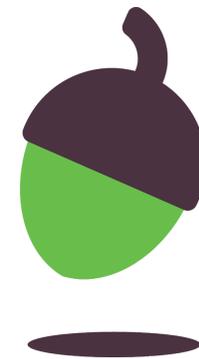


Independent Living Specialist

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

During the initial phase of the Oak National Academy we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. The Independent Living subject area is broken into six units which encourage the development of independence and generalisation of skills to real life contexts within the home, community and in preparation for adulthood.

Our units have been designed to provide opportunities for understanding through everyday activities, spaces and with common household resources to develop valuable Independent Living skills. We do not seek to recreate the classroom environment in the home but rather ensure that tasks and activities are functional and meaningful for pupils to engage with and learn from. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.



2. Subject structure overview

Independent Living is structured to cater to two developmental starting points: Building Understanding (BU) and Applying Learning (AL). There are also four supporting Sensory Stories in the Early Development area.

The content is split across six units.

Unit	Unit title	Length of unit:	Stages covered:
1	Home Management	3 areas- 6 lessons	BU/AL
2	Personal Care	3 areas- 6 lessons	BU/AL
3	Daily Living Skills	3 areas- 6 lessons	BU/AL
4	Community Living	3 areas- 6 lessons	BU/AL
5	World of Work	6 lessons	AL
6	Staying Safe	6 lessons	AL



3. Suggested sequence

Schools and families should work together to determine the best sequence for each pupil. Content within each unit will be sequenced, with units 1-4 containing three distinct entry points to account for prior learning. There is no optimum time to spend on each unit as some pupils will benefit from repeating and rehearsing content several times and/or in slightly different contexts.

Unit	Building Understanding	Applying Learning
Home Management	Cleaning the home- - Cleaning products and how to use them - Setting the table Clothes management- - Organising clothes - Clothes for different occasions Using equipment in the home- - Sorting items in the kitchen - Using a washing machine	Cleaning the home- - Cleaning products and where to use them - Hygiene at home Clothes management- - Organising clothes - Reading clothes labels for washing Using equipment in the home- - Safety before you cook - Cooking using a microwave
Personal Care	Being healthy- - 5 a day - Morning hygiene routine Managing free time- - Turn taking games - Fine/gross motor circuit	Being healthy- - Self care and hygiene schedule - Balanced plate of food - Daily recommendations Managing free time- - Balanced leisure activities



	<p>Wellbeing-</p> <ul style="list-style-type: none"> - Managing emotions - How to relax 	<p>Wellbeing-</p> <ul style="list-style-type: none"> - Celebrating ourselves and each other - Managing feelings
Daily Living Skills	<p>Routines-</p> <ul style="list-style-type: none"> - Getting dressed - Recycling - Creating a visual schedule <p>Meal preparation-</p> <ul style="list-style-type: none"> - Using equipment in the home - Following a simple recipe - Daily meals for different times 	<p>Routines-</p> <ul style="list-style-type: none"> - Recycling - Managing a routine - Sending a letter/parcel/email - Preparing for a trip <p>Meal preparation-</p> <ul style="list-style-type: none"> - Preparing a simple meal - Daily meals for different times of the day
Community Living	<p>Shopping-</p> <ul style="list-style-type: none"> - Knowing which shop to buy from - Shopping in the supermarket <p>Community facilities-</p> <ul style="list-style-type: none"> - What's on the high street? - Familiar health services <p>Travel in the community-</p> <ul style="list-style-type: none"> - Transport - Travel in the local community 	<p>Shopping-</p> <ul style="list-style-type: none"> - Knowing which shop to buy from - Putting shopping away - Best value <p>Community facilities-</p> <ul style="list-style-type: none"> - Health support in the community - People who help us <p>Travel in the community-</p> <ul style="list-style-type: none"> - Travel in the community/planning a journey



