

Lansdowne PSD: Whole School Life Skills long term planning

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main topic(s)	*Shopping	Using the postal service	Social skills	Understanding and managing our own needs / areas for development	Household tasks	Travel planning and safe traveling
Supporting topic(s)	Budgeting, travel planning, road safety	Letter writing, budgeting, road safety, shopping	Road safety, shopping	Communication	Teamwork, communication	Road safety
Overview	<p><i>Once you are confident your students are safe to walk to the shops:</i></p> <p>2 week cycle: week 1 prepare shopping list giving consideration to health, the environment and budget (students could do this individually / in pairs to begin with, and then discuss and agree as a group). Also plan route identifying any areas of potential danger</p> <p>Week 2 trip to shops to buy items</p>	<p>2 week cycle: week 1 walk to shops to buy cards, stamps, packaging etc (take turns paying)</p> <p>Week 2 write cards or letters / prepare packages MUST ENSURE POST IS ADDRESSED LEGIBLY! and walk to post box / post office to post. If you have time, finish week 2 by discussing next week's shopping list</p>	<p>3 week cycle: week 1 plan party: who will be the hosts? Who will be the guests? (EVERYONE ELSE INCLUDING STAFF) What is the role of the hosts? Role of guests? Social expectations. Apart from eating, how will you entertain your guests? Conversation only? Will you play games? Will you perform something? Prepare shopping list: what food and drink do you want?</p> <p>Week 2 go to the shops AND BUY NON PERISHABLE ITEMS. (TEACHER MAY WANT TO BUY FRESH ITEMS IN THEIR OWN TIME ON THE DAY OF THE PARTY)</p> <p>Week 3 set up party, host / attend party, clear up, reflect</p>	<p>Students spend a week on each of the following areas: sensory processing, emotional regulation, communication, understanding our autism, interoception, masking</p>	<p>Students spend a week on each of 6 tasks: dusting, mopping, vacuuming, cleaning surfaces including classroom furniture, cleaning windows, laundry and / or dishwashing</p>	<p>Main task this term is to plan a trip for the end of term: must determine destination, when you will go (checking school diary to avoid clashes), plan for the day, how you will get there and back (try to arrange a trip that you can attend via public transport)</p> <p>Once you have got the ball rolling with organising your end of term trip, organise one or 2 further, smaller trips (extending into the next - or previous - lesson of the day if those teachers are agreeable)</p>

