

Secondary Pre-Formal and Semi-Formal/Enhanced Bridging Curriculum  
Scheme of Work: Cycle B- Fiesta!

**My Care & Independence**

	Pre-Formal [P1-3]
<p><b>Curriculum Intent</b></p> <p><b>Learning Intentions</b></p> <p>MAPP PLIs- PSD</p>	<p>Pupils will develop an awareness of routines and familiar places and people to support their care routines i.e. key workers, class team, hygiene rooms, dining areas. Objects of reference and Tassels will support the routines and pupils will have emerging preferences for people and places. Pupils will tolerate and increasingly participate in care routines i.e. lifting bottom for pad change, turning to spoon and opening mouth, taking weight to stand to sink to wash hands, holding cup and taking to mouth with HUH. Pupils will develop increasing control and independence in their environments via communication and choice making/cognition and switch control [* see schemes of work]. Pupils will develop positive relationships with key people who support them: can be reassured and settle when upset or uncomfortable; can turn to listen or still or actively gain eye contact/smile with familiar and preferred adult; will approach and 'choose' an adult they wish to be with; will share attention with an adult when engaging in an activity- looking from activity to adult and back. . Pupils will have an increasing awareness of their peers- solitary play/activity.</p> <p><b>Self Care &amp; Independence:</b> Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met. Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).</p> <p><b>Relationships &amp; Others:</b> Pupils will be able to use of intentional communication (eye contact, AAC, gesture etc) in order to initiate and continue interactions and games with familiar adults. Pupils will show responses to familiar peers in their vicinity, or in shared games such as parachute, Bucket Time and drama games.</p> <p><b>Feelings, Behaviours &amp; Morals:</b> Pupils can be comforted by familiar adults, and are beginning to self-soothe with support (using a chew buddy, responding positively to a sensory circuit). Pupils will become more confident in exploring new places, people and activities, with the support of a familiar person</p>
	<p>Semi-Formal [P4-8]</p> <p>Pupils will independently access the immediate environment following routines with support- verbal/sign/symbol. Pupils will have an awareness of changes in their environment. Pupils can increasingly prepare to access activities/environment: moving to the activity; collecting resources in readiness; choosing the correct utensils; tidying up. Pupils can confidently access off site learning opportunities and respond to new experiences by pointing out new, different aspects or identify familiar aspects of the environment i.e. sign 'house', alight the bus with supervision only. Pupils will begin to develop relationships with peers observing and playing alongside in parallel play/activity and begin to initiate and include shared opportunities in their play/activity. Pupils can begin to actively turn take and wait. Pupils will make choices about who they want to work/play with and inform adults when they are finished or want more. Pupils can begin to follow and initiate personal care routines and with support complete elements of the routines i.e. give symbol to adult to request a drink/fruit, collect coat at home time and orientate to push arm through, pull trousers down at toilet time, empty plate into waste at mealtimes.</p> <p><b>Self Care &amp; Independence:</b> Pupils will be able to use cutlery appropriately, in order to feed themselves with more independence. Pupils will complete hand-washing and toothbrushing routines with increasing independence (turning taps on and off etc). Pupils will be more independent in their dressing skills, such as fastening large buttons and putting on a coat fully.</p> <p><b>Relationships &amp; Others:</b> Pupils show an awareness of others in play, by beginning to copy actions or share resources. Pupils engage in role play, alongside adults and peers. Pupils can engage in self-led play for an increasing duration, and are confident in expressing their likes and dislikes. Pupils show affection towards people they care about, can turn-take for a sustained period, and wish to share their experiences with others.</p> <p><b>Feelings, Behaviours &amp; Morals:</b> Pupils can follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns. Pupils are able to express their emotions and have an awareness that their actions can hurt others.</p>
	<p>Semi-Formal-Formal [P7-NC1]</p> <p><b>Citizenship- Work with school council to choose a charity and consider its work and how we can help and support- regional, national or global.</b></p> <p><b>Self Care &amp; Independence:</b> Pupils are able to complete more complex selfcare tasks, such as fastenings on clothing and chopping harder foods. Pupils understand and follow appropriate hygiene routines around hand washing and food preparation. Pupils have bladder and bowel control, and are able to use the toilet more consistently where appropriate.</p>

Pupils understand how to keep themselves safe in the community, and in different contexts.