World of Work		<p>The benefits of work</p> <ul style="list-style-type: none"> -Whats good about work -what are some of the challenges <p>Different types of work</p> <ul style="list-style-type: none"> -Job families - Full time, part time, volunteering <p>Vocational profiling</p> <ul style="list-style-type: none"> -What is a VP? -Where and how to start <p>Routes into work</p> <ul style="list-style-type: none"> -Information sharing and signposting -Creating a person centred pathway to employment <p>Getting a job</p> <ul style="list-style-type: none"> -Where to look for jobs -Interview skills -Alternative route to employment <p>Behaviour in the workplace</p> <ul style="list-style-type: none"> -Expectations in the workplace - what's the same and what's different from education - Coping strategies
Staying safe		<p>Online safety</p> <ul style="list-style-type: none"> -How to stay safe online <p>Safety in the home</p> <ul style="list-style-type: none"> -Kitchen safety/locking doors/electrical safety <p>Community safety</p> <ul style="list-style-type: none"> -Strangers vs friends/people who can help me <p>Road safety</p> <ul style="list-style-type: none"> -Using safe crossings <p>Safety on transport</p>



		<ul style="list-style-type: none">-Getting on, getting off, interactions with other people-Planning for when things change Safe relationships <ul style="list-style-type: none">-Time and trust and consent-Warning signs and how to keep safe or exit a situation
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4. Unit specifics

Unit 1- Home Management

Lesson number	Building Understanding	Applying Learning
1	<p>Cleaning products and how to use them:</p> <ul style="list-style-type: none">● what products do you find in the home?● how do you use the products and which ones do you use where e.g. mop on floor, washing up liquid in sink	<p>Cleaning products and where to use them:</p> <ul style="list-style-type: none">● what needs cleaning at home?● what products to use where?● how to read safety labels on cleaning products
2	<p>Setting the table:</p> <ul style="list-style-type: none">● identifying equipment● following sequence● generalising to real context e.g. before dinner	<p>Hygiene at home:</p> <ul style="list-style-type: none">● knowing which chores you have to do at home to keep clean● make a chore chart
3	<p>Organising clothes:</p> <ul style="list-style-type: none">● sorting into different categories● how to teach folding● putting clothes away	<p>Organising clothes:</p> <ul style="list-style-type: none">● sorting clothes into bedroom furniture e.g. draws or wardrobe



4	<p>Clothes for occasions:</p> <ul style="list-style-type: none"> ● what to wear for different weather ● what to wear for sports/party 	<p>Reading clothes labels for washing:</p> <ul style="list-style-type: none"> ● identifying symbols on clothes labels ● sort clothes by colour for washing ● step by step how to use washing machine
5	<p>Sorting items in a kitchen:</p> <ul style="list-style-type: none"> ● which items go where, cutlery/crockery? ● food in the fridge or cupboard? 	<p>Safety before you cook:</p> <ul style="list-style-type: none"> ● how to use equipment safely ● preparing cooking area ● food hygiene
6	<p>Using a washing machine:</p> <ul style="list-style-type: none"> ● sequencing the steps ● using visuals to develop independence 	<p>Reading food labels for cooking:</p> <ul style="list-style-type: none"> ● identifying ingredients and cooking instruction on packaging ● understanding traffic light system linking to daily intake



