

## 3D - Discovery Curriculum – Long Term Plan SHIN 2025-2026

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 5
Year 7	<p><b>Topic:</b> <u>Personal safety</u></p> <p><b>Key Questions:</b></p> <p>Can you write your name? Can you match your name, trace or build from letter blocks?</p> <p>Do you know the name of the city you live in? Do you know the name of the country you live in? Point to your city and say its name. Use songs or rhymes about your city to make it memorable.</p> <p>Do you know who a trusted adult/ person is? Learn that strangers might not be safe, and it's important to only share personal information with trusted adults. Make a picture collage of trusted adults like parents, teachers, or family friends.</p> <p>Practice saying who you can go to if you need help.</p>	<p><b>Topic:</b> <u>Personal safety/Road safety</u></p> <p><b>Key Questions:</b></p> <p>Do you know what dangers are to your safety outside / on the road/in the community? Can you cross the road safely? Can you take part in crossing the road where there are traffic lights? What do we need to do to be safe on the road?</p> <p><b>Children experience Learning to understand:</b></p> <p>Always use <b>zebra crossings</b>, traffic lights, or lollipop crossings.</p> <p>Don't cross <b>between parked cars</b>.</p> <p>Wear <b>bright or reflective clothing</b> if it's dark or cloudy.</p>	<p><b>Topic:</b> <u>Personal hygiene</u></p> <p><b>Key Questions:</b></p> <p>What is personal hygiene? What is appearance? Can you wash your hands properly? When do we need to wash our hands? Germs, bacteria - do you know how do they spread? Do you know how to brush your teeth properly? Clean nails- do you know how to look after your nails?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to wash hands properly.</b></p> <p><b>To know when we need to wash our hands.</b></p> <p><b>To understand the hazards of not washing hands and</b></p>	<p><b>Topic:</b> <u>Personal hygiene</u></p> <p><b>Key Questions:</b></p> <p>What is the difference between a good and bad look/ appearance? Can you recognize good/bad smell? Hygiene products- do you know any? How to look after our hair/body?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to spot a difference between good and bad appearance.</b></p> <p><b>To be able to recognize unpleasant smells when people do not wash and clean themselves.</b></p> <p><b>To be able to recognize when we need to wash our hair/ body.</b></p>	<p><b>Topic:</b> <u>Looking after ourselves and the house.</u></p> <p><b>Key Questions:</b></p> <p>Do you know what clothes to wear for cold and hot days? Do you know what to do when clothes are dirty? Do you know how to use a washing machine, with support? (adding the laundry detergent, starting the machine) Do you know why we should separate clothes-colors and white?</p> <p><b>Key skills and knowledge:</b></p> <p><b>Students should be able to start looking after themselves, looking at appropriate clothing to wear.</b></p>	<p><b>Topic:</b> <u>Looking after ourselves and the house.</u></p> <p><b>Key Questions:</b></p> <p>Can you do household chores? Can you make your own bed, with support? Can you wash the dishes properly? Can you participate in using a Hoover?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to take part in household chores.</b></p> <p><b>To be able to participate in making a bed (using Life skills room)</b></p> <p><b>To understand why and how the house need to be kept clean.</b></p>

