



# Cherry Trees Primary School

## Independent Skills Aspirations

At school we will be working with the children to teach and enable them to develop these independent skills during their time with us. Please take a look and work on these skills at home also.

These have been split into Sensory Provision and Year groups in school.



## Sensory Curriculum

### Stage 1

- Indicate they want more by unintentional vocalisation
- Indicate they want more by unintentional movements
- To take food off their spoon with their mouth
- Open their mouth to accept food
- Drink from a cup or bottle when held for them
- To hold a cup and tip to their lips and drink



### Stage 2

- Taking turns with support
- Waiting with support
- To take food off their spoon with their mouth
- Recognise their own cup
- Using cutlery – to scoop or spike their food
- Hold a cup independently
- Lift a loaded spoon
- Lift a loaded spoon to their mouth



### Stage 3

- Taking turns in an adult led activity
- Waiting patiently for up to 1 minute



- Indicate they want more through sign or speech
- Show likes and dislikes
- Use of More switch to ask for more
- Using PECs to make choices from 2 (high and low motivator)
- Trying new and different foods, showing liking or not liking
- Hand cup to adult when asked

## Stage 4

- Using PECs to make choices from 2
- Using PECs to ask for what they would like
- To recognise the lunchtime symbol on timetable
- Using PECs to make choices I want .....
- Recognise their own cup
- Recognises that its dinner time through routine
- Recognises lunchtime song
- Recognises dinner lady
- Uses their senses to indicate its dinner time e.g. sounds and smells
- Recognises their lunchbox



## Stage 5

- Use "more" switch
- Sign "more"
- Indicate they have finished
- Sign / say "finished"
- Uses a flannel to wipe their face





- Washes hands
- Dries hands
- Spread butter on toast
- Spread jam on toast

## Stage 6

- Cut their toast
- Drinking independently
- Hold a cup independently
- Using an open cup
- Sitting at a table for the whole meal
- Put lunchbox away
- Using cutlery – to scoop or spike their food





EYFS

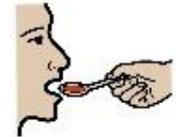
### Personal care



- Attempt to wash hands for lunch
- Tolerate their teeth being brushed after lunch (support from adult)
- Tolerate their face being washed after lunch
- Place arms through coat, within minimal support
- Able to be dressed and not resist
- Able to hold my arms out for sleeves
- Able to put my foot up for shoes
- Able to pull my socks off
- Able to remove my fastened coat
- Able to remove my shoes when unfastened
- Able to push down my pants
- Able to find arm holes in a t-shirt
- Passive during toileting
- Can show awareness of the routine of nappy change
- Show awareness of routine of going to the bathroom
- Show awareness when nappy is wet/ soiled
- Actively helps with bathroom routine (toilet trained or nappies)
- Can sit on the toilet
- Occasionally urinate on the toilet
- Occasional bowel movement on the toilet

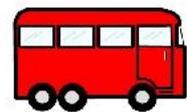


### Life skills



- Acknowledge when it is lunch time (use of song or symbol)
- Drink from a lidded beaker
- Open mouth in anticipation of food/drink
  
- Take pureed/lumpy/solid food from a spoon
- Can take food with their fingers
- With support bring loaded spoon to mouth
- Can bring preloaded spoon to mouth
- Attempts to load their own spoon
- Load their own spoon
- Use a spoon to feed themselves
- Begin to hold a piece of cutlery in each hand
- Wear a coat for outside play (when needed)
- Wear shoes for outside play
- Wear a reasonable amount of clothing
- Locate their coat and peg using photos

### Community visit



- Experience new outdoor/indoor environments
- Tolerates new outdoor/indoor environments
- Know to hold hands with an adult
- Listening skills begin to develop
- Early level following instructions



## Years 1-2

### Personal care



- Independently find their tooth brush and brush the front of their teeth
- Know when to wash their hands
- Wash their hands with soap and dry properly
- Attempt to wash their face with a flannel after lunch – use of mirrors to check
  