Unit 2- Personal Care

Lesson number	Building Understanding	Applying Learning
1	<p>Five a day:</p> <ul style="list-style-type: none"> making a smoothie with fruits and vegetables counting and recording eating/drinking healthy foods 	<p>Self care and hygiene schedule-</p> <ul style="list-style-type: none"> introduce morning schedule identifying each activity to ensure good hygiene create own schedule to follow impact of poor hygiene
2	<p>Morning hygiene routine:</p> <ul style="list-style-type: none"> make a morning schedule identifying each activity to promote independence and choice e.g. get dressed or brush teeth first identify each step 	<p>Balanced plate of food:</p> <ul style="list-style-type: none"> five a day carbohydrates/proteins/fats/sugars/fruits and veg and the benefits eating in moderation create own healthy meal
3	<p>Turn taking games:</p> <ul style="list-style-type: none"> ideas for games to support interaction, initiation, spontaneity, communication, joint attention 	<p>Daily recommendations:</p> <ul style="list-style-type: none"> calorie intake for men and women
4	<p>Fine/gross motor circuit:</p> <ul style="list-style-type: none"> ideas for creating sensory circuits in the home to develop motor activity e.g. assault course 	<p>Balanced leisure activities:</p> <ul style="list-style-type: none"> knowing how to spend free time appropriately how to search for activities or clubs in local area
5	<p>Managing emotions:</p>	<p>Celebrating ourselves and each other:</p> <ul style="list-style-type: none"> building self esteem



	<ul style="list-style-type: none"> ● recognising and practising facial expressions linked to emotions ● strategy ideas for how to manage when feeling different ways ● if I'm feeling...I can.... 	<ul style="list-style-type: none"> ● recognising own strengths and strengths of others ● kindness ● how to celebrate success
6	<p>How to relax:</p> <ul style="list-style-type: none"> ● ideas to support de-escalation and relaxation ● alerting vs calming activities ● how to request support to relax 	<p>Managing feeling:</p> <ul style="list-style-type: none"> ● strategy ideas for how to manage when feeling different ways ● if I'm feeling...I can.... ● zones of regulation ● how to recognise and manage subtle emotions



Unit 3- Daily Living Skills

Lesson number	Building Understanding	Applying Learning
1	Getting dressed: <ul style="list-style-type: none"> ● break the steps down and sequence together ● create own visual prompts to increase independence 	Recycling: <ul style="list-style-type: none"> ● importance of recycling ● recycling categories ● impact of recycling
2	Recycling: <ul style="list-style-type: none"> ● why do we recycle? ● sorting items into categories 	Managing a routine: <ul style="list-style-type: none"> ● adapting current routine to include healthy lifestyle choices and weekly chores ● balance of work vs. play
3	Creating a visual schedule: <ul style="list-style-type: none"> ● activity to make symbols at home to represent different activities in the day ● choice making 	Sending a letter/parcel/email: <ul style="list-style-type: none"> ● different ways of communicating ● when to communicate in different ways ● how to construct letter and email ● accessing the post office
4	Using equipment in the home: <ul style="list-style-type: none"> ● identifying and labelling common kitchen equipment e.g. grater, tin opener ● matching food with equipment e.g. pasta with colander 	Preparing for a trip: <ul style="list-style-type: none"> ● considerations for weather, type of trip, items needed ● develop organisation skills
5	Following a simple recipe:	Preparing a simple meal: <ul style="list-style-type: none"> ● how to read a recipe



	<ul style="list-style-type: none"> • examples of simple meals with step by step instructions • using key vocab 	<ul style="list-style-type: none"> • understanding different measurements • following a recipe to make a simple meal
6	<p>Daily meals for different times:</p> <ul style="list-style-type: none"> • difference between breakfast/lunch/dinner • sorting foods for different meals 	<p>Daily meals for different times of the day:</p> <ul style="list-style-type: none"> • differentiating between different meal times • understanding why we eat different foods at different times



