

Learning Outcomes

Independent Living			
By the end of KS5 pupils should know:	Redway Formal Pathway	Redway Formal Pathway	Redway Formal Pathway
	Encounter → Foundation	Core → Development	Enrichment → Enhancement
	The Pupil Can	The Pupil Can	The Pupil Can
Travel	Transport - Anticipates a journey through known cues - Sits down independently when helped to a seat on a mode of transport e.g. school bus, train - Accepts being jostled when using transport - Reacts to the motion of a bus or car journey - Tolerates wearing safety equipment such as a helmet or seatbelt with support. Pedestrian - Walks around the room with support - Indicates direction of place they wish to go - Moves when prompted - Looks in the direction they are travelling	Transport - Shows and awareness of a known location - Identifies the bus driver - Gets into car or onto bus when the door is open for them - Points to the main parts of a bus - door - seat - window - Sits appropriately during journey with verbal support - Recognises a photo of themselves – ID card, membership card - Shows their ID card with verbal prompt - Waits in turn when queueing with verbal prompts - Steps over gaps when embarking - Steps over gaps when disembarking - Steps onto a bus independently	Transport - Identifies a familiar bus stop - Reads the number displayed on the front of the bus - Identifies they are getting on the correct bus e.g. compares number - Shows ticket/ID when requested - Waits at bus stop appropriately - Greets bus driver in an appropriate way - Gets on the bus using the correct door independently - Gets off the bus using the correct door independently - Presses the ‘stop’ button on a bus when requested - Knows to press ‘stop’ once - Sits appropriately in the journey - Wears a seat belt without interfering with it - Puts on a seat belt when prompted

Learning Outcomes

	• Stops and faces the sound of traffic • Reacts to forwards movement • Reacts to backwards movement • Reacts to rocking • Reacts to moving fast • Reacts to moving slow • Holds hands with staff • Reacts excitedly to change in environment. • Attends briefly to their immediate environment • Attends briefly to a change in the environment when it happens within their immediate environment • Responds to change of environment Plan a journey • Respond to being outside • Responds to returning inside • Stills to a familiar environmental sound • Responds briefly to change from one contrasting environment to another	• Points to where the bus number/destination is displayed on a bus • Accepts help with seat belt Pedestrian • Expects to observe traffic when near a road • Walks along the pavement with physical support • Motions to show they wish to press the button at a pedestrian crossing • Presses the button at the pedestrian crossing • Accepts physical support when using escalators and stairs • Holds onto handrail on escalator • Holds onto handrail on stairs • Steps down off the kerb • Steps up onto a kerb • Stops at the kerb Plan a journey including timetables • With visual prompts, be able to communicate parts of their address: house number	• Can identify/say part of their address • Release a seat belt • Identifies who they can ask for help when at a bus stop or on a bus • Recognises their usual bus stop • Steps on bus showing an awareness of the gap without support • Steps off bus showing an awareness of the gap without support • Knows where to stand whilst waiting to a bus to adhere to queuing etiquette • Alerts the bus driver that they wish to board the bus in appropriate time – putting hand out • Recognises that the bus driver has seen the signal and is slowing down • Shows their ticket or bus card without support • Gets on the bus at the correct stop for a familiar journey • Looks out to see if they are near their destination • Gets off the bus at the correct stop for a familiar journey
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Learning Outcomes

	• Turns their head to search for stimuli when sound alerts them to an action out of sight • Reacts to a change of environment with new experiences • Shows anticipation when going outside • Indicates direction of places they wish to go • Looks in direction they wish to be taken • Demonstrates signs of anticipation after becoming familiar with environment • Explores environment independently when interested • Demonstrates anticipation of familiar journeys through facial expression or body movement. • Accepts adult support when moving between environments. Safety • Tracks moving object, side to side. • To show an awareness of start stop (in relation to traffic lights) • To respond to sounds	• With visual prompts, be able to communicate parts of their address: street • With visual prompts, be able to communicate parts of their address: town • Opens doors when prompted • Closes doors when prompted. • Responds to photographic/pictorial directional movement requests with an appropriate action e.g., moving towards the toilet when shown a photo • Communicates with a member of staff by using preferred communication when they want to go somewhere • Explores their environment inquisitively when working independently • Listens and responds appropriately as a member of staff talks about a journey • Communicates about a journey e.g., what was seen? • Anticipates something they will see on a journey • Goes to requested place	• Moves to an appropriate space when getting on a bus • Identifies an app on a mobile device which relates to travel information • Puts on seatbelt before starting a car journey • Takes off seatbelt when it is safe to do so • Explains the purpose of a seatbelt • Remembers their personal belongings when exiting the bus • Identifies when the bus is late • Knows what to do if the bus is late • Explains what to do if they miss the bus • Stores their belongings safely and with the consideration for others • Explains what to do with difficult/unplanned situation • Can ask for a cost of a fare. Pedestrian • Waits for the sound of the ‘green man’ to appear before crossing • Identifies the path/pavement and kerb • Shows an awareness of the direct and movement of others
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Learning Outcomes

		• Looks towards the direction they need to go when going to familiar places • Returns to a specific place to experience a particular activity • Problem solves to move around objects • Recognises the routine on a familiar route • Names a familiar place when asked where they would like to go • Show recognition that a different route to normal has been taken • Matches numerals to read bus numbers Safety • Walks safely near rivers and lakes with support. • To stop when instructed to. • To identify cars. • To know the difference between the pavement and the road.	• Negotiates a safe passage of movement along a pavement • Identifies where it is safe to wait until they can cross the road • Identifies a zebra crossing • Identifies a pelican crossing • Describes the basic safety principles of crossing a road • Identifies that the red man means stop. • Identifies that the green man means go • Can use a zebra crossing, identifying when it is safe to cross • Wait for the 'green man' before crossing • Walks along a path/pavement maintaining average speed whilst avoiding obstacles • Moves through a busy area • Recognise that a driver may not stop at a crossing even though lights are telling them too • Walks a familiar journey, under 1 mile, independently • Walks a familiar journey, under 2 mile, independently • Follows written directions to get to a destination
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Learning Outcomes

		• Travels safely on familiar routes • Travels safely on familiar routes Plan a journey including timetables • Opens doors • Closes doors that they have been through • State their address including: house number • State their address including: street • State their address including: town • Knows how to record the address of the place they wish to go. • Understands directional language (see maths: position and direction) • Communicates using positional language (see maths: position and direction) • Identifies common ways in which people travel • Locates object when given simple positional directions • States where they want to go • Points to familiar places on a simple pictorial map (see geography) • Sequences a familiar journey in three parts e.g., home, bus, school
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Learning Outcomes

			• Question if a different route is taken on a familiar journey • Suggest how they can help remember part of a journey, e.g. make a note of the bus number they need and take it with them • Understands the use of a bus timetable • Identifies a map shows the location of different places • Identifies keys and symbols on a simple map • Takes photos as an aid memory e.g. where to get off the bus • Applies directional language in simple statement • Discusses the length of journey (time) • Orders a familiar journey by time e.g. the journey to ASDA is quicker than the journey to Tesco • Reads time on clocks (see maths: time) • Days of the week (see measure: maths) • Gives simple directions. • To identify landmarks. Safety
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Learning Outcomes

			• Explains how to walk near rivers/lakes safely • Copes with necessary interactions from strangers • Identifies a range of risks they may face when out independently • To identify a safe place to cross the road. • To use a zebra crossing. • To use traffic lights . • To stop at red light • To go when there is a green man. • To identify strategies to use if they should become lost – eg ask a shopkeeper, café owner etc for help.
Transitioning	• Responds to a visual, auditory or tactile cue that an activity is ending. • Tolerates moving from one activity or environment to another with support. • Responds to a familiar transition routine. • Responds to a "finished" symbol or object of reference. • Follows an adult to a new activity with support. • Participates in transition routines with physical or verbal prompts.	• Recognises a visual timetable or transition cue. • Identifies the next activity from a choice of two. • Uses a now-and-next board with support. • Collects the items needed for the next activity with support. • Moves between familiar environments with verbal or visual prompts. • Follows a familiar transition routine independently.	• Knows that transitions are part of a daily routine. • Uses a visual timetable, schedule or planner independently. • Identifies when an activity is ending and prepares for the next activity. • Organises the equipment needed for the next lesson or activity. • Returns equipment and leaves the previous area tidy before transitioning. • Moves independently between familiar environments. • Arrives at the next activity on time.