<p>Year 7</p>	<p>Weeks 1-2: road safety (playground)</p> <p>Weeks 3-4: road safety (playground)</p> <p>Weeks 5-6: road safety (roads in immediate vicinity of school)</p> <p>Weeks 7-8: buy items for end of term class party (eg from Costcutter)</p>	<p>Weeks 1 and 2: write and send letter to a classmate (own class)</p> <p>Weeks 3 and 4: write and send letter to a friend in another class</p> <p>Weeks 5 and 6: write and send Christmas cards to classmates</p> <p>Weeks 7 and 8: write and send Christmas cards to friends in other classes</p>	<p>This unit is not prescriptive and will be determined by the group</p>	<p>Week 1: Sensory Processing</p> <p>Sensory sensitivities: Autistic individuals may experience heightened or reduced sensitivity to sensory input (e.g., sounds, lights, textures, tastes).</p> <p>Sensory overload: Overwhelming sensory input can lead to distress, meltdowns, or shutdowns.</p> <p>Strategies: Identify and minimize triggers, use noise-canceling headphones, wear comfortable clothing, and create a calming environment.</p> <p>Week 2: Emotional Regulation</p> <p>Alexithymia:</p> <p>Some autistic individuals find it difficult to identify, understand, and express their emotions.</p> <p>Emotional Dysregulation:</p> <p>Difficulty managing emotional responses can lead to meltdowns or shutdowns.</p> <p>Strategies:</p>	<p>Week 1: what is dust? Why should we remove it? What happens if we don't? How do we remove it? Students dust classroom and corridor</p> <p>Week 2: what is a mop? What is it used for? What happens if we don't mop our kitchens and bathrooms? How do we mop? Students mop appropriate areas of classroom and corridor</p> <p>Week 3: what is a vacuum cleaner? What is it used for? What happens if we don't vacuum? How do we use a vacuum cleaner? Students vacuum classroom and corridor</p> <p>Week 4: RISK ASSESS what are these products used for? Why do we need them? What happens if we don't use them? How do we use them? What safety precautions should we take? (eg spray AWAY from you, wear gloves, wash hands) Students clean classroom surfaces</p> <p>Week 5: RISK ASSESS why do we need to clean windows? How do we clean windows? What safety precautions should we take? (eg spray AWAY</p>	<p>Weeks 1 and 2 plan half or full day trip for end of term</p> <p>Week 3 plan additional trip to local park</p> <p>Week 4 trip</p> <p>Week 5 plan additional trip to local library</p> <p>Week 6 trip</p> <p>Week 7 end of year trip</p>
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				<p>Develop coping mechanisms, practice mindfulness, use visual supports, and seek professional guidance.</p> <p>Week 3: Communication</p> <p>Difficulties with Social Interaction:</p> <p>Autistic individuals may struggle with understanding social cues, initiating conversations, and maintaining interactions.</p> <p>Nonverbal Communication:</p> <p>Some autistic individuals may have difficulty with nonverbal communication, such as eye contact or facial expressions.</p> <p>Strategies:</p> <p>Use visual aids, practice social skills, seek support from therapists or counselors, and advocate for your needs.</p> <p>Week 4: Understanding Your Autistic Identity</p> <p>Self-Advocacy: Learn about autism and your unique strengths and challenges.</p> <p>Building Self-Esteem: Focus on your strengths and celebrate your autistic identity.</p> <p>Seeking Support: Connect with other autistic individuals and build a supportive community.</p> <p>Week 5: Interoception</p>	<p>from you, wear gloves, wash hands) Students clean classroom windows</p> <p>Week 6: LIAISE WITH FOOD TECH (AND OTHER LS TEACHERS) TO ENSURE WASHING MACHINE AND DIRTY CLOTHES ARE AVAILABLE! why do we need to wash our clothes? What happens if we don't wash our clothes? How do we wash our clothes? Students use washing machine</p> <p>Week 7: LIAISE WITH STAFF TO ENSURE DISHWASHER EMPTY AND DIRTY DISHES AVAILABLE! why do we need to wash our dishes? What happens if we don't wash our dishes? How do we wash our dishes? Students use dish washer</p>	
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				<p>Interoception:</p> <p>The ability to sense what's happening inside your body, including physical and emotional sensations.</p> <p>Challenges:</p> <p>Autistic individuals may struggle with interoception, making it difficult to recognize internal signals like hunger, thirst, or pain.</p> <p>Strategies:</p> <p>Pay attention to your body's signals, practice mindfulness, and seek support from healthcare professionals.</p> <p>Week 6: Masking</p> <p>Masking: The act of hiding autistic traits to fit in with neurotypical expectations.</p> <p>Negative Impact: Masking can be exhausting and lead to burnout.</p> <p>Strategies: Learn about masking, identify situations where you mask, and practice unmasking in safe environments.</p>		
Year 8	<p>Weeks 1-2: road safety (roads in immediate vicinity of school)</p> <p>Weeks 3-4: buy items to make a sandwich / another simple snack to enjoy together</p> <p>Weeks 5-6: buy items as requested by food technology teachers</p>	<p>Weeks 1 and 2: write and send letter to a family member (ask students to bring an address in to school; if they don't remember, they can write to a classmate)</p> <p>Weeks 3 and 4: write and send letter to a family member (ask students to bring an address in to</p>	This unit is not prescriptive and will be determined by the group	Revisit and build on previous work	<p>Week 1: what is dust? Why should we remove it? What happens if we don't? How do we remove it? Students dust classroom and corridor</p> <p>Week 2: what is a mop? What is it used for? What happens if we don't mop our kitchens and bathrooms? How do we</p>	<p>Weeks 1 and 2 plan half or full day trip for end of term</p> <p>Week 3 plan additional trip to London park</p> <p>Week 4 trip</p> <p>Week 5 plan additional trip to local fire station</p> <p>Week 6 trip</p>

