or technology to aid their explorations. Unfortunately, eye pointing and switch operation does not enable pupils to do all the activities suggested below and it may be difficult to assess pupil's understanding accurately unless or until they are competent eye pointers or switch users. When planning to use switches remember to keep the cognitive process you are encouraging firmly in mind. Learning to use a switch is not the target. Children learn and develop the concept of cause and effect through face to face interactions with other people (and not by using a switch).

Pupils should have opportunities to:

- Make things move deliberately with gross movement (eg: knock mobile, kick bells swish water)
- Make things move deliberately with finer movements (eg whole hand or head to activate switch or swipe objects that give a strong reward)
- Persist in making simple toys do something (eg: keep swiping wobble toys or pressing a switch to keep the toy active)
- Operate a toy that requires a single action (eg: button on Jack-in-thebox, switch for bubble tube)
- Activate toys deliberately, using different movements for different toys (eg: shaking bells and banging drum)
- Shift attention between different objects/ actions (eg: different actions on an activity centre)
- Manipulate objects purposely (eg: empty and fill containers, stacking and building blocks)

- Press buttons to make toy work (eg: keyboard, musical toys)
- Look for favourite objects when sees them hidden (eg: toy in box, under material)
- Look for favourite objects in a box of similar items (not deliberately hidden)
- Open containers to find objects (eg: lift lid, press buttons, pull top off)
- Use objects and materials according to their function (eg: brush for hair, shoes on feet, paint on paper)

Again, it can be hard for children with physical or sensory impairments to show their true level of understanding.

### **Sequence and pattern**

Pupils should have opportunities to:

- Take turns in repetitive games where adult stops to wait for a response (eg: Intensive Interaction, action songs)
- Anticipate routine events - that is see a pattern in the event (eg: action songs, eating, being hoisted)
- Recognise familiar places (eg: look up at the lights in sensory room, go straight to a favourite object in the hall)
- Explore objects that are used in familiar routines (eg: spoon, cup, hair brush, drum)
- Take turns actively (eg: rolling ball to partner, passing objects backwards and forwards)
- Choose between two or more motivating toys
- Respond to object cue (eg: sits down for a drink when sees the cup)
- Select appropriate resources for a familiar routine (eg: spoon for eating, ball for game, shoe after soft play)
- Assist in putting away resources used in a familiar routine
- Operate toys that require more than one action to complete (eg: bubble tube controlled by latched switch, CD player knobs)
- Operate toys that need to be pulled apart and put together (eg: stickle bricks, Duplo)
- Follow objects that move within the toy (eg: cars down a slop, balls in a tube)
- Put objects into a container one at a time (eg: balls down a tube or helter skelter)
- Select preferred objects from a mixture of objects (eg: in a box)
- Look at the bottom of a sliding/ tumbling toy for the object to appear when it can't be seen travelling down)
- Use objects that require two or more actions to complete (eg: posting shapes or simple form boards)
- Use early problem solving for a familiar event (eg: selecting a car or ball to roll down the slope rather than a piece of material or paper)
- Solve simple problems where understanding the pattern is important (eg: when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight)

## Physical skills

The programme of learning is divided into four main areas progress within body awareness should begin with children allowing a range of different things to happen to their bodies. It is hoped that passive 'allowing' will become more active 'enjoying'. The ultimate aim is that they will be able to move their bodies voluntarily and with control. The emphasis is on the physical movement, not on the understanding of the use of that movement. As part of the physical programme, children should have a range of different positions in which they can comfortably work. Consult with the physiotherapists on the positions suitable for individual children and the length of time they should be in that position. In the programme the phrase 'show awareness of...' requires a record of what the pupil actually does to indicate they are aware that something is happening to them as this will vary from pupil to pupil. Some might move their eyes, some their limbs, others might stiffen or become more relaxed. Please make a record of what each child does to show that they are aware of being moved.

