

### Daily life skills (DLS)

Developing independence around eating and drinking at a level appropriate for each student.

Develop and increase independence during daily living skills activities such as toileting, transfers and encouraging as much independence for physical tasks throughout the day relevant to the student.

### Communication

Following and consistently engaging with models of communication. Learning pathways and symbols through modelling and scaffolding. Expanding vocabulary and understanding of language in all lessons, comment and share opinions with staff and peers. Developing sentence structure and begin to construct simple sentences using AAC methods and software.

### Academic skills

**English** – adventure and mystery stories, creating our own story  
**Math's** – 2D and 3D shapes, fractions and percentages  
**Humanities** – Weather and the seasons, extreme weather (tornadoes, blizzards, thunderstorms)  
**PSHCE** – The world around us, how much do we interact and value the people in our lives, who are most important and how do they impact us day to day.  
**Art** – Art from around the world, two week projects focusing on art from different locations, India, Australia, Mexico, Africa and Europe  
**DT** – Food from around the world  
**Music** – taught by a specialist teacher

### Emotional wellbeing

**PSHCE** – The world around us; how much do we interact and value the people in our lives, who are most important and how do they impact us day to day.

Continue to develop reflective skills through daily check ins, discussions and problem solving so that students know how to regulate themselves.

### Regulation and Attention

Understanding our emotions and changing moods. Understanding and using Zones of Regulation and choosing strategies that help to regulate.

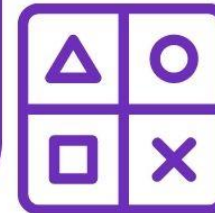
Developing attention and concentration through regulation strategies.

Developing Interoceptive understanding.

## Willow Class

## Journeys and Holidays

Summer 2026



### Posture & Movement

**Lying/sitting/ standing task series** – Moving bodies functionally and applying these skills to DLS activities and other lessons. As well as learning to problem solve physical tasks that encourage and work towards students' independence.  
**Art and DT** – Development of hand skills, functions and movements whilst creating art pieces, learning to manipulate different tools, textures and media.

### Relationships

Continuing to develop friendships through communication, turn taking and play. Developing confidence and initiation of play with peers.

### **RE and PSHCE –**

Students will begin to understand personal boundaries and social 'norms', learning to accept our friends' choices, even if it is not what we would have chosen, understanding that friends can do different activities and like different things to us.

### Sensory processing

**Art and DT** – Developing tactile awareness/ tolerance through exploring different media and tools. Encountering a range of experiences appropriate to them during structured sessions and play times. Developing and increasing proprioceptive and vestibular awareness during a range of sessions.

### Play & leisure (Break/Lunch time)

Developing students' likes and dislikes around leisure and play. Being encouraged to make choices about leisure and play activities. Expanding students' play experiences through games, activities and questioning. Communicating with peers and staff for a variety of functions.