

Westhaven School Curriculum Map for Skills for Independence

Valued – Inspired – Prepared

Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.

Key:

Communication and Interaction

Social Understanding and Relationships

Sensory Processing

Interests and Routines


Emotional Understanding and Self-Awareness

Learning and Engagement

Healthy Living

Independence and Community Participation

Useful documents:

 Skills for Independence descriptors.xlsm

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 A 3 hours	1.1. Responding positively to familiar adults	5.1 Responding to greetings	1.2 Seeking attention from familiar adults		4.1 Responding to sounds	
	1.1 Accepting the presence of others	1.2 Engages in shared activity	2.1 Accepts presence of adult in play	2.2 / 3.1 Engaging in interactive play with an adult	2.3 Engaging in object play with an adult	3.3 Accessing activities with adult support
	1.1 Starting to explore my sensory needs					
			3.1 Using special interests to engage positively			
						1.1 Expressing a range of emotions
	1.1 Exploring toy / objects / materials	1.2 Understanding the purpose of toys	2.1 Responding to sensory items	2.2 Responding to my environment	2.3 Responding to interaction from adults	
		2.1 Using the toilet independently		2.3 Maintaining good hand hygiene		Fruit and vegetable tasting
	3.1 Walking safely in school holding hands			2.1 Keeping safe at home -turning taps off		3.1 Walking safely in school holding hands
KS1 B 3 hours	5.2 Greeting others	2.1 Requesting an item Saying please and thank you		2.2 Refusing an item Saying no thank you		4.2 Understanding single spoken words
	5.1 Attending to the focus of group activity		5.2 Taking part in group activities and taking turns		5.3 Being aware of self as part of a group	
	1.1 Starting to explore my sensory needs					
					3.2 Engaging in activities unrelated to own interests	
		2.1 Responding to calming strategies of others				
	1.3 Engaging in cause & effect play		1.4 Engaging in pretend play			1.5 Enacting stories / role play

		Brushing my hair			Brushing my teeth	
			Minibus safety	3.1 Walking safely by the side of a road holding hands		
KS2 Lower A P2L 2 hours R2L 1.5 hours	4.3 Understanding simple statements	5.1 Responding to greetings Saying hello, good morning, good bye and excuse me	1.3 Sharing attention focus with an adult		2.3 Requesting for interaction to stop	2.4 Asking for help
	1.3 Coping with proximity of others		3.2 Accepting help from an adult		4.1 Initiating interaction with peers	
	1.2 Starting to understand my sensory needs					
		4.1 Making choices				1.1 Coping with change
	1.2 Identifying own emotions			4.1 Identifying own characteristics (personality & physical)		
		2.4 Predicting what might happen next in play	2.5 Showing curiosity in items			
		1.4 Limiting spread of coughs & colds		2.7 Dressing myself - matching clothing to body part	2.7 Dressing myself - tops	Sun safety - hats
				3.1 Following verbal prompts to wait at the roadside. Walking safely (beside adult) on a pavement	2.1 Keeping safe at home - what's hot?	
KS2 Lower B P2L 2 hours R2L 1.5 hours		1.4 Engaging in interactive exchanges with an adult	2.5 Requesting information, asking questions - "who?"	2.5 Requesting information, asking questions - "what?"	2.5 Requesting information, asking questions - "where?"	2.5 Requesting information, asking questions - "why?"
		2.4 Engaging in play with peers		3.4 Seeking advice from an adult		4.2 Engaging positively with peers including when to tell tales
	1.2 Starting to understand my sensory needs					
	4.2 Using information to					1.2 Taking action to

	make appropriate choices					cope with change
	2.2 Using own strategies to manage stress (including mindfulness)		When to cry / not to cry		4.2 Identifying interests and strengths	
		2.6 Exploring items / taking turns				
	2.7 Dressing myself - bottoms		2.7 Dressing myself - putting clothes on in correct order			Sun safety - hydration
				3.1 Walking on a pavement without support	3.2 Crossing the road with adult support	
KS2 Upper A P2L 2 hours R2L 1.5 hours	3.1 / 4.5 Understanding and answering questions "who?"	3.1 / 4.5 Understanding and answering questions "what?"	3.1 / 4.5 Understanding and answering questions "where?"	3.1 / 4.5 Understanding and answering questions "why?"	3.1 / 4.5 Understanding and answering questions "how?"	3.1 / 4.5 Understanding and answering questions "when?"
	4.2 Engaging positively with peers	Winning and losing	5.3 Being aware of self as part of a group		5.4 Understanding the expectations of working in a group	
	4.1 Accepting support to manage my sensory needs					
						2.1 Making successful transitions in everyday situations
	1.3 Identifying cause of emotions			5.1 Expressing my preferences		
	2.7 Discovering new knowledge & understanding	4.2 Coping with queuing	2.8 Settling to tasks	4.3 Attracting attention in an appropriate manner	2.9 Persisting with tasks	4.4 Following agreed strategies within learning area
		1.5 Making healthy food choices	2.7 Matching clothing to weather		2.7 Fastening clothes	
	1.1. Preparing a simple snack 2.1 Using utensils safely	3.2 Using a pelican crossing safely	1.3 Making a cold drink for others		1.11 Making my bed Keeping my bedroom tidy	Basic first aid
KS2 Upper B P2L 2	6.1 Gaining someone's attention	3.2 Communicating information about the past	3.2 Communicating information about the future		4.4 Understanding instructions	3.4 Giving instructions / explanations

