

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

6.6. Discovery Curriculum – Long Term Plan PFA/ 2 lessons per week

	2026– 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
PFA Y12, 13,1 4	Topic: Looking After Myself Suggested Key Questions: Week 1: All About Me Skills Identify own name Talk about likes and dislikes Recognise personal belongings Activities Name games "This is me" poster Sorting my things Week 2: Keeping My Body Clean Skills Washing face and hands	Topic: Looking After Myself Suggested Key Questions: Week 1: Fastenings – Buttons Skills Buttoning and unbuttoning Activities Button boards Dressing practice Week 2: Tying Shoelaces Skills Begin lace manipulation Cross and pull technique Activities	Topic: Home and Time Skills Suggested Key Questions: Week 1: My Home Skills Identify rooms in a house Understand room purposes Activities House sorting game Week 2: Keeping My Bedroom Tidy Skills Putting belongings away Activities Tidy-up challenge Sorting toys and clothing Week 3: Cleaning the Table Skills Wiping surfaces safely	Topic: Everyday food and drink preparation EL1 pre-entry AQA UAS 112535 Preparing drinks and snacks with support Suggested Key Questions: Week 1: Helping at Home Skills Completing simple jobs Activities Job charts Chore bingo Week 2: Time – O'Clock Skills Recognise whole hours Activities Matching clocks What do I do at 8 o'clock Week 3: Time – Half Past	Topic: Money and My Skills Suggested Key Questions: Week 1: Recognising British Coins Skills 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 Activities Coin sorting Matching games Week 2: Recognising British Notes Skills £5, £10, £20 notes Activities Matching activities Role play Week 3: Coin Values Skills Understanding more and less Activities	Topic: Everyday food and drink preparation EL1 Pre-entry AQA UAS 112535 Preparing drinks and snacks with support Suggested Key Questions: Week 1: Skills for My Future Skills What are useful skills to have Week 2: Recognising useful life skills Skills I Have Skills Identifying strengths Activities "I am good at..." posters Peer compliments Celebration and Transition Skills

Using soap Drying hands properly Activities Handwashing routine Visual sequencing cards Week 3: Looking After My Hair Skills Brushing hair Recognising when hair needs washing Choosing appropriate hair products Activities Practise brushing Hair care matching games Week 4: Looking After My Teeth Skills Tooth brushing routine Recognising healthy teeth habits Activities Brushing model teeth	Large lace boards Rhymes and songs (if required) Week 3: My Daily Routine Skills Sequencing personal care tasks Activities Create visual timetable Morning routine practice Skill Focus: Sequencing Personal Care Tasks Preparation for Adulthood Link: Developing independence in managing personal hygiene and daily routines. Learning Intentions I can put personal care activities in the correct order. I can follow a visual timetable. I can complete parts of my morning routine with	Activities Cleaning routines Before and after comparisons Week 4: Sweeping and Collecting Rubbish Skills Basic household chores Activities Sweep classroom areas Use dustpan and brush Week 5: Washing Dishes Skills Simple washing-up tasks Activities Washing plastic dishes Drying and putting away Consolidation of the above learning objectives; <u>Key skills and knowledge:</u> Knowledge Pupils will know: A home has different rooms.	Skills Read half past times Activities Clock games Daily routine matching? Week 4: Time – Quarter To Skills Recognise quarter to Activities Clock puzzles Daily schedule activities Week 5: Using Time in Daily Life Skills Understanding routines and schedules Activities Follow visual timetable Transition activities Week 6: Review and Celebration Skills Demonstrate household and time skills Activities Practical skills carousel <u>Key skills and knowledge:</u>	Coin Comparison Games Week 4: Paying for One Item Skills Using exact coins Activities Classroom shop Week 5: Buying Everyday Items Skills Selecting items and paying Activities Snack shop role play Week 6: Shopping Choices Skills Making simple decisions Activities Choose between products Budget games Community Shopping Skills Shopping in a real setting Activities Visit school shop/local shop <u>Key skills and knowledge:</u>	Demonstrate learning from the year Activities Life skills challenge Certificates and awards Sorting "Can do" activities Final Assessment Tasks & Questions Recognition (Visual Check) <u>Key skills and knowledge:</u> End of Year Expected Outcomes Pupils may be able to: ☒ Brush teeth with support ☒ Wash hands independently ☒ Brush their hair ☒ Choose suitable clothing ☒ Use Velcro, zip and some buttons ☒ Begin tying shoelaces ☒ Complete simple
