



## Sprowston Infant School Complex Autism Base

### Curriculum Document

#### Personal, Social and Emotional Development

<b>Intent:</b> What outcomes do we want the pupils to achieve by the end of this curriculum stage?	<b>Implementation:</b> What opportunities and provision will we provide in order to achieve this?
<p><b>Explore curriculum (linked to branches 1-4)</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Self Care &amp; Independence:</b> Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.</p> <p>Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).</li> <li>• Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.</li> <li>• Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).</li> <li>• PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).</li> <li>• Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.</li> <li>• Dinner trolley: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the trolley, self-feeding with some physical support).</li> </ul>

	<ul style="list-style-type: none"> <li>• Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.</li> <li>• Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist.</li> <li>• Trips to local café: opportunities to consolidate self-feeding skills in a different environment.</li> <li>• Trips to Tesco: experiencing and responding to different tastes and smells (fruit, vegetables, spices).</li> </ul>
<p><b>Relationships &amp; Others:</b> Pupils will be able to use of intentional communication (eye contact, AAC, gesture etc) in order to initiate and continue interactions and games with familiar adults.</p> <p>Pupils will show <b>responses to familiar peers in their vicinity, or in shared games such as parachute, Bucket Time and drama games.</b></p>	<ul style="list-style-type: none"> <li>• Intensive interaction opportunities throughout the day Drama games, bucket time and other activities to enable shared, positive experiences with a peer(s).</li> <li>• Sensory room: intensive interaction opportunities</li> <li>• Outside play: intensive interaction, opportunities to interact with children and staff outside of their class</li> <li>• Massage stories and use of positive touch to support children in forming relationships with staff</li> <li>• Building trust through self care activities</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Community trips (places of worship, library, shop, gym): opportunities to interact with new people, and explore a range of sensory experiences with support of a familiar adult.</li> </ul>

<p><b>Feelings, Behaviours &amp; Morals:</b> Pupils can be comforted by familiar adults, and are beginning to self-soothe with support (using a chew buddy, responding positively to a sensory circuit).</p> <p>Pupils will become more confident in exploring new places, people and activities, with the support of a familiar person.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• PD sessions: sensory breaks (trampette, physio balls, lycra) to support emotional self-regulation</li> <li>• Sensory room: sensory breaks to support emotional self-regulation</li> <li>• Outside play: sensory breaks (trampoline, running, swing) to support emotional self-regulation</li> <li>• Objects of reference for children to anticipate transitions around the school</li> <li>• Sensory circuits throughout the day as needed to support emotional self-regulation and alertness</li> <li>• Behaviour plans and strategies as needed (chew buddy, weighted jacket, calm down toys)</li> <li>• Use of physical contact and positive touch as a way of offering comfort when needed eg Story Massage</li> <li>• Intensive interaction opportunities across the day, to encourage the formation of positive and trusting relationships with staff</li> <li>• Adults naming emotions and using corresponding sign and visual</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Community trips (places of worship, library, shop, gym): opportunities to transition to new environments and manage their behaviour, with support, in different contexts.</li> </ul>
<p><b>Discover curriculum (linked to branches 5-7)</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Self Care &amp; Independence</b> Pupils will be able to use cutlery appropriately, in order to feed themselves with more independence.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Specialist equipment for feeding and dressing (wide-handled cutlery, adapted knives).</li> <li>• Backward chaining: adults to scaffold support to allow pupils to complete the final step of the task independently (putting shoes on independently, putting on and fastening coat, tooth brushing).</li> </ul>

Pupils will complete hand-washing and toothbrushing routines with increasing independence (turning taps on and off etc).

Pupils will be more independent in their dressing skills, such as fastening large buttons and putting on a coat fully.

- Snack and dinner time: children to prepare snack by chopping fruits and laying table.  
Lunch: children to be more active in the feeding process (clearing plate after dinner, cutting food with a knife) and be encouraged to try a range of foods.
- Cooking: opportunities for children to participate in preparing healthy recipes, using tools and completing actions with more independence.
- Role-play: opportunities for fine-motor development necessary for self-help skills (dressing dolls, shop, hospital, beauty salon).
- Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.

**Community/Specialist provision:**

- Trips to the local café: opportunities to practise self-feeding in a different context.
- Trips to Tesco: opportunities to name, taste and buy different fruits and vegetables
- Community trips: opportunities to request and use the toilet in different environments

**Relationships & Others**

Pupils show an awareness of others in play, by beginning to copy actions or share resources. Pupils engage in role play, alongside adults and peers.

Pupils can engage in self-led play for an increasing duration, and are confident in expressing their likes and dislikes.

Pupils show affection towards people they care about, can turn-take for a sustained period, and wish to share their experiences with others.

**Key Strategies and types of resources:**

- Parallel play opportunities throughout the day (role play, cooperative games).
- A range of open-ended play opportunities available throughout the day (deconstructed role-play, heuristic play, sand and water play etc).
- Soft play: parallel play opportunities and shared games (throwing balls to a peer, taking turns through the tunnel).