Learning Outcomes

	• Shows awareness that one activity has ended and another is beginning. • Responds to reassurance during transitions.	• Waits appropriately before moving to the next activity. • Returns equipment to the correct place before transitioning. • Transitions between activities within an expected timeframe with support. • Requests additional time or support if needed during a transition. • Uses an agreed strategy to support transitions (e.g. countdown, timer, transition object).	• Adapts to minor changes in routine with appropriate support strategies. • Uses agreed coping strategies when routines change unexpectedly. • Communicates if they are feeling anxious or need additional support during transitions. • Follows transition routines safely in school and community environments. • Understands the expectations for behaviour during transitions. • Plans ahead for transitions by checking timetables, schedules or calendars. • Demonstrates increasing independence when transitioning between activities, locations or people. • Manages transitions independently across a range of familiar and unfamiliar environments. • Prepares for significant transitions (e.g. moving classrooms, changing teachers, starting work experience or college). • Uses organisational tools (e.g. diary, planner, digital calendar or reminders) to manage transitions. • Adapts successfully to unexpected changes in routine by selecting appropriate coping strategies.
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Learning Outcomes

			• Anticipates what will be needed for future activities and prepares in advance. • Supports peers during transition routines where appropriate. • Reflects on successful transition strategies and identifies those that work best for them. • Demonstrates confidence and resilience when managing changes to routines, environments or expectations.
Shopping -	See Community	Recognising Shops and Shopping Environments • Recognises familiar shops in the community. • Identifies symbols or logos of common shops. • Follows an adult around a shop safely. • Identifies different types of shops and their purposes. • Locates familiar sections within a shop. • Recognises basic signs (e.g. tills, exit, toilets). • Matches items to places where they are bought. Identifying and Selecting Items	Recognising Shops and Shopping Environments • Navigates familiar shops with minimal support. • Identifies where to find common items independently. • Uses signage to move around a shop safely. Identifying and Selecting Items • Independently follows a shopping list. • Selects suitable items for a purpose. • Compares products based on price or value. • Makes informed choices between alternatives.

Learning Outcomes

		• Chooses preferred items from two options. • Matches shopping items to pictures or symbols. • Finds a familiar item with support. • Find items in a shop • Carries or holds shopping items with support. • Picks preferred item • Matches items to picture • Uses a simple shopping list. • Selects correct items from shelves. • Compares products by size or type. • Checks simple labels or pictures. • Notices different areas in a shop. • Identifies where familiar items are kept. Money Handling and Payment – see also Maths: Measure - Money • Recognises coins and notes. • Exchanges money during role play. • Hands money/card to an adult or cashier. • Identifies correct coins for simple amounts.	Money Handling and Payment • Pays for items independently in familiar settings. • Checks change with support strategies. • Uses cash, card, or digital payment appropriately. • Works within a simple budget. Communication During Shopping • Independently communicates with staff. • Resolves simple shopping problems appropriately. • Explains needs clearly and confidently. Personal Safety and Awareness – see also Maths: Measure - Money • Recognises safe and unsafe behaviours in shops. • Keeps personal belongings secure with reminders. • Understands basic stranger safety. Demonstrates safe behaviour independently in shops. • Uses strategies if separated or unsure.
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Learning Outcomes

		• Uses a card or contactless payment with support. • Understands that items must be paid for. • Checks simple prices. Communication During Shopping • Recognises coins and notes. • Exchanges money during role play. • Hands money/card to an adult or cashier. • Asks for help to locate items. • Speaks to shop staff appropriately. • Uses polite transactional language. • Asks simple questions about products. Personal Safety and Awareness • Stays with a familiar adult in public places. • Waits appropriately in queues. • Follows simple safety instructions. Planning and Organisation • Participates in creating a simple shopping list.	• Recognises scams or unsafe situations with support. Planning and Organisation • Plans a small shopping trip independently. • Uses budgeting skills to prioritise purchases. • Checks items before purchase. Independence and Community Participation • Shows confidence in familiar shopping routines. Shops independently in familiar environments. • Makes appropriate choices based on needs and budget. • Transfers shopping skills across different settings.
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Learning Outcomes

		• Packs shopping items with support. • Recognises when an item is needed • Helps plan purchases for an activity or recipe. • Organises items into categories. • Estimates simple quantities. Independence and Community Participation • Participates in group shopping activities. • Engages in role-play shopping scenarios. • Carries a shopping basket. • Waits with support during shopping activities. • Packs shopping with help. • Follows a shopping routine with support	
Chores, Routines and Maintenance (Home Management)	Dishwasher • Responds to the sound or vibration of the dishwasher. • Responds to the warmth of clean dishes after a cycle has finished (when safe to do so).	Dishwasher • Identifies a dirty item from a choice of two. • Makes a choice of which item to place in the dishwasher.	Dishwasher • Understands that dishes should be washed after use, even if they do not appear dirty. • Collects dirty dishes from the kitchen.

Learning Outcomes

	• Explores kitchen items (e.g. plates, cups, cutlery) using touch. • Watches an adult load or unload the dishwasher. • Tolerates being near the dishwasher while it is running. • Anticipates the dishwasher routine through visual cues or familiar sequences. Washing Machine • Responds to the scent of laundry detergent or fabric softener. • Responds to the sound or vibration of the washing machine. • Tolerates being near the washing machine while it is running. • Explores laundry items using touch, sight or smell. Vacuum Cleaner • Responds to the sound or vibration of the vacuum cleaner. • Responds to the movement of air from the vacuum cleaner.	• Collects dirty dishes with support. • Carries dishes safely to the dishwasher. • Opens the dishwasher door. • Places a plate into the lower rack. • Places a cup or bowl into the upper rack. • Places cutlery into the cutlery basket or tray with support. • Closes the dishwasher door. • Adds a dishwasher tablet or pod with support. • Presses the start button once an adult has selected the programme. • Opens the dishwasher after the cycle has finished with support. • Removes clean dishes from the dishwasher. • Places clean dishes onto the worktop or in the correct cupboard with support. Washing Machine • Identifies dirty clothing with a clear stain or mark from a choice of two. • Makes a choice between two detergent or fabric softener scents.	• Scrapes food waste into the food waste bin or general waste before loading. • Identifies which items are suitable for the dishwasher. • Recognises items that should not be placed in the dishwasher (e.g. wooden utensils, sharp knives, some plastics). • Opens the dishwasher safely. • Loads: ○ Plates into the lower rack. ○ Cups and glasses into the upper rack. ○ Bowls into the appropriate rack. ○ Cutlery into the cutlery basket or tray safely. • Ensures items are spaced appropriately so they can be cleaned effectively. • Knows not to overload the dishwasher. • Adds the correct amount of dishwasher detergent or a dishwasher tablet. • Identifies where to place the dishwasher detergent.
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Learning Outcomes