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Tooth brushing songs Morning and bedtime routines Week 5: Looking After My Nails Skills Keeping nails clean Understanding nail care Activities Cleaning under nails Nail hygiene discussion Week 6: Choosing Clothes Skills Weather-appropriate clothing Day and night clothing Activities Dress the myself- coat, jumper, shoes, choosing the right T-shirt- picture, clothing; Clothing sorting Week 7/8: Fastenings – Velcro Skills	support. I can identify what I need for each personal care task. What Do I Do in the Morning? Success Criteria ✓ I can recognise pictures of personal care activities. Discuss what happens when we wake up. Show photographs or symbols: Wake up Use toilet Wash hands Wash face Brush teeth Brush hair Get dressed Eat breakfast Adult models the sequence first. Less able pupils use 3–4 steps only. More able pupils use 8–	Each room has a different purpose. People use different rooms for different activities. Household items belong in specific rooms. Pupils will be able to: Identify common rooms in a house. Match household objects to the correct room. Name activities that happen in different rooms. Recognise rooms in photographs and pictures. Talk about rooms in their own home. Knowledge Pupils will know: Keeping a bedroom tidy helps us find our belongings. Toys, clothes and other items should be put away after use. A tidy room is safer and easier to use. Everyone can help	Knowledge Pupils will know: There are different British coins. Coins have different sizes, colours and values. British coins include: 1p 2p 5p 10p 20p 50p £1 £2 Coins are used to buy things. Skills Pupils will be able to: Identify British coins by sight. Match coins that are the same. Sort coins by value, size or colour. Name common coins. Select a requested coin from a group. Key Vocabulary Coin, penny, pence, pound, money, value, buy, pay	There are different British coins. Coins have different sizes, colours and values. British coins include: 1p 2p 5p 10p 20p 50p £1 £2 Coins are used to buy things. Skills Pupils will be able to: Identify British coins by sight. Match coins that are the same. Sort coins by value, size or colour. Name common coins. Select a requested coin from a group.	household chores ✓ Tell the time to o'clock, half past, quarter past and quarter to ✓ Recognise and use common British coins ✓ Buy simple items with support ✓ Identify their strengths and skills ✓ Show increased independence in preparation for adulthood. Knowledge Pupils will know: Rubbish should be put into a bin. Sweeping helps keep floors clean and safe. Household chores help look after a home. Cleaning up is everyone's responsibility. Skills Pupils will be able to: Use a broom safely. Sweep rubbish into a pile. Use a dustpan and brush with support. Put rubbish into a bin. Complete simple cleaning jobs. Key Vocabulary Sweep, broom, brush,
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	step sequence. Open and close Velcro fastenings Activities Dressing boards Coat and shoe practice Fastenings – Zips Skills Pulling zip up and down Activities Zip practice stations Coat zipping challenge <u>Key skills and knowledge:</u> Knowledge Pupils will know: Hair needs regular care to stay clean and healthy. A hairbrush or comb is used to keep hair tidy. Hair may need washing when it becomes dirty or greasy. Different items are used for hair care (brush, comb,	Talk about which job comes first and last. Use: Symbol cards Velcro sequencing strips Mirror Personal care photographs Success Criteria ✓ I can use pictures to show my routine. Recap previous lesson's sequence. Make a Personal Visual Timetable Each pupil creates their own morning routine strip. Example: Wake up Toilet Wash hands Brush teeth Brush hair Get dressed	keep their space tidy. Skills Pupils will be able to: Put belongings away in the correct place. Sort toys and clothing. Follow a simple tidying routine. Identify items that belong in the bedroom. Complete a tidy-up task with support. Knowledge Pupils will know: Tables should be cleaned before and after use. Cleaning removes dirt and germs. Cloths and wipes can be used for cleaning surfaces. Cleaning helps keep the environment safe and healthy. Skills Pupils will be able to:			dustpan, rubbish, bin, clean Activities Sweep classroom areas Use dustpan and brush Collect paper rubbish Floor cleaning challenge
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	shampoo). Looking after hair is part of personal hygiene. Skills Pupils will be able to: Identify items used for hair care. Match hair care items to their purpose. Brush their own hair with support. Use a comb or brush appropriately. Recognise when hair looks tidy or untidy. Follow simple hair-care routines. Key Vocabulary Hair, brush, comb, shampoo, wash, clean, tidy, hygiene	Breakfast School Extension Add time symbols (morning, lunchtime, evening). Pupils practise "reading" their timetable aloud. Practising My Morning Routine Success Criteria ✓ I can follow a visual timetable. Review visual timetable. Use: Routine Stations Station 1: Brush Teeth Use model teeth and toothbrushes. Practise brushing movements. Station 2: Brush Hair Practise brushing doll or own hair. Station 3: Wash Face	Hold and use a cleaning cloth safely. Wipe a surface using simple cleaning motions. Follow a simple cleaning routine. Identify clean and dirty surfaces. Work safely when cleaning.			