- Put on their coat and complete the zip once placed in holder
- Able to pull on my socks from the heel
- Able to put on t-shirt with little help
- Able to push feet into unfastened shoes (not always correct feet)
- Able to unbutton large buttons
- Can have some awareness of needing the toilet but not always say in time
- Can say/ go to the toilet in time
- Can wear pants ½ day successfully
- Can be dry all day
- Has good bladder/ bowel control
- Can attempt to clean themselves after visiting the toilet
- Can successfully clean themselves after visiting the toilet



### Life skills



- Attempt to use a fork
- Can use a fork appropriately
- Attempt to cut their food
- Hold a knife and fork during lunch time
- Drink from an open cup
- Attempt to spread butter on toast
- Locate their coat, bag and peg throughout the day taking some responsibility for belongings

### Community visit



- Experience new outdoor/indoor environments
- Tolerates new outdoor/indoor environments
- Accesses the community with the support from an adult
- Basic knowledge of traffic lights and their purpose - red/ green light
- Ability to stop when asked by the adult
- Walk with a partner



Years 3-4



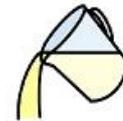
Personal care

- Zip up their own coat
- Brush their teeth after lunch, applying tooth paste and brushing a good proportion of their mouth independently
- Use mirrors to check if they need to wash their face and independently do so after lunch
- Able to put on t-shirt
- Able to pull on my socks, heel may be in wrong place
- Able to remove t-shirt
- Able to button up large buttons
- Able to find front of clothing
- Able to snap clothing on the front (press stud)
- Able to unzip front zipper (separate zipper)
- Able to step into trousers the right way
- Can successfully visit the toilet by themselves, including getting dressed and cleaning themselves
- Can flush the toilet after use
- Can wash and dry their hands after visiting the toilet



### Life skills

- Use a knife and fork to push food on to their fork
- Slice/ cut their own vegetables
- Spread butter on toast and cut it in half
- Pour their own drink



### Community visit



- Experience new outdoor/indoor environments
- Responds appropriately to new outdoor/indoor experiences
- Accesses the community alongside an adult
- Behaves appropriately in a café
- Behaves appropriately in a shopping environment
- Uses a shopping list with adult supervision
- Know where they live, able to give first line of address
- Aware of who to call in an emergency and how to do this
- Know how to cross the road safely using traffic lights



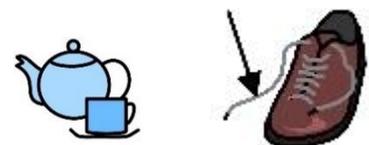
Years 5-6

Personal care



- Using a shower including drying themselves
- Awareness of deodorant, bodywash, shampoo
- Brushing their hair – use of bobbles, hair bands etc
- Tying shoe laces
- Fastening and unfastening buttons (shirts and trousers)
- Put on gloves
- Able To button 3-4 buttons in sequence
- Attempt to buckle shoe or belt
- Able to connect zipper
- Able to put on socks the right way
- Able to dress without help or supervision
- Able to put on jumper correctly every time

Life skills

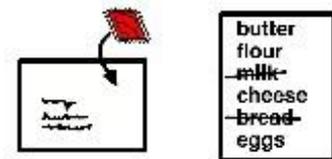


- Use cutlery correctly to feed themselves
- Make their own drinks
- Hoovering
- Grating, peeling, chopping in food prep



- Planning a meal – balanced diet
- Making a cup of tea
- Washing up
- Using the washing machine
- Pegging clothes on washing line
- Able to choose appropriate clothing for weather/ situation

### Community visit



- Experience new outdoor/ indoor environments
- Accesses the community following road safety rules with adult support
- Shops with purpose with adult supervision
- Uses a shopping list
- Pays for items with adult's full supervision
- Learning their address, how to present it on an envelope
- Using stamps and post boxes
- Learning phone numbers
- Dialling people to actually speak to someone
- Using a bus – looking at which number bus they need, begin to use timetables (if can tell time)
- Money – To know the value of each coin
- Cross the road safely using lights or zebra crossing