



Booker Park Curriculum

My Skills for Life v.2 (December 2020)

The Booker Park curriculum is designed to be developmental. Teachers should choose learning intentions from the following pages which reflect individual children's next steps.

The Skills for Life curriculum aims to address and facilitate opportunities in which the pupils can develop fundamental skills which prepare them for adult life. These skills are imperative for our children and enable independence, growing confidence and a secure base with which the children can work from on a daily basis. As a school we aim to provide functional learning opportunities which support our children in gaining some of the most important skills which will, in turn, enable them to access multiple opportunities with as much independence as they can. This learning can be seen throughout the school day and will appear in many different scenarios, dependent on the pupil. The learning can be tailored individually and skills can be transferred to home life with parental support. We work to support our pupils so that they can be the most independent, self-sufficient version of themselves.

(Within the school some children may be on feeding programmes or may be receiving support from OT therefore some of the learning intentions in this part of the curriculum may not be appropriate.)

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Dressing Skills

BookerParkStep4 (BP4)

To take off socks

To take off shoes

To take off elasticated trousers or shorts

To take off underwear

To complete the last step of dressing e.g. when socks are put on to feet, pull them on

To accept changes of clothing e.g. coats and wellies when raining/cap and tshirt when sunny

To tolerate dressing/undressing

To wear shoes outside

BookerParkStep6 (BP6)

To take off a pull-on t-shirt or sweatshirt

To put on a pull-on t-shirt or sweatshirt

To put on a jacket (excluding fasteners)

To put on elasticated trousers or shorts

To put on socks

To put on and fasten velcro or elastic laced shoes

To put on underwear

To obtain own clothing from storage area

To zip up clothing once the zip has been fastened

To undo poppers

To undo buttons

To choose clothing based on own likes/dislikes

BookerParkStep8 (BP8)

To put on shoes (excluding fasteners)

To adjust clothing appropriately

To obtain clothing and accessories from storage area

BookerParkStep9 (BP9)

To put on and fastens a shirt/blouse

To put on and zips up a jacket

To put on trousers and fasten the button/snap

To choose clothing that is appropriate for the time of day, season and occasion

BookerParkStep10 (BP10)

To independently complete all dressing skills including fasteners and belt

To problem solve when dressing e.g. turning clothes so that they are the right way round

Hygiene and Grooming Skills

BookerParkStep4 (BP4)

- To tolerate haircuts/trims
- To tolerate hair brushing/styling
- To maintain a safe body position while bathing or showering
- To tolerate hygiene routines
- To show interest in hygiene routines e.g. reaching for a toothbrush
- To help with part of hygiene routine e.g. rubbing soap into hands/body
- To dry hands using a towel/paper towels
- To initiate individual parts of hygiene routine e.g. removes clothes when bath is running

BookerParkStep6 (BP6)

- To access sink and obtain all grooming supplies
- To spit out toothpaste
- To get into/out of bath or shower safely
- To complete hand washing routine with minimal adult support
- To show interest in brushing/grooming hair
- To be actively involved in bath/shower time

BookerParkStep8 (BP8)

- To brush hair (not including tangles)
- To prepare toothbrush with toothpaste
- To obtain soap and hygiene products for bath/shower
- To wash, rinse and dry hands independently
- To use flannel to wipe face
- To check face in mirror and clean as needed
- To use a towel to dry parts of body
- To co-operate when blowing nose

BookerParkStep9 (BP9)

To wash, rinse and dry face

To blow nose independently

To brush teeth effectively

To wash, rinse and dry body well

Feeding Skills

Within the school some children may be on feeding programmes or may be receiving support from OT therefore some of the learning intentions in this part of the curriculum may not be appropriate.

BookerParkStep4 (BP4)

To eat all textures of table food (puree, soft, chewy, crunchy)

To finger feeds self

To show an interest in trying new foods

To scoop with a spoon or fork and bring to mouth

To drink from an open cup

To use a straw effectively

To gets themselves onto a chair to sit at a table

BookerParkStep6 (BP6)

To eat mixed textured foods (casseroles, fruit with yogurt etc)

To use a spoon effectively

To use a fork effectively

To use a knife to chop soft food

To pour liquid from a jug into a cup (may spill/over fill)

To peel fruit with support

To open food packaging

To open/close tuppaware/lunchbox

To recognise own food

BookerParkStep9 (BP9)

To use a knife to spread food e.g. butter

To use a knife and fork simultaneously

To pour liquid from a jug to a cup without over filling (may still spill)

To show an interest in food preparation

To show an understanding of basic food safety (e.g. too hot)

To begin to measure food when cooking

To use a knife to cut using a forwards/backwards motion

BookerParkStep11 (BP11)

To pour liquid from a jug into a cup without spilling

To prepare a cold snack (crisps/fruit) independently

To prepare a cold meal (cereal, sandwich) independently

BookerParkStep12 (BP12)

To follow a simple recipe (with appropriate visuals/support)

To show an understanding of food safety (cooked/uncooked)

To show an understanding of food allergies

BookerParkStep13 (BP13)

