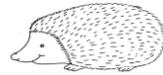


## Hedgewood School Independence Curriculum Map 2019-20

At Hedgewood School we promote the value of independence across all curriculum and key stages.



This curriculum map shows the focus of each term and the stage of readiness to learn specific skills, however the teaching we provide at Hedgewood is personalised and tailored to each pupil, and their individual plans are developed according to their strengths and areas of need.

## Hedgewood School Independence Curriculum Map 2019-20

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
<b><u>EfL</u></b>	<i>The EFL curriculum takes a personalised approach and skills are taught in sequence and to the individual needs and capabilities of each child. All skills are taught to independence, and generalisation of skills is encouraged, with different teaching staff and in different school settings.</i>						<b>Assessed using the EfL Independence Modules</b>
<b><u>EYFS/KS1 F4L</u></b>	Transitions	Recognising personal belongings	Choices	Self-care	Exploring food and equipment	Exploring the environment around me	<b>Assessed using F4L Independence Module</b>
<b><u>EYFS/KS1 CC</u></b>	Following Instructions	Sharing	Asking for help	Tidying up	Preparing snacks	Out and About	<b>Assessed using BSquared PSHE modules</b>
<b><u>Lower KS2 F4L</u></b>	First Dressing Skills	Sense of responsibility	Preferences	Cooperating with others	Using equipment for a purpose	Outdoor experiences	<b>Assessed using F4L Independence Module</b>
<b><u>Lower KS2 CC</u></b>	Personal Organisation	Mine and Others'	Helping hands	Class responsibilities	Baking	School trips	<b>Assessed using BSquared PSHE modules</b>
<b><u>Upper KS2 F4L</u></b>	Developed Dressing Skills	Sense of giving	Sense of confidence	Team work	Following a recipe	Gardening	<b>Assessed using F4L Independence Module</b>
<b><u>Upper KS2 CC</u></b>	Dressing Privacy	Developed personal organisation	School community helpers	School responsibilities	Becoming a chef	Out in the community	<b>Assessed using BSquared PSHE modules</b>

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<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>Transitions:</b> pupils will have to complete at least 3 tasks a day to transition within the school environment e.g. taking register, taking fruits, PE, toilet, playground, with adult support.</p> <p><b>Following instructions:</b> pupils will follow instructions related to safety when going out in the community or transitioning around the school.</p> <p><b>First dressing skills:</b> putting coat on and taking it off; putting shoes on, taking them off.</p> <p><b>Personal organisation:</b> tidying clothes away, when getting ready for PE making sure they tidy up. Getting their bags ready to go home.</p> <p><b>Developed dressing skills:</b> pupils will be able to get ready appropriately using any type of clothing.</p> <p><b>Dressing privacy:</b> preparing to adulthood, boys and girls will learn the appropriate places where to get change at school and in other places e.g. swimming.</p>	<p><b>Recognising our personal belongings:</b> pupils will be able to recognise their clothes, cup, chair in class, workstation.</p> <p><b>Sharing:</b> pupils will begin to share preferred things with familiar people.</p> <p><b>Sense of responsibility:</b> pupils will begin to be responsible for personal belonging and recognising what belongs to others.</p> <p><b>Mine and Others':</b> pupils will develop their understanding of what things belong to them and what things belong to others. They will have an increased understanding of sharing.</p> <p><b>Sense of giving:</b> pupils will participate in routines that include giving others their belongings. They will incorporate this to their daily routine.</p> <p><b>Developed personal organisation:</b> pupils will be able to find their belongings and organise it when needed. They will develop their sense of independence by completing their self-care tasks fully independently.</p>	<p><b>Choices:</b> pupils will begin to make choices of things they like in the familiar environments.</p> <p><b>Asking for help:</b> using their preferred method of communication to ask for help when they need it from adults or other children.</p> <p><b>Preferences:</b> pupils will express their preferences using their preferred method of communication.</p> <p><b>Helping hands:</b> pupils will help others around the school. They will begin to identify when others need help.</p> <p><b>Sense of confidence:</b> pupils will have developed their confidence and play an important part in their group of peers.</p> <p><b>School community helpers:</b> pupils will offer help to less familiar people in the school environment or in less familiar tasks e.g. helping a child when falling in the playground.</p>	<p><b>Self-care:</b> pupils will be encouraged to complete simple self-care tasks.</p> <p><b>Tidying up:</b> pupils will cooperate with adults to tidy up their workstations and other classroom areas.</p> <p><b>Cooperating with others:</b> pupils will cooperate with adults in the class chores when they are asked. They will develop a sense of responsibility.</p> <p><b>Class responsibilities:</b> pupils will have specific responsibilities they have to meet within their classes.</p> <p><b>Team work:</b> pupils will learn to work as a group in the class and other school activities.</p> <p><b>School responsibilities:</b> pupils will develop further their sense of responsibility. They will cooperate with the school staff to complete a range of tasks e.g. playground helper, PE helper, Birthday Buddy, etc.</p>	<p><b>Exploring food and equipment:</b> pupil will take part in simple cooking activities to explore a range of textures and equipment.</p> <p><b>Preparing healthy snacks:</b> pupils will learn to spread, cut, putting things in the microwave and take them out. Pupils will also develop an understanding of healthy eating.</p> <p><b>Using equipment for a purpose:</b> pupils will learn the specific use of a range of cooking equipment and will prepare a range of healthy snacks.</p> <p><b>Baking:</b> pupils will have more input of their cooking, will learn to use an oven with adult supervision and they will develop their knowledge of cooking equipment.</p> <p><b>Following a recipe:</b> pupils will follow cooking instructions to make a dish.</p> <p><b>Becoming a chef:</b> pupils will be creative and will choose their own ingredients. They will have developed their sense of healthy eating to prepare healthy meals.</p>	<p><b>Exploring the environment around me:</b> pupils will learn to be safe in their familiar environments.</p> <p><b>Out and about:</b> pupils will have their first opportunities to be out in the community and they will learn basic rules that keep them safe.</p> <p><b>Outdoor experiences:</b> pupils will develop their sense of safety by having a range of role play opportunities within the school environment.</p> <p><b>School trips:</b> pupils will have more opportunities to be out in the community doing things they enjoy.</p> <p><b>Gardening:</b> pupils will apply their sense of responsibility in different outdoor tasks such as gardening at school.</p> <p><b>Out in the community:</b> pupils will attend a range of commitments out of the school such as citizenship events and their transition to secondary school. They will be able to apply social rules that keep them safe.</p>