	<p>Weeks 7-8: buy items for end of term class party (eg from Costcutter)</p>	<p>school; if they don't remember, they can write to a friend in another class)</p> <p>Weeks 5 and 6: write and send Christmas cards to classmates</p> <p>Weeks 7 and 8: write and send Christmas cards to friends in other classes</p>			<p>mop? Students mop appropriate areas of classroom and corridor</p> <p>Week 3: what is a vacuum cleaner? What is it used for? What happens if we don't vacuum? How do we use a vacuum cleaner? Students vacuum classroom and corridor</p> <p>Week 4: RISK ASSESS what are these products used for? Why do we need them? What happens if we don't use them? How do we use them? What safety precautions should we take? (eg spray AWAY from you, wear gloves, wash hands) Students clean classroom surfaces</p> <p>Week 5: RISK ASSESS why do we need to clean windows? How do we clean windows? What safety precautions should we take? (eg spray AWAY from you, wear gloves, wash hands) Students clean classroom windows</p> <p>Week 6: LIAISE WITH FOOD TECH (AND OTHER LS TEACHERS) TO ENSURE WASHING MACHINE AND DIRTY CLOTHES ARE AVAILABLE! why do we need to wash our clothes? What happens if we don't wash our clothes? How do we wash our clothes? Students use washing machine</p> <p>Week 7: LIAISE WITH STAFF TO ENSURE</p>	<p>Week 7 end of year trip</p>
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Year 9	<p>Weeks 1-2: road safety (roads in locality)</p> <p>Weeks 3-4: buy items to make a sandwich / another simple snack to enjoy together</p> <p>Weeks 5-6: buy items as requested by premises officers</p> <p>Weeks 7-8: buy items for end of term class party (eg from Sainsbury's)</p>	<p>Weeks 1 and 2: write and send introduction letters to pen pals at a school in another country</p> <p>Weeks 3 and 4: write and send letters of reply to pen pals</p> <p>Weeks 5 and 6: write and send Christmas cards to pen pals</p> <p>Weeks 7 and 8: write and send Christmas cards to friends in other classes</p>	This unit is not prescriptive and will be determined by the group	Revisit and build on previous work	<p>Week 1: what is dust? Why should we remove it? What happens if we don't? How do we remove it? Students dust Library area</p> <p>Week 2: what is a mop? What is it used for? What happens if we don't mop our kitchens and bathrooms? How do we mop? Students mop café area</p> <p>Week 3: what is a vacuum cleaner? What is it used for? What happens if we don't vacuum? How do we use a vacuum cleaner? Students vacuum café area</p> <p>Week 4: RISK ASSESS what are these products used for? Why do we need them? What happens if we don't use them? How do we use them? What safety precautions should we take? (eg spray AWAY from you, wear gloves, wash hands) Students clean staff room</p> <p>Week 5: RISK ASSESS why do we need to clean windows? How do we clean windows? What safety precautions should we take? (eg spray AWAY from you, wear gloves,</p>	<p>Weeks 1 and 2 plan half or full day trip for end of term</p> <p>Week 3 plan additional trip to local farm</p> <p>Week 4 trip</p> <p>Week 5 plan additional trip to coffee shop</p> <p>Week 6 trip</p> <p>Week 7 end of year trip</p>

					<p>wash hands) Students clean windows in café area</p> <p>Week 6: LIAISE WITH FOOD TECH (AND OTHER LS TEACHERS) TO ENSURE WASHING MACHINE AND DIRTY CLOTHES ARE AVAILABLE! why do we need to wash our clothes? What happens if we don't wash our clothes? How do we wash our clothes? Students use washing machine</p> <p>Week 7: LIAISE WITH STAFF TO ENSURE DISHWASHER EMPTY AND DIRTY DISHES AVAILABLE! why do we need to wash our dishes? What happens if we don't wash our dishes? How do we wash our dishes? Students use dish washer</p>	
Year 10	<p>Weeks 1-2: road safety (roads in locality)</p> <p>Weeks 3-4: buy items to make a sandwich / another simple snack to enjoy together</p> <p>Weeks 5-6: buy items for donation to charity</p> <p>Weeks 7-8: buy items for end of term class party (eg from Sainsbury's)</p>	<p>Weeks 1 and 2: collect, package and send donations to charities eg British Heart Foundation</p> <p>Weeks 3 and 4: collect, package and send donations to charities eg British Heart Foundation</p> <p>Weeks 5 and 6: write and send Christmas cards to local charities</p> <p>Weeks 7 and 8: write and send Christmas cards to friends in other classes</p>	This unit is not prescriptive and will be determined by the group	Revisit and build on previous work	<p>Week 1: what is dust? Why should we remove it? What happens if we don't? How do we remove it? Students dust Library area</p> <p>Week 2: what is a mop? What is it used for? What happens if we don't mop our kitchens and bathrooms? How do we mop? Students mop café area</p> <p>Week 3: what is a vacuum cleaner? What is it used for? What happens if we don't vacuum? How do we use a vacuum cleaner? Students vacuum café area</p>	<p>Weeks 1 and 2 plan half or full day trip for end of term</p> <p>Week 3 plan additional trip to local cafe</p> <p>Week 4 trip</p> <p>Week 5 plan additional trip: London City Bus tour</p> <p>Week 6 trip</p> <p>Week 7 end of year trip</p>

