

Key Vocabulary

- Me
- Friend
- Happy/Sad
- Waiting
- My turn/your turn.
- Stop/Go
- More/Finished
- Hot/Cold
- Head
- Feet
- Hands
- Tummy
- Wash hands, wash face, brush teeth

Social and interaction

- Recognises themselves.
- Acknowledges and interacts with friends.
- Recognises family members.
- Explores a variety of activities that make them happy.
- Partakes in shared play led by an adult.
- Shares an activity with family member/ Teacher/ Friend.
- Explores preferences during play.
- Sits in circle with group.
- Shares attention with others.
- Recognises and acknowledges others and passes touch/objects.

In the Community

- Partakes in regular exercise.
- Explores a range of environments outside school e.g. cafes, parks, shops.
- Explores hot/cold foods.

Self help

- Partakes in personal care routines e.g. hand washing, face washing, tooth brushing.
- Uses/ recognises body parts.
- Tolerates mirror in personal spaces/ recognises self in mirror.
- Accepts touch of others.
- Explores foods through sensory exploration/ food preparation.



Pre KS1

Personal Care
and Relationships
Education
(PCRE)



Forest School



Turn taking games e.g. Hide and Seek

Songs around the log circle.

Dressing for the weather.

Therapy (SALT/OT)

Personalised dressing targets.

Tolerating hygiene products (Sensory play)

Personalised Regulatory strategies

Pupil voice indicators.



Websites or Apps

Action song/ PSHE songs

BBC Bitesize

Topmarks

Outcomes (from the DfE Computing Programme of Study)

'In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.'

Lisburne aims: All children will continue to develop self-help strategies to equip them for everyday life. Children will be able to access the community safely with support. Appropriate relationships will be fostered between themselves and their friends and family. All children will have a bank of regulatory strategies to move forward with as they journey across school.