## Movement

Pupils should have opportunities to:

- Show awareness of massage of hands/ feet/ arms/ legs (maybe with aromatherapy oils), and various sensory stimulation on different parts of the body (eg: foot spa, silk material, fan)
- Show awareness of a range of total body movements (eg: swinging, floating, rolling)
- Show awareness of a range of different body orientations (eg: flat, bunched up, upside down)
- Show awareness of where their body is in space (eg. On top, under, crawl through)
- Show awareness of a range of pace of movement (eg: slow, quick, jerky, smooth)
- Show awareness of different textures touching body (eg. Cold, soft, rough)
- Show awareness of their limbs to be moved passively (eg. stretching in exercises or as part of action songs) (eg: During Sing and Swing, Music and Movement or SDM)
- Show awareness objects in designated spaces to touch different parts of the body when moving even if only slightly (eg: on a Resonance Board)
- Move their hands and arms with hand-under-hand support/ hand-overhand support and/ or co-actively (eg: During Three Ways Music and Movement)
- Show awareness of body awareness songs and games (eg: Heads, Shoulders Knees and Toes or Round and round the Garden)
- Actively move as part of body awareness activities (eg: During

**Reaching** - Children should have opportunities to:

- Bring their hands into midline (this might be easier initially when children are lying on their sides where gravity can help to bring the top hand down to meet the lower hand)
- Have objects of various kinds placed in their hands
- Touch objects of various kinds with their hands
- Touch objects in midline/ on left/ on right / cross midline
- Touch objects with one hand/ with two hand
- Bend and straighten their arms
- Reach for objects just out of reach - midline/ right/left - one hand/ both hands
- Reach for objects and bring them close (not necessarily grasping them)- one hand/ both hands/ midline/ left/ right / cross midline
- Reach for objects and grasp them (whole hand
- Reach for objects and grasp them (pincer grasp)
- 'Reach' / aim with feet to hit target / obtain object

**Grasping** - Give opportunities for children to grasp with the left hand/ the right hand and both.

Start with objects very close to the dominant hand and give practice on the child's left and right.

Children should have opportunities to:

- Swipe objects (eg: hanging on activity arch)
- Open and close their hands
- Close their hands round an object
- Locate a hand-sized object and try to grasp it
- Hold hand-sized objects with palmer grip (increasing amount of time)
- Squeeze objects in the whole hand
- Use whole hand to press switch
- Pick up objects using a whole hand grasp
- Pick up and put down objects with several fingers and thumb
- Locate small objects and try to grasp them
- Hold objects using a pincer grip (increasing amount of time)
- Move at the wrist whilst holding objects
- Rotate arms (hands up and hands down) while holding objects
- Hold onto a bar (eg: to hold themselves up) (increasing amount of time)
- Hold objects and put them in contact with another (eg: bang two objects together, put objects in a box, bang drum with stick)
- Crawl with object in their hand
- Grasp objects that are unseen (eg from in a feely bag - stereo genesis)

## **Releasing**

Children should have opportunities to:

- Allow people to take objects from their hands
- Let go of hand-sized objects
- Put down objects using a whole hand grasp
- Pass objects from hand to hand
- Hold objects with two hands, stabilise them in one and take other hand away
- Rotate arms and drop objects
- Swap objects from hand to hand ( combine grasp and release )
- Pick up and put down repeatedly- grasp and release sequences

## **Manipulating**

Children should have opportunities to:

- Take objects to their mouths
- Use their hands to manipulate objects (eg: shaking, banging, pushing, throwing)
- Use whole hand/ several fingers at once to press switches/ buttons/ keys on keyboard
- Use index finger to press buttons or poke objects
- Grasp felt tips/ brushes etc (eg: to make marks)
- Raise arms and drop objects into containers
- Post objects into containers (eg: posting box)
- Place objects in specific places (eg: simple form board/ jigsaw ) with increasing precision.
- Rotate objects in their hands
- Re orientate objects in hands

## **Gross motor movement**

### **MOVE**

Rebound therapy

### **Sitting**

Children should have opportunities to:

- Maintain head control
- Move their heads in all directions
- Sit in a fully supported position
- Sit in a chair with sides
- Sit on a classroom chair (no sides)
- Sit on a range of different kinds of chairs
- Sit on a stool, edge of the bed, PE form (no back or sides)
- Move their limbs in a sitting position
- Move their trunks in a sitting position