					<p>Week 4: RISK ASSESS what are these products used for? Why do we need them? What happens if we don't use them? How do we use them? What safety precautions should we take? (eg spray AWAY from you, wear gloves, wash hands) Students clean staff room</p> <p>Week 5: RISK ASSESS why do we need to clean windows? How do we clean windows? What safety precautions should we take? (eg spray AWAY from you, wear gloves, wash hands) Students clean windows in café area</p> <p>Week 6: LIAISE WITH FOOD TECH (AND OTHER LS TEACHERS) TO ENSURE WASHING MACHINE AND DIRTY CLOTHES ARE AVAILABLE! why do we need to wash our clothes? What happens if we don't wash our clothes? How do we wash our clothes? Students use washing machine</p> <p>Week 7: LIAISE WITH STAFF TO ENSURE DISHWASHER EMPTY AND DIRTY DISHES AVAILABLE! why do we need to wash our dishes? What happens if we don't wash our dishes? How do we wash our dishes? Students use dish washer</p>	
Years 11-13	Years 11, 12 and 13 don't normally have Life Skills timetabled but sometimes, where deemed necessary, they do; in these circumstances the teacher should revisit objectives from previous year groups that they feel are most appropriate for their students					

Notes:

1. This long term plan is to be used as a starting point by teachers, and can be adapted as the teacher sees fit
2. *If your students are unable to leave school safely you may want to stay at school and focus on road safety objectives during term 1
3. The objectives below are for guidance only, and should be selected / adapted depending on the needs of the group

Objectives

Topic	In this unit of work, pupils learn...	Key vocabulary
Road safety	<ul style="list-style-type: none"> • Walks safely with adult (holding hands / arm in arm) by the side of road • Follows verbal prompts to stop or wait at roadside • Walks safely beside adult (no contact) by the side of road • Walks safely with group by side of road • Walks safely by side of road without support • Crosses road safely with adult • Uses pelican crossing safely • Uses zebra crossing safely • Crosses road safely in familiar environment • Crosses road safely in unfamiliar environment 	
Travel planning and safe traveling	<ul style="list-style-type: none"> • Finds way to a familiar location • Identifies common signs • Uses signs to find way • Follows directions to reach a location • Uses a map to find a location • Asks for directions from a safe person if unsure / lost • Identifies best way to get to destination • Uses app or online tool to plan route • Plans route using a map • Finds times of chosen transport • Prepares what they will need to take with them on journey / trip out • Knows own home address • Finds correct stop / platform • Checks information about departure • Stands safely on kerb / platform whilst waiting • Indicates bus should stop (if necessary) • Takes place in queue to board transport • Buys ticket for public transport • Shows ticket / pass to driver / conductor • Stores ticket safely for future use • Finds an 'appropriate' empty seat • Copes with proximity of other public transport users • Responds appropriately to attempts at communication from other transport users • Locates where to get off • Signals that they want to get off at next stop by pressing bell (bus) 	