hours R2L 1.5 hours		4.3 Taking into account others' interests in interactions		4.4 Sustaining positive relationships		4.5 Recognising negative behaviour towards others
	4.1 Accepting support to manage my sensory needs					
						2.2 Preparing for transition to a new setting
	2.3 Planning strategies to manage own behaviour			3.1 Recognising emotions in others		
	2.10 Transferring to new tasks	2.11 Requesting new activities	2.12 Engaging in negotiated tasks	4.1 Finding my way around the school	4.5 Following breaktime routines	
	1.6 Tolerating increasing range of foods		2.7 Tying shoelaces	Tying my hair up	3.1 Identifying personal characteristics - body parts and functions	
	1.11 Recognising when household cleaning is needed - vacuuming 2.1 Using electrical appliances safely	1.11 Carrying out household tasks - washing up	1.13 Using a landline phone 2.1 Calling 999 Fire hazards in the kitchen	3.2 Using a zebra crossing safely	2.3 Safety in the community - stranger danger 2.4 Getting help when out and about Cycling and scooting safely	
KS3 Year A P2L 1.5 hours R2L 1 hour	6.2 Taking a lead in conversation		7.2 Active listening		4.7 Understanding humour - jokes	
	5.5 Participating in groups discussions					
	1.2 Understanding my own sensory needs	4.2 Requesting help to manage my sensory needs	4.3 Taking action to manage my sensory needs	4.4 Reflecting on my sensory needs & behaviour		
	4.3 Sorting items into categories					
	2.4 Using strategies to manage emotions & behaviour including mindfulness		3.2 Identifying causes of emotions in others			Sun safety - applying sun tan lotion
3.1 Organising own belongings / resources	4.6 Showing increased tolerance towards			3.3 Showing awareness of time management		

	3.2 Making effective use of timetables & planners	expectations				
		1.1 Identifying my own health needs	1.7 Understanding the importance of exercise	3.3 Understanding changes at puberty	2.4 Maintaining good bodily hygiene - showers / baths / body (including ear washing)	2.6 Identifying sensory needs - hygiene products
	1.1 Telling the time 1.1 Using timetables / planners 1.1 Understanding written dates	1.13 Using a landline phone and leaving messages	2.5 Keeping safe online - privacy settings and friend requests	1.3 Making a hot drink for others 2.1 Using electrical appliances safely 1.11 Carrying out household tasks - dishwasher	1.6 Participating in meal times with others 3.2 Crossing the road safely on my own	2.3 Safety in the community - safe / unsafe places & times
KS3 Year B P2L 1.5 hours R2L 1 hour	6.3 Responding to a conversation partner		7.1 Adapting behaviour/ conversation to suit situation		4.7 Understanding humour - idioms	
	5.5 Participating in groups discussions					
						4.4 Using information to plan & predict
	2.5 Reflecting on my behaviour	Coping with criticism	3.3 Making judgements about others' behaviour (bullying)	Saying no to peer pressure		
	3.4 Working independently			3.5 Planning own learning	5.1 Evaluating own learning	5.2 Applying understanding of own learning
	1.8 Understanding the importance of sleep	3.4 Understanding personal space	2.4 Maintaining good bodily hygiene - washing my hair		2.6 Identifying sensory needs - clothing	
	1.1 Being punctual	1.6 Participating in meal times with others 2.5 Keeping safe online - knowing how to block people / content	1.11 Carrying out household tasks - dusting	2.3 Safety in the community - saying "no" if it's risky Posting a letter	2.3 Safety in the community - keeping my belongings safe	1.11 Carrying out household tasks - cleaning kitchen
KS3 Year C P2L 1.5	6.4 Maintaining conversation flow		7.3 Understanding non-verbal communication		4.7 Understanding humour - metaphors	