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		Use wipes/flannels and mirror. Station 4: Get Dressed Practise coat, jumper or cardigan. Pupils move through each station using their timetable. Discuss which task was easiest or hardest. Resources: Toothbrushes Large teeth model Hairbrushes Flannels Dressing frames What Comes Next? Success Criteria ✓ I can identify the next step in a routine. Starter Adult deliberately puts sequence in the wrong order. Main Activity				
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		Next Step Games Adult asks: "You have brushed your teeth. What comes next?" "You have got dressed. What comes next?" Activities: Matching cards Interactive whiteboard sequence game Mystery bag of personal care items Challenge Find the missing step. Complete "First, Next, then" sentence strips. Step 3: Guided preparation (with prompts) What do we do first? What do we do next? Can you stir? Step 4: Supported independence Can you make a drink				
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		with a checklist or picture guide? What do you need to do next? <u>Key skills and knowledge:</u> Knowledge Pupils will know: A morning routine is a sequence of tasks completed every day. Personal care helps keep us healthy, clean and ready for school. Different personal care activities have a specific order. We use different items for different personal care tasks. Visual timetables help us remember what to do next. Brushing teeth helps keep teeth healthy. Washing hands removes germs. Brushing hair helps keep hair tidy. Getting dressed appropriately prepares us for the day. Some tasks need to be completed before others (e.g., put on clothes before leaving				
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		the house). Key Vocabulary Routine, First, Next Then, Last Sequence, Visual timetable Clean, Hygiene Independent Sequencing Skills Put 3–8 personal care activities in the correct order. Identify what comes first, next and last. Recognise when a step is missing from a routine. Match personal care items to the correct activity. Independence Skills Follow a visual timetable with support. Follow a visual timetable independently. Tick off completed activities. Move from one task to the next with reduced prompting. Personal Care Skills Brush teeth using the correct equipment.				
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		Brush hair appropriately. Wash hands following the correct steps. Wash face with support. Get dressed independently or with support. Pack belongings needed for school. Communication Skills Talk about their own morning routine. Name personal care activities. Use sequencing language such as: First Next Then Last Preparation for Adulthood Skills Develop self-help skills. Increase independence in daily living tasks. Follow daily routines consistently. Recognise responsibilities for personal hygiene. Complete familiar				
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		personal care tasks with decreasing adult support.				
Gatsby Bench mark:	4. Linking curriculum learning to careers. Jobs That Use These Skills Cleaner – cleans different rooms in buildings. Housekeeper – looks after rooms in homes or hotels. Caretaker – checks rooms and buildings.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers Jobs That Use These Skills Kitchen Porter Cafe Assistant Hospital Catering Assistant Restaurant Assistant Jobs That Use These Skills Cleaner – cleans different rooms in buildings. Housekeeper – looks after rooms in homes or hotels. Caretaker – checks rooms and buildings.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Jobs That Use These Skills Cleaner – cleans different rooms in buildings. Housekeeper – looks after rooms in homes or hotels. Caretaker – checks rooms and buildings.	4. Linking curriculum learning to careers. 3. Addressing the needs of each pupil. Jobs That Use These Skills Shop Assistant – puts items back in the correct place. Warehouse Worker – sorts and stores items. Librarian Assistant – returns books to the correct shelves. Housekeeper – keeps rooms tidy.	6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Jobs That Use These Skills Shop Assistant – puts items back in the correct place. Warehouse Worker – sorts and stores items. Librarian Assistant – returns books to the correct shelves. Housekeeper – keeps rooms tidy.	6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Jobs That Use These Skills Cafe Assistant Kitchen Assistant Cleaner School Lunchtime Assistant Jobs That Use These Skills Cleaner Caretaker Gardener Site Assistant