	<ul style="list-style-type: none"> • Checks they have belongings before getting off • Recognises when they find a situation difficult and applies a strategy to help • Uses mobile phone to seek help from agreed source if unsure how to proceed • Asks appropriate person for information / help • Takes appropriate action to solve problem • Avoids people / situations that pose a risk 	
Budgeting and saving	<ul style="list-style-type: none"> • Understands the term budget (as the amount of available money) • Is able to use a budget to prioritise • Identifies sources of income • Identifies expenditure within a given period • Plans budget according to income and expenditure • Understands purpose of saving money • Knows about different ways of saving money • Understands the function of a bank account • Knows about different types of bank account • Knows how to use credit / debit cards • Knows where to seek advice about money matters 	
Shopping	<ul style="list-style-type: none"> • Plans what they need to buy <i>with their group / with a partner / independently</i> • Identifies which shop / s they will need to visit <i>with their group / with a partner / independently</i> • Prepares what they will need to take to shops <i>with their group / with a partner / independently</i> • Locates item / s in shop / online <i>with their group / with a partner / independently</i> • Asks for help in locating item / s <i>with their group / with a partner / independently</i> • Makes a choice between items <i>with their group / with a partner / independently</i> • Manages own sensory needs within shop <i>with their group / with a partner / independently</i> • Checks price of items <i>with their group / with a partner / independently</i> • Takes account of budget when choosing items <i>with their group / with a partner / independently</i> • Waits to pay for items <i>with their group / with a partner / independently</i> • Pays for items using appropriate means / amounts <i>with their group / with a partner / independently</i> • Waits for change / receipt <i>with their group / with a partner / independently</i> • Checks change / receipt <i>with their group / with a partner / independently</i> • Packs shopping <i>with their group / with a partner / independently</i> 	
Writing letters and cards and using the postal service	<ul style="list-style-type: none"> • Understands the purpose of writing <i>informal</i> letters and cards • Understands the occasions you may want to write an <i>informal</i> letter or a card • Understands how to write an <i>informal</i> letter or card including starting and signing off (with support if necessary) • Understands how to seal a letter or card in an envelope • Understands the need to put a name on the envelope • Understands how to address an envelope • Understands how to correctly use postage stamps • Is able to use a post box to post a letter or a card • Is able to read a letter or card they have received (with support if necessary) • Understands the purpose of writing <i>formal</i> letters • Understands the occasions you may want to write a <i>formal</i> letter • Understands how to write a <i>formal</i> letter including starting and signing off • Knows how to wrap a parcel • Knows how to address a parcel • Knows about different postage / delivery options eg post office vs DHL / Parcelforce 	

	<ul style="list-style-type: none"> • Knows about different post office postage options eg first class, second class, tracked, signed for • Has the confidence and vocabulary to ask a post office worker what service / postage option you want • Is able to follow instructions at the post office eg to weigh an item, hand an item over, pay for a service • Is able to use a computer to track an item 	
Social skills including good manners	<ul style="list-style-type: none"> • Says 'please' and 'thank you' • Says 'excuse me' • Avoids using foul language • Introduces them self to others • Opens the door for others • Shakes hands with a smile • Apologizes when necessary • Avoids calling people unkind names • Avoids arguments • Maintains basic hygiene • Shows particular care and respect for the vulnerable including the elderly • Asks for permission • Shares • Avoids interrupting • Lends a helping hand when necessary • Respects others privacy • Puts away smartphones when in company • Uses a napkin when eating • Uses knife and fork correctly • Closes mouth while eating • Serves guests first • Shares food including doesn't take too much (ensures there is enough for others) • Excuses oneself before leaving the table • Stands up when guests arrive • Maintains a conversation • Follows the rules of a host's house • Offers to help when visiting friends eg clearing the table • Acknowledges host's hospitality eg thanks them 	
Household tasks	<ul style="list-style-type: none"> • Identifies when and why household cleaning is required • Prepares equipment for household tasks • Sensibly and safely uses a duster, mop and vacuum cleaner and attachments • Safely uses household products for cleaning surfaces and windows • Hygienically disposes of used / dirty cleaning items • Safely loads, unloads and operates a dishwasher and a washing machine 	

Access Pathway Curriculum (for those students working below the level of the main curriculum)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main topic(s)	Getting dressed	Keeping clean	Food preparation	Cleaning up	Road safety	Community
Main activities	*Zips, buttons, shoe laces, helmet clasps, belt buckles (ties?)	*Washing hands, brushing hair, brushing teeth, cleaning shoes	Making a sandwich, making a bowl of cereal	(After playing games or reading, for example...) Tidy the classroom eg library area, toys in boxes / cupboards, pencils and pens in pots	Start in playground, move onto local area when confident (see objectives above)	Going to the shops, library, Papa's park
Social skills activities	Variety of play activities as per play curriculum					

*Activities should be set up on a carousel, allowing students the opportunity to move around each activity during the course of the lesson