	• Explores the vacuum cleaner using touch (when switched off). • Tolerates being in the same room while the vacuum cleaner is in use. • Visually tracks the movement of the vacuum cleaner. • Anticipates the vacuum cleaner being switched on or off. Dusting • Responds to the feel of a duster, microfibre cloth or feather duster. • Responds to the scent of furniture polish (if used). • Explores dusting equipment using touch. • Watches an adult dust different surfaces. • Tolerates taking part in a dusting activity. • Participates in wiping a surface with support. Changes Bedding	• Puts dirty clothes into a laundry basket. • Carries or transports the laundry basket to the washing machine. • Opens the washing machine door. • Places clothes into the washing machine. • Pushes clothes fully into the drum so they are not trapped in the door (with support if needed). • Closes the washing machine door. • Adds a washing pod to the washing machine. • Pours a pre-measured amount of detergent or fabric softener into the correct compartment. • Measures detergent or fabric softener using a container with a visual fill line. • Presses the start button once an adult has selected the programme. • Removes clothes from the washing machine when the cycle has finished. Vacuum Cleaner	• Selects the appropriate wash programme with visual support. ◦ Eco ◦ Quick Wash ◦ Normal • Selects the appropriate wash programme independently. • Starts the dishwasher independently. • Identifies when the wash cycle has finished. • Opens the dishwasher carefully after the cycle has completed. • Unloads clean dishes safely. • Checks that dishes are clean before putting them away. • Returns clean dishes, cups and cutlery to the correct storage locations. • Closes the dishwasher and leaves it clean and ready for the next use. • Refills rinse aid when required. • Recognises when dishwasher salt needs replacing (where applicable). • Identifies when dishes need to be rewashed due to remaining food or marks. • Cleans the dishwasher filter safely. • Wipes the door seal and inside of the dishwasher when required.
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Learning Outcomes

	• Responds to the feel of different bedding materials (e.g. sheets, blankets, pillows). • Responds to the scent of clean bedding. • Explores bedding using touch, sight or smell. • Watches an adult change bedding. • Tolerates being near or on the bed while bedding is changed. • Anticipates familiar routines associated with changing bedding. Cleaning a kitchen • Responds to the scent of cleaning products. • Responds to the sound of running water. • Explores cleaning equipment (e.g. cloth, sponge, washing-up brush) using touch. • Tolerates wearing cleaning gloves (if appropriate). • Watches an adult clean kitchen surface. • Responds to water being sprayed onto a surface.	• Identifies an area that needs vacuuming when there is visible dirt or debris. • Makes a choice about which area to vacuum from a choice of two. • Retrieves the vacuum cleaner with support. • Carries or wheels the vacuum cleaner to the area to be cleaned. • Unwinds the power cable (if appropriate). • Plugs the vacuum cleaner into the socket with support (where appropriate and safe). • Locates and presses the power button to switch the vacuum cleaner on. • Holds the vacuum cleaner handle using two hands if needed. • Pushes and pulls the vacuum cleaner in straight lines with support. • Vacuums a small, clearly defined area. • Avoids vacuuming over large objects when prompted.	• Plans the most efficient way to load the dishwasher to maximise space and cleaning performance. • Explains why sharp items should be loaded safely and why some items should be washed by hand. • Completes the full dishwasher routine independently while maintaining safe working practices and good kitchen hygiene. Washing Machine • Understands that clothes may need washing even if there are no visible stains. • Collects dirty clothes in a laundry basket independently. • Sorts laundry into: ○ Light-coloured clothes ○ Dark-coloured clothes • Knows why laundry is sorted by colour. • Identifies when additional stain treatment may be needed. • Recognises when a washing machine is overfilled. • Loads the washing machine without overfilling it.
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Learning Outcomes

	- Participates in wiping a surface with support. Cleaning a Bathroom - Responds to the scent of cleaning products. - Responds to the sound of running water. - Tolerates wearing cleaning gloves (if appropriate). - Explores cleaning equipment (e.g. cloth, sponge, brush) using touch. - Watches an adult clean different areas of the bathroom. - Responds to water being sprayed onto a surface. Gardening - Responds to the smell of plants, flowers, herbs or soil. - Responds to the feel of different natural materials (e.g. soil, grass, leaves, bark). - Responds to outdoor sounds during gardening (e.g. birds, wind, watering can). - Explores gardening tools safely using touch (when appropriate). - Watches an adult complete simple gardening tasks.	- Switches the vacuum cleaner off when finished. - Winds the cable with support or returns the cable to the vacuum cleaner. - Returns the vacuum cleaner to its storage area. Dusting - Identifies a dusty surface from a choice of two. - Makes a choice of dusting equipment (e.g. microfibre cloth or feather duster). - Collects dusting equipment with support. - Carries dusting equipment to the area to be cleaned. - Sprays furniture polish onto a cloth with support (if appropriate). - Wipes a small surface using a cloth or duster. - Dusts a shelf with support. - Dusts a table with support. - Dusts around an object with prompts. - Places collected dust or debris into a bin. - Returns dusting equipment to the correct storage area.	- Pushes clothes fully into the drum to prevent them becoming trapped in the door. - Measures the correct amount of detergent or fabric softener independently. - Identifies the correct compartment for detergent. - Identifies the correct compartment for fabric softener. - Selects an appropriate wash programme using visual prompts (e.g. coloured stickers or markers). - Quick Wash - Colours - Selects an appropriate wash programme independently. - Quick Wash - Colours - Selects the most appropriate wash programme for different types of clothing. - Chooses the correct washing temperature. - Starts the washing machine independently. - Identifies when the wash cycle has finished.
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Learning Outcomes

	• Tolerates being outdoors during gardening activities. • Participates in sensory gardening activities such as touching, smelling or watering plants with support.	• Washes hands after dusting. Changes Bedding • Identifies clean and dirty bedding from a choice of two. • Helps remove a pillow from the bed. • Pulls a duvet or blanket off the bed with support. • Removes a pillowcase with support. • Places dirty bedding into a laundry basket. • Carries the laundry basket with support. • Places a clean sheet onto the mattress with support. • Helps pull a fitted sheet over the corners of the mattress. • Places a pillow into a clean pillowcase with support. • Places the duvet into a duvet cover with support. • Pulls the duvet cover into place with support. • Smooths bedding using hands. • Places pillows neatly on the bed. • Makes a simple choice between two bedding sets.	• Opens the washing machine safely after the cycle has ended. • Removes all clothes from the washing machine. • Checks that the washing machine drum is empty before closing the door. • Recognises laundry symbols on clothing labels. • Cleans the detergent drawer or washing machine seal when required. • Leaves the washing machine door and detergent drawer open after use to help prevent mould. Vacuum Cleaner • Understands that floors may need vacuuming even if dirt is not immediately visible. • Identifies areas that require vacuuming independently. • Collects and prepares the vacuum cleaner for use. • Checks the power cable for twists or hazards before use.
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Learning Outcomes

		Cleaning a Kitchen • Identifies a dirty area from a choice of two. • Makes a choice of cleaning cloth, sponge or brush. • Collects cleaning equipment with support. • Carries cleaning equipment to the kitchen. • Puts on cleaning gloves (if appropriate). • Sprays cleaning product onto a cloth or surface with support. • Wipes a worktop using a cloth or sponge. • Cleans a table using prompts. • Wipes cupboard doors with support. • Uses a dustpan and brush to collect visible crumbs. • Sweeps a small area of the kitchen floor with support. • Places rubbish into the bin. • Rinses a cloth or sponge after use. • Returns cleaning equipment to the correct storage area. • Washes hands after cleaning. Cleaning a Bathroom	• Plugs the vacuum cleaner into a socket safely (where appropriate). • Selects the correct attachment for the cleaning task (e.g. floor head or crevice tool). • Adjusts vacuum settings for different floor types (e.g. carpet or hard floor). • Switches the vacuum cleaner on independently. • Vacuums an area using an effective pattern (e.g. overlapping straight lines). • Moves furniture or small obstacles safely where appropriate. • Recognises and avoids hazards such as liquids, cables and large objects. • Switches the vacuum cleaner off when the task is complete. • Unplugs the vacuum cleaner safely by holding the plug rather than pulling the cable. • Empties the dust container or replaces the vacuum bag safely. • Rewinds or stores the cable safely.
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Learning Outcomes