	<p><b><u>Key skills and knowledge:</u></b></p> <p>To know the city/country we live in. To be able to write their own name / address for more independent students.</p> <p>To recognize their own name and find the place where they live on a map, with support.</p> <p>To be able to recognize a trusted person/ adult.</p> <p>Students learn that strangers are people they don't know well. Through role-play they practice saying "No" or walking away if a stranger approaches. Reinforce the learning that they should always tell a trusted adult if a stranger tries to talk to them.</p>	<p>Walk on the <b>pavement</b>, not on the road.</p> <p>Keep your <b>phone and headphones</b> away when near traffic.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To be able to recognize dangers on the road.</p> <p>To be able to recognize road safety rules.</p> <p>To practice crossing the road safely (role play, school playground) To know that we need to look at and listen to traffic.</p> <p>Knowing how to cross the road.</p> <p><a href="https://www.everschool.co.uk/pshe-key-stage-1-keep-safe-and-healthy-5.html">https://www.everschool.co.uk/pshe-key-stage-1-keep-safe-and-healthy-5.html</a></p> <p>gaining knowledge and skills to experience:</p> <p>Press the <b>button</b> at the crossing.</p> <p>Wait for the <b>green person</b> to light up.</p> <p><b>Look and listen</b> again even if the green light is on.</p>	<p>not looking after our body.</p> <p>To be able to recognize when we need to brush our teeth.</p> <p>To be able to recognize the need to clean our nails.</p> <p>To be able to participate in making a poster about clean and dirty body.</p> <p>To be able to participate in activities in the classroom/ bathroom / wash hands, brushing teeth.</p>	<p>Photographic evidence. Practical activities in the classroom/ bathroom / using doll dummies to wash the hair, list products for personal hygiene.</p>	<p>With support, students should be able to identify colour and white clothing.</p> <p>Students should be able to switch on and off the washing machine.</p>	
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Gatsby Benchmark:	<b>Benchmark 2.</b> Students find potential careers paths that they can link to their current topic.	<b>Benchmark 2.</b> Students find potential careers paths that they can link to their current topic.	<b>Benchmark 2.</b> Students find potential careers paths that they can link to their current topic.	<b>Benchmark 2.</b> Students find potential careers paths that they can link to their current topic.	<b>Benchmark 2.</b> Students find potential careers paths that they can link to their current topic.	<b>Benchmark 2.</b> Students find potential careers paths that they can link to their current topic.

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Year 8	<p><b>Topic:</b> <b>Time &amp; self-organization skills</b></p> <p><b>Key Questions:</b></p> <p>Do you know your morning routine at school? Can you recognize different activities sin a day like PE, Food lessons, Maths? Can you make simple choices, e.g. choose the subject you really like? Can you organize yourself for lunch? (Washing hands</p>	<p><b>Topic:</b> <b>Time &amp; self-organization skills</b></p> <p><b>Key Questions:</b></p> <p>Practice learning on different days of the week and months of the year. Recognize the clock-full hour. Identify appropriate clothes for different weather. To take part in creating a checklist before break, lunch at the end of school- Do I have everything.</p> <p><b>Topic:</b></p>	<p><b>Topic:</b> <b>Recognizing and using everyday signs</b></p> <p><b>Key Questions:</b></p> <p>Do you know any `indoor signs` in our school, e.g. Emergency exit, No running. Can you find any signs in the school building?  What color are the warning signs?  Identify dangerous things at home/</p>	<p><b>Topic: How to Look After Our Body</b> Develop a full-body hygiene routine. <b>Activities:</b> <b>Large body outline poster:</b> Label where and how to clean (face, underarms, feet, etc.). <b>Sequencing cards:</b> "My Daily Hygiene Routine" – wash face, use deodorant, change clothes. <b>Self-care bingo:</b> Students mark off hygiene tasks they do in a week. <b>Class hygiene kit building:</b> What would you put in a bathroom</p>	<p><b>Topic:</b> <b>Looking after your own home</b></p> <p><b>Key Questions:</b></p> <p>Do you know any house chores such as making a bed, sweeping the floor, Hoovering?  Do you know what happens if we do not clean our house- bacteria, germs spreading, dirty, dust.  Can you participate in simple domestic activities, e.g.</p>	<p><b>Topic:</b> <b>Looking after your own home</b></p> <p><b>Key Questions:</b></p> <p>Can you correctly and safely use simple household utensils e.g. clothes peg, dustpan and brush?  Can you identify cleaning products?  Can you participate in simple domestic activities, e.g. sorting washing, making the bed, washing up, cleaning?</p>