To use a sharp knife safely when chopping food

To use a microwave safely to prepare a meal

To use small kitchen appliances safely to prepare a meal (toaster, blender)

Toileting Skills

BookerParkStep4 (BP4)

- To indicate/show awareness when wet/soiled
- To maintain a safe body position while toileting
- To sit on the toilet as part of the changing routine
- To tolerate wiping/cleaning when being changed
- To anticipate/show awareness of toileting routines
- To wee/poo on the toilet as part of learning to use the toilet
- To accept changing in the toilet cubicle
- To stay dry for extended periods of time during the day
- To begin to communicate need for the toilet

BookerParkStep6 (BP6)

- To have bowel/bladder control during the day
- To have bowel/bladder control at night and at times of rest
- To Indicate when needs to use the bathroom
- To take themselves to the bathroom for urination and bowel movements
- To get on and off the toilet safely
- To obtain and use necessary supplies
- To manage clothing
- To complete toileting sequence including flushing and hand washing

BookerParkStep8 (BP8)

- To complete all toilet hygiene tasks (i.e. wiping effectively)

BookerParkStep10 (BP10)

- To be fully toilet-trained (completes all toileting tasks independently)

Functional Mobility Skills

BookerParkStep4 (BP4)

- To get into and out of bed safely
- To get on and off soft furniture safely
- To obtain items for leisure or play
- To access the floor (gets on and off the ground safely)
- To transport items for personal use in the home

BookerParkStep6 (BP6)

- To obtain ready to eat items from the kitchen (including from the cupboards)
- To get into and out of a vehicle safely

BookerParkStep9 (BP9)

- To obtain meal preparation items and food items
- To manage seatbelt independently

BookerParkStep12 (BP12)

- To access cooking appliances (with adult supervision)

Housework/Chores

BookerParkStep4 (BP4)

- To pick up belongings/toys with adult assistance
- To put toys/belongings into necessary storage with adult assistance
- To show an awareness of tidying up
- To put rubbish in the bin
- To put clothes into wash basket
- To clean the table/surface with adult support
- To pour drink down the sink
- To put food into the bin
- To put dirty dishes into the sink

BookerParkStep6 (BP6)

- To pick up belongings/toys when asked
- To locate correct storage when tidying up
- To help to hang the washing out
- To help to put clothes away in drawers
- To help to strip bedding
- To help to make the bed
- To show awareness/interest in pet/sibling care

BookerParkStep9 (BP9)

- To set table with adult assistance
- To clear a table after a meal with adult assistance
- To show awareness/interest in pet/sibling care
- To help put the washing on
- To help to wash the dishes
- To help to unload the dishwasher
- To help to sort washing into categories
- To help to fold clothes
- To help to sort the recycling

To help to sort cutlery

To match socks

BookerParkStep10 (BP10)

To help to put the food shopping away

To use a dust pan and brush

To help to vacuum

To help to take the rubbish out

To help to prepare a snack/drink/simple meal

To help to make packed lunches

To tidy own belongings independently

To help with gardening

Safety Skills

BookerParkStep4 (BP4)

- To notify an adult when injured or hurt
- To tolerate first aid
- To tolerate cold compresses
- To show an awareness of unfamiliar people
- To show an awareness of familiar people
- To hold hands when necessary

BookerParkStep5 (BP5)

- To show an awareness of road safety
- To show an awareness of general danger e.g. doors closing on fingers/height/items falling
- To tolerate a fire alarm and exit the building
- To respond differently to familiar and unfamiliar people
- To be appropriately cautious when going to a new place
- To show increased confidence when more familiar with people/places

BookerParkStep9 (BP9)

- To know the emergency number is 999
- To identify people as trusted, or as strangers
- To know not to leave a location with an unfamiliar person

BookerParkStep10

- To perform simple first aid - putting on plasters, using a cold-compress
- To respond appropriately in a fire drill
- To follow fire-safety rules

National Curriculum

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Travel Skills

BookerParkStep4 (BP4)

To cooperate with hand-holding by an adult while out in the community

To cooperate when crossing roads

To cooperate when walking through carparks

To show an awareness of moving vehicles when out in the community

To transition around school with support

To show an understanding of routes around school

To transition to class with minimal adult support

BookerParkStep9 (BP9)

To travel to class independently

To know that they should always hold hands with a carer when near traffic

To understand why they must always hold hands.

To know that they should always walk on the side of the pavement away from the traffic.

To know what a road is; what traffic is, and identify other features of their environment

To understand that traffic can be dangerous.

To identify different features of the road environment.

To understand that they must stop before crossing a road

To appreciate the need to stop and wait.

To understand where to stop and wait.

To understand the importance of looking for traffic

To appreciate traffic can come from several directions.

To realise that their own size affects what they can see.

To understand the sounds that traffic makes

To differentiate between different types of noise.

To know it's important that other roads users can see them

To know that wearing bright clothing in day time (fluorescent) and reflective clothing at night will help to keep them safe when near traffic.

BookerParkStep10 (BP10)

To unlock and open the door to leave the house independently (with adult supervision)

To follows basic road safety skills