		- Identifies an area that is dirty from a choice of two. - Makes a choice of cleaning cloth or sponge. - Collects cleaning equipment with support. - Carries cleaning equipment to the bathroom. - Puts on cleaning gloves (if appropriate). - Sprays cleaning product onto a cloth or surface with support. - Wipes the sink using a cloth or sponge. - Wipes the mirror using a cloth. - Cleans a small section of the bathroom using prompts. - Uses a toilet brush to clean the toilet bowl with support. - Flushes the toilet after cleaning. - Rinses a cloth or sponge after use. - Places used cloths into the laundry basket. - Returns cleaning equipment to the correct storage area. Ironing - Identifies clothes that are creased from a choice of two.	- Returns the vacuum cleaner and attachments to the correct storage place. - Checks that the area has been cleaned and identifies any areas that need further vacuuming. - Identifies when the vacuum cleaner is not working effectively (e.g. blocked hose or full dust container). - Carries out basic maintenance following manufacturer's guidance. Dusting - Understands that surfaces should be dusted regularly, even if dust is not immediately visible. - Identifies areas that require dusting, including: - Shelves - Tables - Window sills - Skirting boards - Television or computer screens (using appropriate methods)
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Learning Outcomes

		• Identifies the ironing board from a choice of two household items. • Helps carry the ironing board to the work area. • Opens or helps to open the ironing board with support. • Places an item of clothing onto the ironing board. • Smooths clothing using hands before ironing. • Makes a choice about which item to iron first. • Identifies when the iron is hot using visual cues (e.g. indicator light) with support. • Uses a cool iron or toy iron to practise ironing movements. • Moves the iron across fabric using hand-over-hand support (when safe and supervised). • Removes an ironed item from the board. • Folds or hangs an ironed item with support. • Helps put the ironing board away after use. Gardening	• Collects the appropriate dusting equipment independently. • Selects the correct dusting equipment for the task. • Understands when furniture polish should and should not be used. • Sprays furniture polish safely onto a cloth rather than directly onto surfaces (where appropriate). • Dusts surfaces using smooth, overlapping movements. • Dusts from the highest surfaces to the lowest. • Moves lightweight objects carefully before dusting and replaces them safely. • Cleans around ornaments and other objects without causing damage. • Dusts hard-to-reach areas safely using appropriate equipment. • Checks that surfaces are free from visible dust. • Returns ornaments and other items to their correct place.
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Learning Outcomes

		- Identifies a plant that needs watering from a choice of two. - Makes a choice of gardening tool from a choice of two (e.g. watering can or hand trowel). - Collects gardening equipment with support. - Carries a watering can to a plant. - Waters a plant with support. - Fills a watering can with support. - Places soil into a plant pot using a scoop or trowel. - Places a seed or bulb into soil with support. - Covers a seed or bulb with soil. - Uses a hand trowel to dig a small hole with support. - Pulls out a visible weed with support. - Collects leaves or garden waste into a container. - Returns gardening tools to the correct storage area. - Washes hands after gardening.	- Cleans and stores dusting equipment appropriately. - Washes hands thoroughly after dusting. Changes Bedding - Understands that bedding should be changed regularly, even if it does not appear dirty. - Collects clean bedding before starting. - Removes: - Pillowcases - Duvet cover - Fitted sheet - Places dirty bedding into a laundry basket. - Identifies when bedding needs washing. - Selects the correct size bedding for the bed. - Puts a fitted sheet onto the mattress. - Ensures the fitted sheet is securely fitted around each corner. - Places the duvet into the duvet cover.
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Learning Outcomes

			• Fastens the duvet cover using buttons, poppers or a zip. • Puts pillows into clean pillowcases. • Arranges the duvet evenly inside the cover. • Smooths wrinkles from the bedding. • Makes the bed neatly by arranging: ○ Pillow(s) ○ Duvet ○ Blanket or throw (if used) • Checks that bedding is fitted correctly before finishing. • Places any unused bedding back into storage. • Chooses bedding appropriate for the season (e.g. lighter or warmer duvet). • Matches pillowcases, sheets and duvet covers as part of a bedding set. • Changes bedding independently without prompts. • Rotates or turns the mattress where appropriate and safe.
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Learning Outcomes

			• Recognises signs of worn or damaged bedding that needs replacing. • Explains why changing bedding regularly supports hygiene and health. • Completes the full bedding routine, including taking dirty bedding to be washed and preparing the bed with fresh linen. Cleaning a kitchen • Understands that kitchen surfaces should be cleaned regularly, even if they do not appear dirty. • Identifies areas of the kitchen that require cleaning, including: ◦ Worktops ◦ Table ◦ Sink ◦ Hob (when cool) ◦ Cupboard doors ◦ Floor • Collects the appropriate cleaning equipment independently. • Selects the correct cleaning product for each task with visual support.
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Careers



Learning Outcomes

			• Selects the correct cleaning product independently. • Understands that different cleaning products are used for different purposes. • Puts on and removes cleaning gloves safely (if appropriate). • Sprays cleaning product safely onto the correct surface or cloth. • Cleans kitchen worktops thoroughly. • Cleans the kitchen table thoroughly. • Cleans the sink, including taps. • Cleans the hob when it is cool. • Wipes cupboard doors and handles. • Empties kitchen rubbish into the appropriate bin. • Sweeps the kitchen floor thoroughly. • Mops the kitchen floor safely. • Rinses and stores cleaning equipment appropriately. • Washes hands thoroughly after cleaning. • Checks that all areas have been cleaned before finishing. • Plans the order of cleaning to reduce the risk of cross-
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Learning Outcomes

			contamination (e.g. clean food preparation areas before the floor). • Explains why different cloths or colour-coded equipment are used for different areas. • Identifies and follows safety symbols on cleaning products. • Measures and dilutes cleaning products according to instructions where appropriate. • Cleans inside appliances such as the microwave or refrigerator (when appropriate). • Identifies signs of grease, food residue or spillages and selects an appropriate cleaning method. • Recognises when cleaning equipment needs washing or replacing. • Segregates waste into general waste and recycling where appropriate. • Completes the kitchen cleaning routine independently while maintaining good hygiene and safe working practices. Cleaning a Bathroom
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Learning Outcomes

			• Understands that a bathroom should be cleaned regularly, even if dirt is not immediately visible. • Identifies areas of the bathroom that require cleaning, including: ○ Sink ○ Toilet ○ Mirror ○ Bath or shower ○ Floor • Collects the appropriate cleaning equipment independently. • Selects the correct cleaning product for each task with visual support. • Selects the correct cleaning product independently. • Understands that different cleaning products are used for different purposes. • Puts on and removes cleaning gloves safely (if appropriate). • Sprays cleaning product safely onto the correct surface or cloth. • Cleans the sink thoroughly. • Cleans the mirror without leaving streaks.
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Learning Outcomes

			• Cleans the outside of the toilet, including the handle and seat. • Cleans inside the toilet using a toilet brush. • Flushes the toilet after cleaning. • Cleans the bath or shower surfaces. • Wipes high-touch areas such as taps and flush handles. • Vacuums or sweeps the bathroom floor if needed. • Mops the bathroom floor safely. • Rinses and stores cleaning equipment appropriately. • Disposes of rubbish appropriately. • Washes hands thoroughly after cleaning. • Checks that all areas have been cleaned before finishing. Ironing • Understands that some clothes need ironing to remove creases and improve their appearance. • Collects clothes that require ironing. • Identifies which items are suitable for ironing. • Checks clothing labels for ironing instructions with visual support.
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Careers



Learning Outcomes

			• Sets up the ironing board safely. • Selects the appropriate iron setting with visual support. • Low heat • Medium heat • High heat • Selects the appropriate iron setting independently. • Understands why different fabrics require different heat settings. • Places clothing correctly on the ironing board. • Smooths clothing before ironing. • Holds the iron safely by the handle. • Moves the iron using slow, controlled movements. • Lifts the iron rather than dragging it over buttons or zips where appropriate. • Repositions clothing to iron all areas. • Places the iron safely on its heel rest when not in use. • Switches the iron off when finished. • Unplugs the iron safely by holding the plug rather than pulling the cable.
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Careers