	<p>before taking your things?) Can you recognize the days of the week? Can you recognize that there are different months in the year/ seasons?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To be able to follow simple instructions, make simple choices. To be able to name days of the week. To be able to follow the class timetable.</p> <p>To be able to write down months of the year Put months of the year in order.</p>	<p><b><u>Recognizing and using everyday signs</u></b></p> <p><b><u>Key Questions:</u></b></p> <p>Do you know any Road Safety signs?</p> <p><b><u>Road safety week</u></b></p> <p>Can you recognize road safety signs near our school?</p> <p>Do you know the meaning of at least two road safety signs?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To be able to recognize social signs around school, around the house and in the community.</p> <p>To know the meaning of some road signs.</p> <p>To understand the signs' information and content to keep us safe.</p> <p>Knowing basic Road Safety rules Self-assessment, Peer assessment teacher's assessment. Taking part in role play activities Using the lights and pedestrian crossing on the school playground.</p>	<p>outside e.g. a hot oven, a car.</p> <p>Identify what number we need to call in Emergency.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To know why we need signs.</p> <p>To be able to recognize social signs around school, in different places.</p> <p>To know the difference between warning and ordering signs.</p> <p>To understand how signs help us in everyday living.</p> <p>To understand the instructions signs.</p> <p>Photographic evidence. Students make posters, colour the signs, and cut and paste activities. Self-assessment, Peer assessment teacher's assessment.</p>	<p>bag? Group activity with product pictures or real items.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To understand the importance of basic personal hygiene.</p> <p>To know basic hazards related to unwashed body, untidy, scruffy clothes.</p> <p>To be able to name basic hygiene products.</p>	<p>sorting washing, making the bed, washing up, cleaning?</p> <p>Can you take part in the washing up?</p> <p>Can you take part in hoovering?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To understand the importance of basic domestic chores.</p> <p>To know basic hazards related to unclean houses.</p> <p>To be able to name basic household chores.</p> <p>To be able to participate in simple household chores.</p> <p>To know vocabulary related to domestic chores, utensils, cleaning equipment. Teacher's checklist. Liaising with home</p>	<p>Can you take part in the washing up?</p> <p>Can you take part in hoovering?</p> <p><b>Laundry colour sorting game:</b> Students use real clothes or printed images to sort into "light" and "dark" baskets.</p> <p><b>Recognise that when we put a red sock into white laundry it may make white clothes pink.</b></p> <p><b>Can you create a laundry colour chart together:</b> "Light, Dark, Bright." Practice sorting classroom laundry (use costume clothes or clean extras). <b><u>Key skills and knowledge:</u></b></p> <p>To be able to name basic household utensils.</p> <p>To be able to explain why we need to keep our home clean.</p> <p>To know vocabulary related to domestic chores, utensils, cleaning equipment.</p> <p>Teacher's checklist. Liaison with parents-statement, checklist what a student can do at home.</p>
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<b>Links to Gatsby Benchmarks:</b>	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills, personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;