hours R2L 1 hour	Team work					
		4.5 Making deductions based on information available				
	5.3 Being confident when trying new things					
		5.3 Applying own strengths	5.4 Recognising own difficulties		5.5 Setting own learning goals	5.6 Understanding consequences of my actions
	2.4 Maintaining good bodily hygiene - teeth		2.7 Choosing clothing to social situation	3.1 Knowing myself - strengths, interests & physical characteristics	Coping with stress (including meditation / mindfulness)	3.2 Accepting differences between people
	1.6 Participating in meal times with others	1.11 Carrying out household tasks - bathroom	2.3 Safety in the community - giving personal details out 1.13 Using a mobile phone (calls and texts) 2.1 Safety in the home - locking doors	2.5 Keeping safe online - are people who they say they are? Meeting online friends	Basic first aid	
Year 10 1 hour	3.3 Expressing opinions, thoughts and feelings	3.5 Giving recounts and explanations		3.6 Commenting on an event		4.7 Understanding humour - irony / sarcasm
	4.6 Recognising & taking action to solve problems					
		5.4 Responding to negative behaviour 3.4 Identifying potential or actual risk	4.3 Understanding my own diagnosis	4.4 Identifying my own difficulties	5.2 Expressing my opinions and ideas appropriately	
	3.6 Planning my own work		3.7 Research skills		3.8 Asking for help	
	1.9 Understanding the risks of smoking & alcohol	3.5 Distinguishing between public v private	2.4 Maintaining good bodily hygiene - clothes	2.4 Maintaining good bodily hygiene - menstruation	1.10 Understanding the law relating to drugs, alcohol & smoking	Skin care Shaving
	1.12 Managing own money - income (including tax and NI) 2.5 Keeping safe online - emails from unknown	1.12 Managing own money - expenditure (including bills, standing orders and DDs)	1.12 Managing own money - budgeting	1.12 Managing own money - bank accounts and savings	1.12 Managing own money - credit / debit cards Using a washing machine, reading clothes labels & stain	1.12 Managing own money - where to seek advise Using an iron

	senders				removers Folding clothes	
Year 11 1 hour	"Small talk2	4.6 Extracting meaning and information		4.8 Understanding slang - text speak		4.7 Understanding humour - figurative speech
	4.7 Reflecting on problems and strategies used					
		3.5 Having difficulties in reading others' emotions	4.5 Being aware of personal changes		4.6 Planning for my future	
					5.7 Recognising own achievements	
	3.6 Understanding types of relationship	3.7 Using appropriate behaviour in relationships	3.8 Understanding laws relating to consent	3.9 Keeping safe in relationships	3.10 Knowing where & when to seek help	2.5 Taking an interest in own appearance - hair & make up including heated hair appliances
			2.5 Keeping safe online - consequences of what I post online 2.5 Keeping safe online - authenticity of websites	2.5 Keeping safe online - age rating guidance films / games	3.3 Finding my way - using a map (online or paper) and asking directions 3.3 Finding my way - road signs	2.1 Safety in the home - locking doors
Year 12 8 hours <i>Finding my own style</i>	1.2 Coping with medical appointments	1.3 Understanding benefits & risks of medicines including vaccinations and immunisations	2.2 Using public toilets	2.4 Maintaining good bodily hygiene	Public speaking	
				Finding my own style (clothes). What size am I? What clothes do I like?	Finding my own style - showering or bathing? Soap or shower gel? Shampoo / conditioner?	Finding my own style - what skin care products do I like?
	2.1 Safety in the home - reading labels 3.4 Planning a journey - how will I get there? 4.1 Leisure - choosing an	1.4 Preparing a meal 2.1 Recognising when food is not safe to eat 1.13 Using a key pad to respond to options 3.4 Planning a journey -	1.7 Ordering a meal - takeaway 1.13 Dealing with unwanted calls 3.4 Planning a journey -	1.14 Making choices about the future - careers 3.4 Planning a journey - where do I live?	1.7 Ordering a meal - restaurant 3.5 - Preparing to use public transport	1.14 Making choices about the future - leisure 3.6 Using public transport 3.7 Solving problems

	activity to do based on current interests 4.2 finding out information about the activity	public transport times 4.2 Preparing for an activity - what should I take and wear?	what should I take?			that may occur when out and about
Year 13 8 hours	Making appointments (hair, dentist etc.)					
<i>Finding my own style</i>		Finding my own style - what hair care products do I like?		Finding my own style - perfumes / deodorants / aftershave		
	1.8 Preparing to go shopping 1.14 Making choices about the future - living arrangements 4.1 choosing a new activity to do 4.2 finding out information about the activity	1.9 / 1.10 Shopping for items including payment 1.14 Making choices about the future - my support needs 4.2 Preparing for an activity - what should I take and wear? 4.5 Following instructions in an activity	2.5 Keeping safe online - online purchases	1.14 making choices about the future - where can I access help / support? Preparing for interviews - clothing and conduct	Packing for an overnight stay	Recycling and rubbish Keeping Britain Tidy

The main areas of learning in the 2019 Progression Framework are:



Communication and Interaction



Emotional understanding and self-awareness



Social Understanding and Relationships



Learning and engagement



Sensory processing



Healthy living



Interests, routines and processing



Independence and community participation