



Learning Area Overview and Long Term Plan

Learning Area: Life Skills and Independence

Overview: This Learning Area encompasses the whole ethos of what our school is aiming to develop in every student. The skills to be developed are detailed below and are delivered through a cross-curricular learning platform that links experiences, skills, knowledge and opportunities in an approach that is meaningful and purposeful for each pupil, yet linked through a whole school shared thematic cycle.

Long Term Planning: During a student's time at The Meadows School, their learning journey will provide them with the opportunity (where appropriate) to work towards the following learning topics and outcomes:

Self-Care/Independence	Social Skills	Self-organisational Skills	Health and Safety	Emotional & Behavioural
<ul style="list-style-type: none"> • Encounter personal care routines • Show emerging awareness of personal care routines • Respond consistently to adult lead personal routines • Perform actions by trial and improvement, and remember learned responses over short periods of time • Participate in activities with less support, remember learned 	<ul style="list-style-type: none"> • Encounter activities and experiences • Show emerging awareness of activities and experiences • Respond to a limited range of activities and experiences with others • Begin to be proactive in interactions with others • Communicate intentionally • Use emerging conventional communication 	<ul style="list-style-type: none"> • Encounter daily routines • Show emerging awareness of personal daily routines • Respond, with interest, to adult lead daily routines • Respond, with interest, to adult lead daily routines • Request events or activities • Anticipate known events • Follow familiar routines 	<ul style="list-style-type: none"> • With support accept safety boundaries • Be able to try something 'new' with a familiar adult • With reduced support, comply with safety boundaries • Know who to ask for help • Try something 'new' with a familiar adult in a wider range of settings • Know that some situations may be dangerous 	<ul style="list-style-type: none"> • Be receptive to external stimuli • Begin to tolerate external stimuli • Demonstrate interest in people, event and objects • Communicate consistent preferences and affective responses • Observe the results of their own actions with interest • Develop own behavioural responses to an



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<p>responses over more extended periods</p> <ul style="list-style-type: none"> • Participate in a shared activity, which may be supported by others • Participate in daily personal care routines, with support • Participate in daily personal care routines, with reduced support • Participate in daily personal care routines, with increased independence • Select activities which are either directed or self-chosen • Select activities which are either directed or self-chosen in a range of settings 	<ul style="list-style-type: none"> • Become aware of self and others • Interact with others • Understand 'yes' and 'no' • Combine two elements of communication to express their choices • Turn take with a familiar other • Extend attention and waiting skills • Communicate feelings and ideas in simple phrases containing at least 3 key words • Communicate feelings and ideas in simple phrases containing at least 4 key words 	<ul style="list-style-type: none"> • Follow familiar routines, with reduced support • Carry out routine activities in a familiar context with reduced support • Demonstrate increased levels of personal organisation 	<ul style="list-style-type: none"> • Understand that some situations may be dangerous, exciting, challenging 	<p>increasing range of situations</p> <ul style="list-style-type: none"> • Begin to understand the feelings of myself and others • Understand the basic feelings of myself and others, using 2 key words • Understand the feelings of myself and others, using 3 key words • Demonstrate concern for others in distress, offering comfort • Understand how others are feeling through their words, body language, gestures and tone • Be sensitive to the needs and feelings of others, showing respect for themselves and others
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