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Year 9	<p><b>Topic:</b> <b>Personal safety/ First Aid</b></p> <p><b>Key Questions:</b> Understand what personal safety means and where it applies.</p> <p><b>Key Learning points:</b> Students take part in Discussion and visuals: “What makes us feel safe?” (e.g., trusted adults, safe places) Identify safe vs. unsafe situations using pictures. Class safety rules poster: home, school, and outdoors. Role-play: What would you do? (e.g., lost in a shop, talking to strangers)</p>	<p><b>Topic:</b> <b>Personal safety/</b></p> <p><b>Key Questions:</b> Do you know what First Aid is?  Do you know when people need First Aid?</p> <p><b>Key Learning points:</b> Watch a basic First Aid video (e.g., St John Ambulance SEN-friendly content). Learn what First Aid means: helping someone who is hurt or sick before help arrives. Matching game: First Aid kit items and what they are used for (bandage, plasters, wipes). Explore a real or toy First Aid kit.</p>	<p><b>Topic:</b> <b>Safety at home/ emergency services</b></p> <p><b>Key Questions:</b> What is hazard? <b>Hazard Hunt:</b> Use photos or classroom role-play to identify dangers in rooms (e.g., hot kettle, open window, plug sockets). <b>Sorting Game:</b> “Safe or Unsafe” (pictures of safe vs. hazardous items). Create a “<b>Hazard Room</b>” poster using cut-and-stick images. <b>Sensory bin activity</b> with safe/unsafe household items (toothbrush vs. matches). <b>Key Vocabulary:</b> sharp, hot, trip, plug, spill Can you recognise different types of</p>	<p><b>Topic:</b> <b>Safety at home/ dealing with a fire</b></p> <p><b>Key Questions:</b> Understand what fire is and why it is dangerous. Know what to do if they hear a fire alarm. Identify who to call in the event of a fire. Practice following a simple fire escape plan. Recognise key fire safety symbols and people who help us</p> <p><b>Key skills and knowledge:</b></p> <p><b>To recognize what to do in the event of a fire.</b> <b>To be able to take part in evacuating the building, e.g. in school.</b></p>	<p><b>Topic:</b> <b>World of work Knowing about myself</b></p> <p><b>Key Questions:</b> Personal details booklets (students fill in with support) To know Birthday month School photo match To express personal interests (hobbies, food) Participating in ‘Show and tell’ (bring a favourite object)</p> <p><b>Key skills and knowledge:</b></p> <p><b>Where do I live? Do I remember my personal details? My interests.</b></p> <p><b>Students should learn about the importance of knowing their</b></p>	<p><b>Topic:</b> <b>World of work Working world</b></p> <p><b>Key Questions:</b> What do you do to stay safe at school?” To name a some of the jobs and describe what some people do in them.</p> <p><b>Learning points:</b> Job bingo / job charades “Whose uniform?” matching game Watch short job videos (e.g. cleaner, cook, teacher, police) Do you know some skills you need to have if you want to apply for any of these jobs?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to link skills to given jobs.</b> <b>To be able to relate jobs to different workplaces.</b></p>

	<p><b><u>Key skills and knowledge:</u></b></p> <p>To know safety rules, to identify basic First Aid treatment such as minor burns, minor cuts, stomach pain. To understand when we can be treated by a First Aider and when we need to call an ambulance. Defining personal safety, First Aid. Participating in First Aid basic demonstration.</p> <p>SOLAR strands assessment: Recapping on own appearance- washing body, clothes, Identifying days of the week, months of the year; Teacher's statements, questioning, verbal/written answers;</p>	<p>Do you know how to stay safe when out?</p> <p>Do you know how to keep safe on the road?</p> <p>Road safety week</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To identify online safety rules; to identify basic road safety rules, stranger-danger rules.</p> <p>Defining personal online safety. Defining road safety. Participating in safety crossing the road demonstration. Knowledge/ skills on "What happened, what would you do?" Cut finger Someone falls over Bad stomach pain Breathing problems Visual sequencing: When to call an adult, when to call 999</p>	<p>emergencies e.g. Medical, Fire, Police?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>To be able to explain what an emergency is.</p> <p>To be able to name three different types of emergencies- Medical, Fire, Police.</p> <p>To be able to give examples of different emergencies in the home.</p> <p>Defining hazards in the house. Examples of emergency services.</p> <p>Students learn: What Should You Do in an Emergency? Gaining knowledge through Role Play: Practice calling 999 (with toy phones or scripts). <b>Emergency Cards:</b> Students choose who to call and what to say. Learn basic info to give name, address, what happened (more advanced students)</p>	<p>To know where the Assembly points at school.</p>	<p>personal details and who they should share them with.</p> <p>Students should learn about how their own interests can affect their future career.</p> <p>Making a poster about own interests/hobbies. Communication link-taking turns talking about us.</p> <p>SOLAR strands assessment:</p>	<p>Students' work, posters, spider diagrams. Teacher's assessment. Discussion self-evaluation.</p> <p>SOLAR strands assessment:</p>
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