Learning Outcomes

		• Allows the iron to cool before storing it. • Folds or hangs ironed clothes neatly. • Stores the ironing board and iron safely after use. Gardening • Understands that plants need regular care to stay healthy. • Identifies plants that require watering. • Understands that different plants may need different amounts of water. • Collects the appropriate gardening equipment independently. • Selects the correct gardening tool for the task. • Waters plants appropriately without overwatering. • Fills and carries a watering can safely. • Prepares a plant pot by adding compost or soil. • Plants seeds, bulbs or young plants at an appropriate depth with support if needed.
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Learning Outcomes

			• Covers seeds or bulbs with soil and gently firms the surface. • Uses a hand trowel safely to dig small holes. • Identifies and removes weeds from a planted area. • Collects garden waste and disposes of it appropriately (e.g. compost bin or garden waste bin). • Identifies when plants are healthy or need attention. • Cleans gardening tools after use. • Returns gardening equipment to the correct storage area. • Washes hands thoroughly after gardening.
Eating and Drinking	Eating • Responds to the sight of food. • Responds to the smell of different foods. • Responds to the taste of different foods. • Explores a range of food textures using touch. • Tolerates sitting at a table during mealtimes. • Shows awareness of mealtime routines.	Eating • Identifies food from a choice of two. • Makes a choice between two foods or drinks. • Collects a plate, bowl or cup with support. • Carries food or drink to the table with support. • Sits appropriately for a meal. • Uses a spoon to eat soft foods. • Uses a fork to pick up food.	Eating • Understands the importance of washing hands before eating. • Washes hands before eating independently. • Collects the equipment needed for a meal, including: • Plate or bowl • Cup or glass • Knife and fork • Spoon (where appropriate) • Napkin

Learning Outcomes

	• Participates in eating activities with support. • Indicates a preference for a food or drink through gesture, facial expression or communication. Drinking • Responds to the sight of a drink. • Responds to the smell of different drinks. • Responds to the taste of different drinks. • Explores different drinking vessels (e.g. cup, beaker, bottle) using touch. • Tolerates sitting for a drink during snack or mealtimes. • Shows awareness of familiar drinking routines. • Participates in drinking activities with support. • Indicates a preference for a drink through gesture, facial expression or communication. Using cutlery • Explores a spoon, fork and knife using touch. • Holds a spoon or fork with support.	• Drinks from an open cup or beaker with support, as appropriate. • Uses adapted cutlery or equipment where needed. • Takes appropriate-sized mouthfuls with support. • Chews food before swallowing. • Wipes their mouth using a napkin when prompted. • Places used crockery and cutlery in the designated area after eating. • Washes hands before and after eating with support. Drinking • Identifies a drink from a choice of two. • Makes a choice between two drinks. • Collects a cup, beaker or bottle with support. • Carries a drink safely to the table with support. • Holds a cup or beaker using one or two hands as appropriate. • Drinks from a cup, beaker or bottle with support. • Uses adapted drinking equipment where needed.	• Serves an appropriate portion of food independently. • Carries food and drink safely to the table. • Sits safely and appropriately throughout the meal. • Uses cutlery appropriately for different foods. • Cuts soft foods using a knife and fork. • Eats a variety of foods using appropriate table manners. • Takes appropriate-sized mouthfuls. • Chews food thoroughly before swallowing. • Drinks safely throughout the meal. • Recognises when they need more food or drink and communicates appropriately. • Understands when they have had enough to eat. • Clears their place after eating. • Places used crockery and cutlery in the dishwasher or washing-up area. • Wipes the table after eating if needed. • Washes hands after eating.
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Learning Outcomes

	• Watches an adult use cutlery during a meal. • Tolerates cutlery being placed in their hand. • Participates in mealtime routines using adapted cutlery where appropriate. • Indicates a preference for a spoon or fork through gesture, facial expression or communication. Setting a table • Responds to the sight of plates, cups and cutlery. • Responds to the sound of cutlery and crockery being placed on the table. • Explores tableware (e.g. plate, cup, spoon, placemat) using touch. • Watches an adult set the table. • Tolerates sitting or standing at the table while it is being prepared. • Participates in placing an item on the table with support. • Indicates a preference for a plate, cup or placemat through gesture, facial expression or communication.	• Takes appropriate-sized sips. • Places a cup or bottle back onto the table after drinking. • Recognises when a drink is finished. • Places used cups or bottles in the designated area after use. • Washes hands before and after drinking with support when appropriate. Using cutlery • Identifies a spoon, fork or knife from a choice of two. • Makes a choice of the correct cutlery for a meal. • Collects the correct cutlery with support. • Holds a spoon using an appropriate grip. • Holds a fork using an appropriate grip. • Uses a spoon to scoop soft foods. • Uses a fork to pick up food. • Brings food to their mouth using a spoon or fork. • Places cutlery down safely between mouthfuls. • Uses adapted cutlery where needed.	• Chooses foods as part of a balanced meal. • Explains the importance of healthy eating and hydration. • Uses appropriate table manners in a range of settings. • Adapts eating skills to different meals and utensils (e.g. chopsticks, serving utensils where appropriate). • Identifies foods that require extra care when eating (e.g. foods with bones or pits). • Recognises food allergies or dietary requirements that affect food choices. • Supports others to set or clear the table appropriately. • Completes the full mealtime routine independently while maintaining good hygiene, safe eating practices and appropriate social behaviour. Drinking • Understands the importance of drinking regularly to stay hydrated.
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Learning Outcomes

		• Begins to use a knife to spread soft foods with support. • Places used cutlery in the designated area after eating. Setting a table • Identifies a plate, cup or piece of cutlery from a choice of two. • Makes a choice of placemat, cup or napkin. • Collects tableware with support. • Carries a plate safely to the table. • Carries cutlery safely to the table. • Places a plate in the correct position. • Places a cup on the table with support. • Places a spoon, fork or knife in the correct position with support. • Places a napkin on the table. • Sets one place setting with prompts. • Checks that all items are on the table with support. • Returns unused tableware to the correct storage area.	• Washes hands before preparing or drinking a drink where appropriate. • Selects an appropriate drinking vessel for the drink. • Collects a cup, glass or bottle independently. • Pours a drink safely from a jug, bottle or carton with support if needed. • Carries a drink safely without spilling. • Drinks independently from an appropriate cup, glass or bottle. • Takes appropriate-sized sips. • Recognises when they need a drink and communicates appropriately. • Recognises when they have had enough to drink. • Clears their cup, glass or bottle after use. • Places used drinking equipment in the dishwasher or washing-up area. • Wipes up small spills if they occur. • Washes hands after handling drinks where appropriate.
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Learning Outcomes

			Using Cutlery • Understands that different types of cutlery are used for different foods. • Selects the correct cutlery for a meal independently. • Holds a spoon, fork and knife using an appropriate grip. • Uses a spoon to eat foods such as cereal, soup or yoghurt. • Uses a fork to pick up a variety of foods. • Uses a knife and fork together to cut soft foods. • Cuts food into appropriate-sized pieces. • Coordinates the use of a knife and fork safely. • Uses cutlery without overloading it with food. • Places cutlery down safely between mouthfuls. • Uses cutlery with increasing independence throughout a meal. • Recognises when adapted cutlery may be needed. • Places used cutlery in the dishwasher or washing-up area after eating.
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Learning Outcomes

			Setting a table • Understands that the table should be set before a meal. • Collects the equipment needed to set the table, including: • Plate • Bowl (if required) • Cup or glass • Knife • Fork • Spoon (if required) • Napkin • Carries crockery and cutlery safely. • Places a plate in the correct position for each place setting. • Places cutlery in the correct positions. • Places a cup or glass in the correct position. • Places a bowl where appropriate. • Places a napkin at each place setting. • Sets the correct number of place settings for the number of people eating. • Checks that each place setting has the correct equipment.
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Learning Outcomes

			• Adjusts the table setting for different meals (e.g. breakfast, lunch or dinner). • Identifies any missing items before the meal begins. • Returns unused tableware to the correct storage area. • Sets the table independently for different numbers of people. • Selects the appropriate crockery and cutlery for different meals. • Arranges serving dishes and utensils appropriately. • Places condiments, jugs or serving items where required. • Explains why table settings may differ for different meals or occasions. • Creates a table setting suitable for a special occasion. • Checks that the table is clean before setting it. • Completes the full table-setting routine independently while demonstrating safe handling of crockery and cutlery •
Choices and Advocacy	Awareness of Self and Others • Responds to familiar voices or interactions.	Awareness of Self and Others • Anticipates familiar routines or people.	Awareness of Self and Others • Initiates interaction with familiar adults or peers.