	<ul style="list-style-type: none"> <li>• Outdoor play areas: parallel play opportunities and shared games (chase, hide and seek, follow the leader)</li> <li>• Role play: opportunities for parallel play (dressing dolls, shop, hospital, beauty salon).</li> <li>• Movement: small group activities to encourage collaborative play and shared enjoyment with peers.</li> <li>• Music: small group activities to encourage collaborative play and shared enjoyment with peers.</li> <li>• Book corner: books containing photos of themselves, their peers and families, to encourage discussion about their relationships with others</li> <li>• Use of role play room to promote real-world play.</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Sprowston Library: sharing stories, interacting with children in the community and talking about the emotions of characters.</li> <li>• Links with mainstream classes</li> </ul>
<p><b>Feelings, Behaviours &amp; Morals</b></p> <p>Pupils can follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns.</p> <p>Pupils are able to express their emotions and have an awareness that their actions can hurt others.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Symbols for children to anticipate transitions around the school</li> <li>• Sensory circuits throughout the day (soft play, outdoor play, calm room), with children being more active in requesting a break when needed.</li> <li>• Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers)</li> <li>• Social stories to support children in managing behaviours, and individualised to suit their needs (visiting the dentist, finishing an activity, sharing, how to deal with anger).</li> <li>• Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately</li> </ul>

	<ul style="list-style-type: none"> <li>• Heuristic play - focus on tidying away, following instructions and sharing resources with peers.</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Focused PSED group, using Zones of Regulation, exploring different emotions (anger, sadness, fear) and explanations for these through role-play and social stories.</li> <li>• Trips in the local community: opportunities for children to practise following familiar rules and routines in different contexts and environments (road safety, appropriate greetings).</li> </ul>
<p><b>Investigate curriculum (linked to branches 8+)</b> By the end of this curriculum pathway, pupils will be able to...</p> <p><b>Self Care &amp; Independence</b> Pupils are able to complete more complex selfcare tasks, such as fastenings on clothing and chopping harder foods.</p> <p>Pupils understand and follow appropriate hygiene routines around hand washing and food preparation.</p> <p>Pupils have bladder and bowel control, and are able to use the toilet more consistently where appropriate.</p> <p>Pupils understand how to keep themselves safe in the community, and in different contexts.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Backward chaining for more complex tasks; (cutting an apple, peeling an orange, tying shoelaces)</li> <li>• Symbol sequencing boards for tasks with multiple steps (handwashing, toileting, following a simple recipe).</li> <li>• Role-play: opportunities for children to develop fine motor skills necessary for self-help tasks (dressing dolls with more complex fastenings, shop, hospital, beauty salon).</li> <li>• Snack and lunch time: children to prepare snack by peeling and chopping fruits, preparing drinks, and laying table. Children to be encouraged to discuss healthy food choices.</li> <li>• Cooking: following simple recipes with visual support, showing good hygiene throughout the cooking process by washing hands, chopping a range of hard foods using adapted knives.</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Community outings: showing good road safety awareness during transitions, and completing some simple, functional tasks with</li> </ul>

	<p>reduced support (using a bus pass, buying shopping at the till, following a shopping list).</p> <ul style="list-style-type: none"> <li>• Links with local care home: opportunities for children to practise safe food preparation guidelines in a different context, and make healthy food choices.</li> </ul>
<p><b>Relationships &amp; Others</b></p> <p>Pupils extend their play successfully to include other people and larger groups, and are able to initiate, turn-take and compromise in their play.</p> <p>Pupils are able to confidently ask for help when required.</p> <p>Pupils are able to discuss what they like about themselves, and other people.</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"> <li>• Parallel play opportunities throughout the day (role-play, cooperative games, team games).</li> <li>• A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy (deconstructed role-play, heuristic play, sand and water play etc).</li> <li>• Outdoor play areas: opportunities for children to initiate and lead team games with other peers (chase, hide and seek), opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes).</li> <li>• Role-play: opportunities for children to initiate play with others (shop, hospital, beauty salon).</li> <li>• Sabotaged environments in which children are encouraged to ask for help.</li> <li>• PE: opportunities for team-based games and sports to encourage turn-taking and teamwork</li> </ul> <p><b>Community/Specialist provision:</b></p> <ul style="list-style-type: none"> <li>• Links with mainstream classes: opportunities for children to initiate and participate in play alongside peers with a similar level of play-skills.</li> <li>• Consolidating in the community suitable greetings with less familiar adults and children</li> </ul>

**Feelings, Behaviours & Morals**

Pupils are able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool).

Pupils can confidently discuss the feelings of themselves and others, and offer explanations for these feelings.

Pupils can recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult.

**Key Strategies and types of resources:**

- Outdoor play areas: opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes).
- Library/book corner: social stories involving characters with different emotions, for children to label and discuss.
- Daily opportunities to carry out simple jobs, such as recycling, delivering messages to other classes, charging iPad, watering plants.
- Role-play opportunities to explore feelings, boundaries and right/wrong (adults to model fair and unfair behaviours and encourage discussion of these concepts through play).
- Zones of Regulation sessions

**Community/Specialist provision:**

- Community outings: following behavioural expectations in the library, shops, park etc with less support and more confidence.
- Focused children in KS1: stranger danger, and consolidating in the community with less familiar adults and children

**End of EYFS Early Learning Goals:**

**Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self**

**See EYFS progression documents**



<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>	
<p><b>See KS1 National Curriculum</b></p>	<p><b>See Sprowston Infant School KS1 Curriculum Documents for PSED</b></p>