

## My Independence Overview

My Travel	My Eating	My Dressing/ Undressing	My Shopping	My Personal Care	My Cooking
Developing independence in the classroom (1): reaching for objects. Travelling across the classroom.	Exploring food with all senses: sensory play	Exploring Materials: sensory – weather appropriate.	Shop role play. Play and transaction of objects. Participate in simple role play.	Begin to recognise own self	Pre- cooking – exploration of food. Opportunity for role play.
Developing independence in classroom (2). Classroom landmarks. Travel to preferred items/.	Exploring food and familial eating. Accepting food on the table. Explore sitting with others.	Identify items of clothing. Exploring – role play. Order of clothing.	Visiting shops. Link to my travel. Community walks to local shops.	Begin to recognise what their bodies can do.	Pre- cooking – Washing hands. Cleaning food hygiene.
Walking and travelling in school (1): Walking / travelling in school. Landmarks near to the classroom.	Experiencing taste and texture: hot and cold, salty, sweet.	Identify and utilise appropriate clothing.	Shopping for a purpose. Making choices between 2 items. Identify purpose of shopping.	Begin to acknowledge awareness of a basic need.	Pre- cooking. Safety and spotting danger. Using knives and hot water safely.

Walking and travelling in school (2): Walking independently for set distance in school. Identify key landmarks around school.	Mouth muscle strengthening. Liaise with SALT. Other activities such as blowing through straws.	Development of fine motor. e.g zips socks buttons	Money: understanding money as an exchange. Recognising coins and notes.	To be able to request a basic need from an adult. Accepting support and tolerating washing.	Using a blunt knife, using a knife to spread. Making a sandwich.
Walking and crossing in school. Travel independently from one room to another.	Accepting food into mouth through spoon and fingers	Self- organisation skills.	Extended money: giving change. Budgeting Understanding debit cards and phone pay.	Toileting: Accepting changing and sitting on toilet.	Pouring, mixing and estimating, Making drinks, preparing bowl of cereal. Portion sizes.
Walking and crossing outside of school. Walk independently from playground or from school bus. Landmarks – entrances and exits to school.	Holding a spoon to eat – palmar grip	Personal hygiene Puberty/ personal care	Shopping for food. 1. Identify main food preferences. Explore favourite food items.	Toileting: able to pull trousers down and use toilet roll.	Ordering sequence and following verbal and symbolic instructions.
Walking, crossing and travelling	Holding cutlery pincer grip	Parental collaboration:	Shopping for food 2.	Washing hands – clean hands routine	Safety and hygiene. Dealing with

outside of school: walking with member of staff outside school grounds. Landmarks: school drive, local road.		building good habits and independence.	Identify where food can be located in local shops/ supermarket.		accidents and tidying up.
Walking and crossing outside of school: Road safety skills and knowledge: stopping at the kerb/ looking both ways.	Mealtime etiquette	Knowing body parts: biological / RSE/ Changes in body/ Gender	Identify desired items. Writing and using shopping list.	Tooth brushing: Steps towards supervised toothbrushing	Using a range of equipment. Electrical safety. Using oven gloves.
Preparing to visit local shops and the community: Using maps and signs. Routes to local shops.	Independence and problem solving	Thinking and problem solving: correct clothes sizes. Seeking help to find clothing.	Preparing to visit shops. Clothing. Bag/purse/money. Find location. Travel routes.	Washing body and period care	Simple home foods and convenience food.
Using local transport. Using buses and trains with support. Reading timetables.			Beginning to understand about types of shops. Café Clothes shopping	Brushing hair and washing hair	Healthy and unhealthy foods and making healthy choices.

Buying tickets.					
Thinking and problem solving. Plan a journey with purpose. Identify steps to take to solve a problem for example if a bus is late or cancelled.			Thinking and problem solving. For example, changes in shop layout.	Independence and problem solving. Buying personal care items. Noticing when items are running out.	Cooking for others. Preparing and eating independently. Cross curricular: forest school/ science/ maths /English. Problem solving: the wrong ingredients/ missing utensils.