Learning Outcomes

	- Shows awareness of familiar adults. - Demonstrates recognition of preferred people or activities. - Reacts differently to liked/disliked experiences. Expressing Preferences and Choices - Shows acceptance or rejection through body language, facial expression, or vocalisation. - Indicates comfort/discomfort. - Attends to preferred objects or sensory experiences. Communicating Need - Signals basic needs through behaviour or vocalisation. - Responds to adult interpretation of communication attempts. - Demonstrates awareness that communication gains attention. Participation in Decision-Making - Participates in shared activities with support. - Responds during turn-taking interactions. - Engages in sensory choice-making activities.	- Shows consistent responses to preferred activities. - Demonstrates awareness that actions can influence others. Expressing Preferences and Choices - Makes simple choices between two options. - Uses eye gaze, touch, switch, symbol, or gesture to indicate preference. - Consistently rejects unwanted items or activities. Communicating Need - Uses consistent signals for specific needs. - Uses supported communication systems to request. - Seeks interaction to communicate wants or discomfort. Participation in Decision-Making - Anticipates opportunities to choose. - Participates in decisions about activities, food, music, or sensory experiences. - Shows sustained engagement during choice-making.	- Shows clear preferences across contexts. - Recognises when communication results in a responses Expressing Preferences and Choices - Independently communicates preferences during daily routines - Makes choices across different environments. - Indicates changes in preference over time. Communicating Need - Initiates communication for a range of purposes. - Combines communication methods where appropriate. - Communicates needs with increasing independence. Participation in Decision-Making - Makes meaningful choices during routines and learning. - Demonstrates preferences that influence planning. - Participates actively in person-centred approaches. Developing Agency and Control
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Learning Outcomes

	Developing Agency and Control • Notices cause-and-effect experiences. • Activates simple sensory responses accidentally. • Shows enjoyment during interactive activities. Emotional Expression and Self-Advocacy • Expresses pleasure, discomfort, excitement, or distress. • Responds to calming or reassuring interactions.	Developing Agency and Control • Repeats actions to create a desired outcome. • Uses switches or actions intentionally. • Demonstrates understanding that actions affect the environment. Emotional Expression and Self-Advocacy • Uses consistent behaviours linked to emotional states. • Demonstrates anticipation of preferred or disliked events. • Signals when they want to continue or stop an activity.	• Independently controls aspects of activities using accessible tools. • Initiates actions to continue or stop activities. • Demonstrates intentional communication to influence events. Emotional Expression and Self-Advocacy • Communicates emotional preferences clearly. • Expresses consent/refusal consistently. • Uses established communication approaches to advocate for comfort, enjoyment, and participation.
Cooking	Please refer to pre-formal section of the following programmes of study: Design and Technology – Cooking and Nutrition Making a cold drink • Responds to the sight and smell of a cold drink. • Explores a cup, jug or bottle through touch.	Please refer to semi-formal section of the following programmes of study: Design and Technology – Cooking and Nutrition Making a cold drink • Identifies the cup needed to make a drink. • Chooses a preferred cordial from a choice of two.	Please refer to formal section of the following programmes of study: Design and Technology – Cooking and Nutrition Making a cold drink • Knows the equipment needed to make a cold drink. • Selects an appropriate cup or glass.

Learning Outcomes

	• Responds to the sound of water being poured. • Participates in making a drink by holding a cup or helping to pour with support. • Makes a choice between two drinks using gesture, eye gaze, symbols or speech. • Responds to visual or verbal prompts during drink preparation. Making a hot drink • Responds to the sound of a kettle boiling. • Explores a mug, spoon and drink ingredients through touch. • Watches an adult prepare a hot drink. • Participates in making a hot drink by holding a mug or stirring with support. • Makes a choice between two hot drinks using gesture, eye gaze, symbols or speech. • Responds to visual or verbal prompts during drink preparation	• Collects the equipment needed (e.g. cup, cordial, water). • Places the cup on a flat surface. • Opens the bottle of cordial with support. • Pours a pre-measured amount of cordial into a cup with support. • Fills the cup with water to a visual marker with support. • Stirs the drink using a spoon. • Tastes the drink and identifies whether it is ready to drink. • Wipes up small spills with support. • Returns the cordial bottle to the correct place with support. Making a hot drink • Identifies the equipment needed to make a hot drink (e.g. mug, spoon, kettle). • Chooses a preferred hot drink from a choice of two. • Collects the equipment and ingredients needed. • Places a teabag or hot chocolate powder into a mug. • Adds the correct amount of coffee or hot chocolate using a pre-measured scoop.	• Collects the ingredients required to make a cold drink. • Opens and closes the cordial bottle independently. • Measures the appropriate amount of cordial. • Pours cordial into the cup without spilling. • Fills the cup with the correct amount of water. • Stirs the drink until the cordial is mixed. • Tastes the drink and adjusts the strength if needed. • Wipes up any spills independently. • Returns ingredients to the correct storage place. • Washes or rinses the spoon after use. • Places used equipment in the sink or dishwasher. • Leaves the work area clean and tidy. • Knows the importance of using clean cups and fresh drinking water. Making a hot drink
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Learning Outcomes

		• Adds sugar or sweetener when prompted, if required. • Fills the kettle with water to a visual marker with support. • Switches the kettle on with support. • Waits safely while the kettle boils. • Pours hot water into the mug with adult support. • Stirs the drink using a spoon. • Adds milk with support where appropriate. • Carries the hot drink carefully with support. • Wipes up small spills with support. • Returns ingredients to the correct place with support.	• Knows the equipment and ingredients needed to make a hot drink. • Washes hands before preparing a drink. • Selects an appropriate mug. • Collects the ingredients required to make the chosen drink. • Fills the kettle with the correct amount of water. • Switches the kettle on safely. • Waits until the kettle has finished boiling before pouring. • Knows that boiling water and steam can cause burns. • Places a teabag, coffee or hot chocolate into the mug. • Measures the correct amount of ingredients. • Pours hot water into the mug safely. • Adds milk or sugar if required. • Stirs the drink until the ingredients are fully mixed. • Removes the teabag safely where appropriate. • Carries the hot drink carefully to avoid spills. • Wipes up any spills independently.
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Learning Outcomes

			• Washes or rinses used equipment after use. • Places used equipment in the sink or dishwasher. • Leaves the work area clean and tidy. • Knows to ask for help if they are unsure or feel unsafe using the kettle or handling hot water.
Money and finance	Money - See Maths Using a bank • Responds to images or symbols associated with money or banks. • Responds to the environment of a bank (e.g. sounds, people, counters). • Explores bank-related objects (e.g. bank card, coins, notes, paying-in envelope). • Shows awareness of waiting in a queue with support. • Responds to their own name when called by a member of staff. Making a card payment • Explores a bank card during sensory play. • Responds to the sound of a card machine.	Money • See Maths Using a bank • Identifies a bank from a choice of two community locations. • Recognises their own bank card from a choice of two. • Carries their bank card or bank book safely to the bank. • Enters the bank with support. • Waits in a queue with support. • Approaches the counter when prompted. • Greets a member of staff. • Hands their bank card or bank book to a member of staff when requested. • Hands over money to deposit with support.	Money • See Maths Using a bank • Knows the purpose of a bank. • Identifies when they need to visit a bank rather than another community service. • Collects the items needed before visiting the bank (e.g. bank card, identification, paying-in slip if required). • Travels safely to the bank using an agreed route. • Waits appropriately in a queue independently. • Approaches the correct counter or self-service machine. • Explains the purpose of their visit to a member of staff.