Unit 4- Community Living

Lesson number	Building Understanding	Applying Learning
1	Knowing which shop to buy from: <ul style="list-style-type: none"> identifying and matching different shops and items e.g. drill from DIY shop 	Knowing which shop to buy from: <ul style="list-style-type: none"> identifying and matching different shops and items e.g. drill from DIY shop introduction to department stores and supermarkets
2	Shopping in the supermarket: <ul style="list-style-type: none"> writing a list locating items on different isles e.g. bakery or tinned foods matching coins to price of items 	Putting shopping away: <ul style="list-style-type: none"> what groceries need to be refrigerated or frozen how to store food in the kitchen
3	What's on the high street?: <ul style="list-style-type: none"> recognising familiar shops on a high street recognising familiar places of interest e.g. cinema/garage locating shops or places of interest on own high street using googlemaps.com 	Best value: <ul style="list-style-type: none"> comparing same items in different supermarkets identifying best value for money understanding quality and quantity
4	Familiar health services: <ul style="list-style-type: none"> who can support me with my health? e.g. doctor/dentist/nurse where do they work? what can I see them for? a healthy mind and body 	Health support in the community: <ul style="list-style-type: none"> where to go to manage own health who can support us with health? booking appointments



5	<p>Transport:</p> <ul style="list-style-type: none"> • different modes of transport • knowing which transport to take for which journey • matching 	<p>People who help us:</p> <ul style="list-style-type: none"> • identifying emergency services and their roles • knowing who can help in the community e.g. teachers or shopkeepers
6	<p>Travel in the local community:</p> <ul style="list-style-type: none"> • planning a simple journey • what to remember to take when travelling • different journeys • favourite places to visit 	<p>Travel in the community/planning a journey:</p> <ul style="list-style-type: none"> • using googlemaps.com to plan a journey • how to use a timetable for information • when to use different transport modes e.g. short distance vs. long distance



Unit 5- World of Work

Lesson number	Applying Learning
1	<p>The benefits of work:</p> <ul style="list-style-type: none"> -Whats good about work -finance -social interaction -contribution to society -what are some of the challenges? -busy environment -less support from others -less control of environment -pre-existing conditions
2	<p>Different types of work:</p> <ul style="list-style-type: none"> -Job families <p>Retail, Leisure, administration, agriculture etc</p> <p>Job tasks</p> <p>Indoor/Outdoor, Customer Facing, Process based, Repetitive, Always different.</p> <ul style="list-style-type: none"> - Full time, part time, volunteering -whats right for you?
3	<p>Vocational profiling:</p> <ul style="list-style-type: none"> -What is a Vocational profile? -Where and how to start <p>Personal information</p> <p>Likes and dislikes</p> <p>Travel</p>



	<p>Times of the day</p> <p>Job families</p> <p>Job tasks</p>
4	<p>Routes into work:</p> <ul style="list-style-type: none"> -Information sharing and signposting -Where can I find out what jobs are available in my local area? -Where can I find additional help? -Creating a person centred pathway to employment <p>Direct employment</p> <p>Part time/casual work</p> <p>Apprenticeships</p> <p>Traineeships</p> <p>Supported internships</p>
5	<p>Getting a job:</p> <ul style="list-style-type: none"> -Where to look for jobs -Application (sharing your needs) -Interview skills (sharing your strengths) <p>Communication and presentation</p> <ul style="list-style-type: none"> -Alternative routes to employment <p>Reasonable adjustments</p> <p>Work trials</p>
6	<p>Behaviour in the workplace:</p> <ul style="list-style-type: none"> -Expectations in the workplace - what's the same and what's different from education - Coping strategies - Accessing support - Practice asking for help



Unit 6- Safety

Lesson number	Applying Learning
1	Online safety: -sharing information online -different types of online activity -communicating online
2	Safety in the home: -Using equipment safely e.g. iron/plug sockets/kitchen utensils -Staying safe inside your home e.g. locking doors, knowing who to call for help
3	Community safety: -strangers vs friends and people I know -who to ask for help in an emergency -who to talk to and what to share
4	Road safety: -different types of crossings -steps to cross a road and what to consider -recognising signs
5	Safety on transport: - Getting on, getting off, - Interactions with other people - Planning for when things change - Asking for help



6	<p>Safe relationships:</p> <ul style="list-style-type: none">-Family-Friends-Romantic/intimate relationships-The law-Give time to get to know someone-How to build trust-What is consent- How to give and refuse it-Looking for warning signs-How to keep safe or exit a situation
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