



Turney School Schemes of Work – Personal, Social Development

By the end of the Engagement Pathway pupils will:

- Understand routines and transitions.
- Make a simple choice using real objects or symbols independently.
- Initiate an interaction with an adult.
- Regulate behaviour
- Have an awareness of themselves and their part in the wider community
- Consistently engage in playing with others
- Be familiar with the Move, Eat, Sleep, Relax routine
- Be familiar with their bodies, body changes and how to be safe.
- Have an awareness of on-line safety

By the end of the Semi-Formal Pathway pupils will:

- Understand routines and transitions.
- Make a simple choices independently.
- Interact with adults and peers
- Regulate behaviour
- Have an understanding of themselves and their part in the wider community
- Begin to share with peers
- Understand the Move, Eat, Sleep, Relax routine
- Be familiar with their bodies, body changes and how to be safe.
- Have an awareness of on-line safety

Learning Intention	Skills	Implementation – Learning Strategies
Engagement Pathway	Pupils will:	

<p>To engage, explore and develop curiosity about: Living in the wider world</p>	<p>Develop a curiosity about themselves as individuals</p> <p>Explore themselves as part of various families and communities.</p> <p>Explore similarities and differences between people.</p> <p>Develop individual interests over time.</p> <p>Engage in sharing with others</p> <p>Engage positively with social media</p> <p>To enjoy activities which enable them to be calm, regulated and relaxed.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to become familiar with living in the wider world</p> <p>Rhymes and stories about themselves, family and the wider community.</p> <p>Range of opportunities to play and discover with others.</p> <p>Messy play activities to become familiar with family and community roles – wet and dry sand, mud kitchen, water play with a range of equipment linked to homes, shops etc.</p> <p>Weekly trips to the park.</p> <p>Snack time.</p> <p>Large photos of individual pupils with families and community activities.</p> <p>Range of free choice activities to encourage choice and develop individual interests.</p> <p>Trips in the wider community</p>
<p>Health and well-being</p>	<p>Explore, handle, experience and taste (healthy) food</p>	<p>Snack time</p> <p>Weekly food technology sessions</p>

	<p>Engage in making healthy food choices.</p> <p>Explore the concept of a healthy life style.</p> <p>To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus.</p>	<p>Malleable materials to develop fine motor skills</p> <p>Role play</p> <p>Rhymes and stories linked to healthy life-style routines</p> <p>Regular trips to the park and playground.</p> <p>Opportunities for shared play</p>
<p>Relationships</p>	<p>Begin to show a responses to familiar peers in their vicinity, or in shared games such as parachute games.</p> <p>Begin to initiate play</p> <p>Develop shared play</p> <p>Co-operative play</p> <p>Begin to use intentional communication</p> <p>SRE Knowing my body Private body parts – private and public</p> <p>To know that there are private places where we dress and undress.</p> <p>To look at body changes over time</p>	<p>Intensive interaction</p> <p>Opportunities to play alongside each other</p> <p>Planned regular group play activities</p> <p>Rhymes and stories to discover body parts, such as ‘Heads, Shoulders, Knees and Toes.</p> <p>Use daily opportunities to show pupils to direct pupils to use the toilet, showing the toilet as a private place.</p> <p>Role play with dolls etc. to see which clothes are private and those that are not.</p> <p>A range of large individual photos of pupils so they can see we are all different.</p>

	<p>To be aware that it is necessary to trust some people and to know who those people might be.</p> <p>Friendships – two way relationships</p> <p>To seek permission to touch others anywhere on their body apart from the hands.</p> <p>Relationships</p>	
Life-skills	<p>Develop an awareness of safety in the community</p> <p>Engage with routines and transitions</p> <p>Engage in making supported choices and decisions in the community</p> <p>Engage in transitions</p> <p>Begin to manage unpredictable change</p> <p>Develop fine motor skills</p>	<p>Rhymes, stories about travelling and shopping in the community.</p> <p>Opportunities for role-play – shops, train stations, bus stops etc.</p> <p>Practice regular transitions.</p> <p>Small world learning opportunities to become familiar with the local community.</p> <p>Opportunities to practice malleable skills to develop fine motor skills so pupils can adeptly use buttons, switches, zips, locks etc.</p> <p>Life skills trips to local shops, cafes and using public transport, including landmarking and finding ones way after becoming lost.</p>

		<p>Planning simple journey routines using objects reference and/or visuals.</p> <p>A range of activities to promote road and personal safety.</p> <p>Beginning to listen to travel apps.</p>
Semi-Formal Pathway		
<p>To become familiar and gain an understanding of: Living in the wider world</p>	<p><i>To be positively involved with social media.</i></p> <p>Begin to recognise and value themselves as individuals</p> <p>Begin to recognise themselves as part of various families and communities.</p> <p>Begin to see similarities and differences between people.</p> <p>Develop individual interests over time.</p> <p>Begin to share with others</p> <p>Engage positively with social media</p> <p>To learn how to relax.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to become familiar with living in the wider world</p> <p>Rhymes and stories about themselves, family and the wider community.</p> <p>Range of opportunities to play and discover with others.</p> <p>Messy play activities to become familiar with family and community roles – wet and dry sand, mud kitchen, water play with a range of equipment linked to homes, shops etc.</p> <p>Weekly trips to the park.</p> <p>Snack time.</p> <p>Large photos of individual pupils with families and community activities.</p>

		<p>Range of free choice activities to encourage choice and develop individual interests.</p> <p>Trips in the wider community</p>
Health and well-being	<p>Healthy eating Body awareness</p> <p>To handle, experience and taste (healthy) food that might be unfamiliar to the learner.</p> <p>To be familiar with making healthy food choices.</p> <p>To explore the concept of a healthy life style.</p> <p>To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus.</p>	
Relationships	<p>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.</p>	<p>Parallel play</p> <p>Parallel play opportunities throughout the day (role play, cooperative games).</p>

	<p>Pupils can engage in self-led play for an increasing duration, and are confident in expressing their likes and dislikes</p> <p>SRE</p>	<p>A range of open-ended play opportunities available throughout the day (deconstructed role-play, heuristic play, sand and water play etc).</p> <p>Role play: opportunities for parallel play (dressing dolls, shop, hospital, beauty salon)</p> <p>Range of group games – parachute games</p> <p>Music: small group activities to encourage collaborative play and shared enjoyment with peers</p>
Life-skills	<p>Pupils will be able to use cutlery appropriately, in order to feed themselves with more independence</p> <p>. Pupils will complete hand-washing and toothbrushing routines with increasing independence (turning taps on and off etc).</p> <p>Pupils will be more independent in their dressing skills, such as fastening large buttons and putting on a coat fully.</p>	