Learning Outcomes

	• Watches an adult make a card payment. • Shows awareness of waiting while a payment is being made. Making a cash payment • See Maths Budgeting • Responds to coins, notes or a purse/wallet through touch, sight or sound. • Explores money during sensory activities. • Shows awareness that money is exchanged for items. • Makes a choice between two preferred items. • Responds to symbols or pictures representing money or shopping.	• Collects a receipt or bank card when prompted. • Places their bank card or receipt safely back into their purse or wallet. • Leaves the bank with support. Making a card payment • Identifies their bank card from a choice of two. • Retrieves their bank card from their purse or wallet. • Carries their bank card safely. • Hands their bank card to a member of staff when appropriate. • Places or taps their bank card on the card reader when prompted. • Inserts their bank card into the card reader when prompted. • Removes their bank card when instructed. • Waits for the payment to process. • Collects their bank card after payment. • Places their bank card safely back into their purse or wallet. • Takes a receipt when offered. Making a cash payment	• Deposits cash into their bank account with support where appropriate. • Withdraws money using a cashier with support where appropriate. • Uses an ATM to withdraw cash with support. • Follows on-screen instructions at an ATM with visual support. • Checks the amount of money received matches the amount requested. • Collects their bank card, receipt and cash before leaving. • Stores cash and bank card securely before leaving the bank. • Knows not to share their PIN with anyone. • Knows to cover the keypad when entering their PIN. • Knows who to ask for help if they are unsure or have a problem. • Leaves the bank safely with all belongings. • Uses an ATM independently to withdraw cash. • Uses an ATM to check their account balance. • Pays cash into their account using a self-service deposit machine.
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Learning Outcomes

		- Identifies coins or notes from a choice of two. - Retrieves money from a purse or wallet. - Carries money safely. - Hands money to a member of staff when prompted. - Waits while the member of staff counts the money. - Accepts change from a member of staff. - Places change into a purse or wallet with support. - Takes a receipt when offered. - Puts their purse or wallet away safely after paying. Budgeting - Identifies coins and notes from a choice of two. - Matches coins or notes to identical coins or notes. - Matches a price label to an item. - Identifies whether they have enough money to buy one item from a choice of two with support. - Chooses an item to buy within a given budget from a choice of two. - Carries a purse or wallet safely.	- Understands that money in a bank account belongs to them and can be saved or spent. - Understands the difference between available balance and account balance. - Recognises suspicious behaviour and knows how to keep personal and banking information safe. - Understands the importance of checking receipts and account balances. - Can complete a simple banking transaction independently with minimal support. Making a card payment - Knows that a bank card can be used to pay for goods and services. - Selects their bank card independently when making a purchase. - Keeps their bank card safe before, during and after a transaction. - Identifies the correct card reader for making a payment. - Chooses the appropriate payment method (contactless or chip and PIN).
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Learning Outcomes

		• Keeps money in a purse or wallet during a shopping activity. • Recognises that money becomes less after buying an item. • Makes choices about what to spend money on with support. • Understands that once money has been spent it cannot be used again.	• Taps their card correctly for a contactless payment. • Inserts their card correctly into the card reader when required. • Enters their PIN accurately when required. • Covers the keypad when entering their PIN. • Knows never to share their PIN with anyone. • Waits for confirmation that the payment has been approved. • Removes their card when prompted. • Collects a receipt if required. • Checks they have collected their bank card before leaving. • Returns their bank card safely to their purse or wallet. • Knows to ask for help if a payment is declined or the card reader does not work. • Chooses the most appropriate payment method for the situation (e.g. contactless or chip and PIN). • Recognises when contactless cannot be used and switches to chip and PIN. • Checks the payment amount before approving the transaction.
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Learning Outcomes

			• Recognises and reports an incorrect payment amount before completing the transaction. • Understands that making a card payment reduces the money available in their bank account. • Distinguishes between debit and credit cards (where appropriate). • Recognises signs of payment fraud and knows how to protect their card and personal information. • Completes a card payment independently in a range of community settings (e.g. shops, cafés, supermarkets). Making a cash payment • Knows that cash can be used to pay for goods and services. • Identifies the coins and notes needed to make a payment. • Selects the correct amount of money to pay for an item. • Counts out the correct amount of money independently. • Hands the correct amount of money to the cashier. • Waits while the payment is processed.
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Learning Outcomes

			• Collects any change given by the cashier. • Checks that the correct amount of change has been received. • Collects a receipt if required. • Places change safely into their purse or wallet. • Stores their purse or wallet securely before leaving. • Knows to ask for help if they are unsure how much money to pay or if they think they have received the wrong change. • Completes a cash payment independently in familiar community settings. Budgeting • Knows that a budget is a plan for how money will be spent. • Identifies sources of income (e.g. wages, benefits, pocket money). • Identifies regular expenses (e.g. food, travel, toiletries, leisure). • Distinguishes between needs and wants. • Sets a simple budget for a shopping task.
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Learning Outcomes

			• Calculates whether they have enough money before making a purchase. • Chooses items that stay within a given budget. • Adjusts choices if a budget is exceeded. • Calculates the total cost of multiple items. • Compares prices to choose the best value option. • Recognises when an item is too expensive for their budget. • Understands the importance of keeping money aside for essential items. • Tracks spending during a shopping activity. • Calculates how much money remains after making a purchase. • Understands that saving money allows for future purchases. • Makes informed spending decisions based on a budget. • Reviews spending against a budget and identifies where changes could be made. • Creates and follows a weekly or monthly personal budget.
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Learning Outcomes

			• Allocates money across different spending categories (e.g. food, travel, leisure, savings). • Prioritises essential spending before discretionary spending. • Compares prices across different shops or brands to achieve the best value. • Calculates discounts, special offers and unit prices to make informed purchasing decisions. • Uses a banking app or budgeting app to monitor spending. • Identifies strategies for reducing unnecessary spending. • Sets and works towards a savings goal. • Understands the consequences of overspending. • Independently manages a personal budget over an extended period. Understanding Benefits • Recognises that adults receive money in different ways. • Identifies that some people receive money from work. • Recognises that some people receive money from benefits.
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Learning Outcomes

			• Understands that benefits help people to pay for everyday living costs. • Identifies common everyday costs, including: ○ Food ○ Clothing ○ Housing ○ Travel • Matches simple situations where someone may need financial support (e.g. illness, disability). • Recognises that different people may receive different types of financial support. • Identifies who to ask for help with money or benefits. • Recognises that benefits should be used responsibly. • Understands that benefits are paid into a bank account. • Understands that benefits are financial support provided to people who meet specific eligibility criteria. • Identifies different reasons why someone may receive benefits, including:
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Learning Outcomes

			• Disability or long-term health conditions ○ Unemployment ○ Low income ○ Caring responsibilities ○ Retirement • Recognises that different benefits are available for different circumstances. • Identifies common benefits that may support independent living. • Understands that eligibility for benefits depends on individual circumstances. • Recognises that changes in circumstances may affect benefit entitlement. • Identifies the information needed when applying for benefits. • Understands the importance of providing accurate information when making a claim. • Identifies organisations that can provide advice or support with benefits. • Understands that benefit payments are usually made into a bank account.
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Learning Outcomes

			- Identifies how benefits can contribute towards essential living costs, including: - Rent - Food - Utilities - Travel - Understands the importance of budgeting benefit income. - Recognises the consequences of providing incorrect information or failing to report changes in circumstances. - Seeks support when they are unsure about their benefit entitlement or responsibilities.
Students will be able to manage clothing needs	Dressing and Undressing Please refer to PE - for outcomes with regards to physical mobility e.g. manipulation of limbs, changes of position and Design and Technology for information about responding to textiles. - Tolerates dressing and undressing with support. - Participates in dressing by moving arms or legs when prompted.	Dressing and Undressing - Explores fastenings (e.g. zips, buttons, Velcro) through touch. - Responds to visual or verbal prompts during dressing routines. - Identifies items of clothing from a choice of two. - Chooses clothing appropriate for an activity from a choice of two. - Removes simple items of clothing independently (e.g. coat, hat, shoes, socks).	Dressing and Undressing - Knows the purpose of different items of clothing. - Selects appropriate clothing for the weather. - Selects appropriate clothing for different activities (e.g. PE, swimming, outdoor learning). - Dresses independently in the correct order. - Undresses independently.