- Pivot round sideways in a sitting position
- Push or pull themselves to sitting from lying

### **Crawling/shuffling/rolling**

Children should have opportunities to:

- Move limbs whilst out of their supportive chairs (if appropriate)
- Experience rolling
- Move freely around the floor space
- Sit with reducing support

### **Standing**

Children should have opportunities to:

- Stand fully supported
- Stand with hands held or holding on
- Stand unsupported
- Moves their limbs whilst standing
- Pivot whilst standing (with less and less support)
- Pull or push up to standing themselves
- Stand up from a chair or stool
- Stand up from the floor
- Sit down with hands being held or holding on
- Sit down on chair or stool
- Lower themselves to the floor from standing

### **Walking**

Children should have opportunities to:

- Walk full supported (in gait trainer) or facilitated
- Cruise along class furniture
- Walk with two hands held
- Walk pushing a (weighted) walker i.e. frame or v-tech
- Walk with one hand held
- Walk unsupported
- Take steps backwards (eg: to sit on a chair or toilet)
- Change directions when walking (supported)
- Change directions when walking (unsupported)
- Walk on different surfaces
- Walk up and down slopes holding a rail
- Walk up and down steps holding a rail
- Walk up and down slopes
- Walk up and down steps

**Mobility-** Although some of mobility has been included in the sections above, we also have a separate section to encourage children to move in any way they can and to use that mobility in a range of different situations.

This part of the programme can be divided into:

### **Indoor Mobility**

Children should have opportunities to:

- Crawl or bottom shuffle
- Slide on back/ tummy (maybe on a blanket)
- Pivot on bottom or knees on floor
- Roll (eg: across a mat)
- Rock/ row backwards and forwards (eg; Row Your Boat)
- Push and pull (people and objects)
- Bounce (on trampoline)
- Throw and roll objects (balls, beanbags)
- Catch objects (from bigger to smaller)
- Move forwards and backwards
- Move in and out of objects (eg: tunnel, den, tent)
- Move slowly and quickly (maybe being pulled in a blanket at different speeds)
- Move over and under objects/ onto and off objects

### **Outdoor mobility**

Many of the indoor mobility opportunities can be offered outdoors as well so this section includes the sorts of opportunities usually experienced outdoors. Even though children with PMLD may not be able to engage fully in outdoor and adventurous experiences, there is usually a way in which they can be supported to be involved (eg: horse riding, outdoor learning, cycling)

Children should have opportunities to:

- Use playground/ adventure equipment to swing, slide, rotate, climb, ride
- Ride bikes or trikes (eventually pushing the pedals themselves)
- Move over a range of different outdoor surfaces (eg: woodland trail, shopping precinct, grass, shingle, cobbles)

### **Water mobility**

Water Mobility is primarily for pupils who have limited or no movement. Pupils are given the opportunity to move in a warm, safe pool with a high level of staff support. Sessions are usually about 30 minutes in length and allow pupils to move freely and be fully supported by the water itself, and sometimes flotation aids. The sessions allow pupils a degree of movement that they will not normally have in other environments. More specifically water mobility offers an opportunity for pupils to have their physical and sensory needs met in a warm fun environment. Cross curricular approaches are used in this space depending on the needs of the pupil.

## **Personal Care and Independence skills**

This part of the programme can be divided into:

### **Eating & Drinking**

Some children will be tube fed and this section will apply differently to them. Please refer to the speech and language therapy team for specific advice on safe and comfortable eating and drinking / swallowing and the occupational therapy team for advice on eating and drinking implements.

Pupils should have opportunities to:

- Show awareness of food and drink (eg: by moving the food around the mouth and swallowing)
- Being helpful when being supported to eat and drink (eg: by opening the mouth for the spoon/ cup or turning to spoon/ cup)
- Eat and drink pureed food/ thickened drink
- Drink a variety of drinks (eg: milk, squash, tea)
- Eat mashed food (usually each food mashed separately)
- Eat chopped food
- Eat finger food
- Use a spoon to eat (maybe move on to 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 (with no handles) to drink

### **Dressing and undressing**

Physically disabled pupils are likely always to need physical support with undressing and dressing.