**Relationships & Others:** Pupils extend their play successfully to include other people and larger groups, and are able to initiate, turn-take and compromise in their play. Pupils are able to confidently ask for help when required. Pupils are able to discuss what they like about themselves, and other people.

**Feelings, Behaviours & Morals:** Pupils are able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool). Pupils can confidently discuss the feelings of themselves and others, and offer explanations for these feelings. Pupils can recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult.

**Curriculum Implementation**

Health care plans, Moving and Handling plans, MOVE programme, Behaviour support plans and Eating/Drinking plans will all provide a personalised approach to planning for this area of the curriculum.

**Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits**

**Fiesta!**  
**Accessing the immediate environment and community:** Routines and awareness of classroom and school areas both inside and out. Off-site learning opportunities- awareness of changes in environment- wary, anxious or curious. Can prepare for off-site learning routines- bus, bag etc. Begin to note aspects of new environments- point out, identify, interact/engage, confident. 'Suitcase for Life' Fiesta! opportunities- visiting and participating in celebration and festivals i.e. Bonfire party and fireworks display, Sikh temple for Diwali, Christingle service at Church.  
**Preparing snacks/meals, food technology sessions:** Fiesta! Preparing for a party and tasting, choosing and preferencing tastes for celebratory food. Making celebration party food: Bonfire treats- sausages, toasted marshmallows or smores; Indian Diwali sweets- jalebi, barfi, halva; Christmas puddings or bake a Christmas cake; Hannukah sweet or savoury latkes.  
**Undressing/Dressing:** Tolerance moving towards anticipation and participation- arms up for jumper, pushing head through neck hole of t-shirt, orientating clothing, sequencing clothing. Undressing and dressing using backward or forward chaining techniques [OT support]. Clothing fasteners- Velcro, zips, poppers, buttons. Fiesta! Dressing for a party: different clothes for different occasions and celebrations i.e. wedding dress, prom dress, black tie suit, carnival costumes, face painting and headdresses, masks.  
 School council project- Children in Need fund raising whole school celebration- Dance-a-thon! Or, a mini enterprise project producing celebratory items to fund raise.

**Toileting-** changing bed participating in: supine position; rolling; bottom lift; stillness; accessing specialist toilet seating; toileting charts- function awareness, routine/habit and control; pulling trousers/pants up and down; using toilet paper; flushing the loo.  
**Washing:** Tolerating and anticipating having hands/face wiped; Hand washing; using the sink; knowing what equipment is needed; operating the tap/plug; knowing when to wash hands and why. Community visits looking at changing places, different washing room facilities and hand dryers. Keeping safe in public areas- closing the loo door etc.  
**Teeth Brushing:** Establishing post lunch time routines; oral stimulation and awareness to develop tolerance and facial/body awareness; mirror work; flavoured tooth pastes; vibration rods for cheeks/lips; electric tooth brushes, finger tooth brushes and regular tooth brushes. Knowing where our mouth/lips/teeth are- actively holding brush and loading with tooth paste; to follow a brushing routine using symbol strip guide.  
**Hair Brushing:** Tolerating head being touched- hats, scarves, body patting, Tac Pac, brushes- tangle teaser, roll brush, hedgehog bush, combs. Hairdryer- switch control, blowing onto hands, face and other body parts building up to head/hair. Mirror work. Identifying key utensils and equipment, using with increasing independence and safety.  
**Eating/Drinking:** SALT support and programmes, HCP for gastro care; oral sensitivity and tasting programmes; recognising and supporting taste and texture choices and preferences; food exploration for food phobia or extreme preferences; OT support for using utensils and functional skills for cutlery- adapted or regular- loading, scooping, stabbing, two handed co-ordination for two pieces of cutlery.  
**Massage and Tac Pac:** Support body awareness, stillness and communication/pupil voice, trust. Building up positive relationships with key people.