Learning Outcomes

	• Lifts feet or arms to assist with dressing. • Shows awareness of different items of clothing. • Responds to clothing being presented. Select Suitable Clothing • Responds to different clothing textures through touch. • Responds to clothing being presented. • Shows awareness of different items of clothing. • Explores clothing using touch, sight or smell. • Responds to pictures, symbols or objects representing different types of clothing. • Makes a choice between two items of clothing using gesture, eye gaze, symbols or speech. • Responds to verbal or visual prompts during clothing selection.	• Puts on simple items of clothing independently (e.g. hat, coat, shoes). • Places arms into sleeves with support. • Places legs into trousers or shorts with support. • Pulls trousers or leggings up with support. • Pulls tops down over their body with support. • Pulls socks on with support. • Removes socks independently. • Opens and closes simple fastenings such as Velcro. • Uses a zip with support. • Hangs a coat on a hook with support. • Places dirty clothes in a laundry basket after undressing. Selecting Suitable Clothing • Identifies common items of clothing from a choice of two. • Chooses between two items of clothing. • Identifies clothing for different parts of the body (e.g. hat for head, shoes for feet).	• Identifies the front and back of clothing. • Identifies the correct way round for clothing (e.g. inside out or back to front). • Puts on and removes socks independently. • Puts on and removes shoes independently. • Puts on and removes trousers, skirts or shorts independently. • Puts on and removes tops independently. • Puts on and removes a coat independently. • Fastens and unfastens buttons independently. • Fastens and unfastens zips independently. • Opens and closes poppers independently. • Fastens and unfastens buckles or clips where appropriate. • Puts on shoes and secures them using the appropriate fastening (e.g. Velcro, laces where appropriate). • Checks that clothing is comfortable and fitted correctly.
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Learning Outcomes

		- Identifies clothing needed for a familiar activity from a choice of two (e.g. coat for outdoor play, PE kit for PE). - Identifies clothing suitable for warm or cold weather from a choice of two. - Selects a coat when prompted if going outside in cold or wet weather. - Selects appropriate footwear for a familiar activity from a choice of two. - Chooses clothing with support based on the day's activity. - Collects the clothing needed for dressing with support. Looking after clothing - Identifies clean and dirty clothing from a choice of two. - Places dirty clothes into a laundry basket. - Identifies clothing that belongs to them. - Hangs a coat on a hook with support. - Folds simple items of clothing (e.g. flannels or tea towels) with support.	- Looks in a mirror to check clothing is on correctly if needed. - Places dirty clothes in a laundry basket after undressing. - Folds or hangs clothing after removing it where appropriate. - Knows when clothing needs changing (e.g. after exercise, when wet or dirty, or for bedtime). Selecting suitable clothing - Knows that different clothing is suitable for different weather conditions. - Knows that different clothing is suitable for different activities. - Selects appropriate clothing for warm weather. - Selects appropriate clothing for cold weather. - Selects appropriate clothing for wet weather. - Selects appropriate clothing for indoor and outdoor activities. - Selects appropriate clothing for school, leisure, sport and special occasions.
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Learning Outcomes

		- Places clean clothing into the correct drawer or storage area with support. - Recognises when clothing is wet and needs drying. - Helps to hang clothes on a drying rack with support. - Uses a clothes hanger with support. - Recognises when clothing has become dirty during an activity. - Chooses to change clothing when prompted if it becomes wet or dirty. - Matching pairs of socks - Can identify what they need to wear for bed - Can identify what they need to wear for school - Can identify suitable clothing for hot weather. - Can identify suitable clothing for cold weather. Managing clothes - Identifies clothing that is ready to be folded. - Smooths a clothing item flat with support.	- Selects appropriate footwear for different activities and weather conditions. - Identifies when additional clothing is needed (e.g. coat, hat, gloves, waterproofs). - Identifies when fewer layers are needed in warm weather. - Checks the weather forecast or looks outside before selecting clothing. - Selects clean clothing for the day. - Identifies when clothing is dirty and needs changing. - Selects clothing that fits appropriately. - Gathers all clothing needed before getting dressed. - Explains why clothing has been selected for a particular activity or weather condition. - Plans clothing for a full day based on changing weather conditions. - Selects clothing appropriate for formal, casual and sporting occasions. - Chooses clothing appropriate for different workplaces or work experience placements.
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Learning Outcomes

		• Matches two sides of a simple clothing item (e.g. flannel or tea towel) with support. • Folds simple items (e.g. flannels, tea towels or small towels) in half with support. • Folds socks together into pairs. • Stacks folded clothing neatly with support. • Places folded clothing into the correct drawer, cupboard or basket with support. • Follows a simple visual sequence to fold an item of clothing. • Participates in folding larger clothing items with adult support.	• Coordinates clothing that is suitable, comfortable and appropriate for the occasion. • Packs appropriate clothing for an overnight stay or holiday. • Selects seasonal clothing independently throughout the year. • Considers comfort, safety and practicality when choosing clothing (e.g. sturdy footwear for walking, sun hat in hot weather, high-visibility clothing where appropriate). • Independently prepares clothing for the following day based on planned activities and the weather forecast. Looking after clothing • Knows why it is important to look after clothing. • Identifies clean, dirty and damaged clothing. • Recognises when clothing needs washing. • Recognises when clothing needs drying before it can be worn. • Hangs clothing on appropriate hangers. • Folds clothing neatly for storage. • Stores clothing in the correct drawer, cupboard or wardrobe.
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Learning Outcomes

			• Organises clothing by type (e.g. tops, trousers, socks). • Keeps pairs of socks together. • Fastens zips and buttons before storing clothing where appropriate. • Turns clothing the correct way round before storing it. • Recognises when clothing needs repairing (e.g. missing button, small tear). • Knows to report damaged clothing to an appropriate adult or seek support. • Keeps clothing tidy and organised. • Selects clean clothing ready for the next day. • Understands that looking after clothing helps it last longer. • Returns borrowed or shared clothing to the correct place after use. Managing Clothes • Knows why clothes are folded after washing and drying. • Identifies clothing that should be folded rather than hung.
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Careers



Learning Outcomes

			• Smooths clothing flat before folding. • Folds tea towels independently. • Folds hand towels and bath towels independently. • Folds T-shirts independently. • Folds trousers or shorts independently. • Folds jumpers or sweatshirts independently. • Pairs and folds socks together. • Stacks folded clothing neatly. • Sorts folded clothing by type (e.g. tops, trousers, underwear, towels). • Places folded clothing into the correct drawer, cupboard or storage area. • Checks that clothing is folded neatly before storing it. • Uses a consistent method to fold clothing. • Folds a range of clothing items using appropriate techniques for each item. • Folds clothing neatly enough to reduce creasing. • Organises folded clothing by category, season or frequency of use.
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Careers



Learning Outcomes

			• Folds clothing efficiently within an appropriate time. • Prepares folded clothing for packing in a suitcase or overnight bag. • Assists others with folding and organising laundry. • Maintains a tidy wardrobe or drawer by regularly folding and organising clothing. • Independently completes the full process of sorting, folding and storing clean laundry.
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