

Daily living skills

Self-care – hair brushing, dressing, helping with personal care, asking for help, identifying needs and wants.

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.

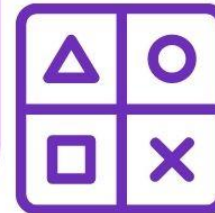
Academic skills

English – Stories by British authors, biographies and Autobiographies
Math Number – Number and place value
Math Topic – Position and direction
Science – Animals including humans, teeth, digestion and healthy eating
The World Around Us – History, significant people in the past, R.E
Important people from a range of faiths
PSHCE – Self awareness, things we are good at, healthy eating and lifestyles
Creative – Landscapes and famous landscape artists
Daily Living Skills – Hobbies and Personal Care

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.

Heroic Humans Sycamore Class Autumn 2026



Emotional wellbeing

PSHCE – Self awareness and things we are good at, continuing to use zones of regulation to support emotions. SEMH - PLG's
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.

Working on individual SEMH goals.

Relationships

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