Pupils should have opportunities to:

- Show awareness of being dressed and undressed (eg: by eye or limb movement)
- Be helpful when being undressed and dressed (eg: relax limbs)
- Offer limbs (eg: when putting on a coat/ trousers/ shoes)
- Finish taking off clothes once the process has been started by an adult (eg: 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 (eg: after using the toilet)
- Put on their clothes when handed the correct item (probably starting with shoes and coats)
- Put clothes on the right part of the body in the correct orientation
- Put their clothes on a peg/ on a chair or in a locker

- Put clothes on in a sensible order (eg: socks before shoes)
- Choose the correct clothes for an activity (eg: 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)

## **Toileting**

Pupils should have opportunities to:

- Show awareness of having their nappies changed (eg: by or limb eye movement)
- Be helpful when having their nappies changed (eg: relax limbs or lift bottom)
- Sit on potties or toilet seats regularly (usually after completing a toileting chart to find any patterns in times for urination or defecation)
- 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 their wet/soiled nappies (eg: cry with discomfort)
- Move to the changing table when shown their nappies
- Stand to have their nappies/ sanitary towels changed
- Recognise the word/ symbol/ sign 'toilet' in context
- Indicate a need to use the toilet (eg: 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 (probably with adult support and prompting each step)
- Wipe their bottoms

## **Teeth cleaning**

Pupils should have opportunities to:

- Show awareness of teeth being cleaned (eg: by eye blinking, pulling a face)
- Be helpful when their teeth are being cleaned (eg: opening mouth)
- Hold an electric toothbrush in their mouth but probably only on front teeth
- Use a conventional brush (or electric toothbrush) (probably on front teeth first, gradually learning to include all teeth)
- Put the paste on the toothbrush (beginning with just squeezing the toothpaste but then learning to twist the top off and on)
- Swill and spit with mouthwash

## **Hair brushing**

Pupils should have opportunities to:

- Show awareness of having their hair brushed (eg: eye blinking or head turning)
- Be helpful when their hair is being brushed (eg: holding head up)
- Hold hairbrushes (but not necessarily brush their hair)
- Brush someone else's hair or the hair/ fur of a toy
- Brush their own hair (probably one side first and then learning to brush all over)

### **Washing and drying**

Pupils should have opportunities to:

- Show awareness of being washed and dried - usually hands, face and bottom - or being showered (eg: by eye or limb movement)
- Be helpful when being washed and dried/ showered (eg: hold out hands or turn up face)
- Wash and dry their hands in the sink / shower
- Wash and dry their faces in the sink/ shower
- Wash and dry their bodies whilst taking a shower
- Complete the whole showering sequence (probably with adult supporting and prompting each step)

		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
A U T U M N	1	Ourselves It's all about me!	Once upon a time	The secret garden	Pole to pole	Food for thought	Oh help! Oh No! It's a Gruffalo	My body	Our World
	2	Autumn Dingle Dangle Scarecrow	Winter Olympics	Wizards and witches	Celebrations	Festivals	Amazing people	Rain-forests I'm a pupil get me out of here!	Once upon a time
S P R I N G	1	The Circus is in town.	The magic carpet	May the force be with you	Spring- Life on the farm	We're going on a bear hunt	Dinosaurs The land before time	On the move	Pitch Perfect
	2	Time Traveller - a step back in time	To infinity and beyond	Down in the woods	London	Super hero's	Colour my world	Down on the farm	One small step for man
S U M M E R	1	Ready, steady grow	The perfect picnic	It's a pirate's life for me!	Oh I do like to be beside the seaside	Ancient Egypt	Raging robots	Ancient Greece	A golden ticket
	2	Let's all go on a summer holiday	Olympic games	Life down under. Australia here we come!	Green Fingers	Commotion in the ocean	America - Stars and stripes	Location Location Location	Africa