

Treloar School – Waking Day PSE Curriculum – Transition to Independence – Integrated Pathway

	P3	P4 - 5	P5 - 6	P6 - 7	P8 – National Curriculum Level 1
Choice and Decision Making	Indicates want/don't want from a choice of two familiar options	Indicates desire to continue or cease a familiar activity (more/stop)	Expresses like/dislike of familiar routines/options independently	Makes choices between non-tangibles, e.g. shall we go to the park or the shop	Likes to make own decisions within a familiar context
<i>Where/How this is delivered</i>	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum
Managing your own care needs	May show anticipation when being dressed/bathed	Begins to ask for help by gaining attention	Begins to show an understanding of routine activities in a familiar context	Begins to make requests in familiar situations	Has an awareness of the correct place of equipment/belongings
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Managing your own health needs	May seek attention	Begins to understand simple who/where/what questions in a familiar routine, e.g. where is your coat?	Begins to describe how they feel	Accepts that they do not always get what they ask for	Able to name some parts of their body
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Developing friendships and personal relationships	Participates in shared activities with full support	Maintains interactions and takes turns in a small group with support	May show concern for others	Initiates simple conversations with peers in a familiar environment with prompting	Listens to peers' input in a group
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Developing and managing professional relationships	May recognise familiar people	Names a familiar person by selecting the appropriate picture from a limited choice	Attempts to help an adult with chores	Seeks approval from adults	Uses a range of strategies to repair communication breakdowns
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Self-awareness	May show frustration	Accepts boundaries for short periods	Begins to modify behaviour when asked	Begins to show an awareness that not everyone feels like they do	Identifies own belongings
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Working with others	Sustains concentration for short periods in a familiar activity (up to two minutes)	Understands a range of social greetings and responds appropriately using preferred communication method	Co-operates with a peer for a short time with minimal support	Shows some consideration of the needs and feelings of other people	Indicates please/thank you independently most of the time
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Domestic independence skills	Role plays household activities with full support	Emerging awareness of where own possessions are located	Begins to show some awareness of danger	Begins to follow simple instructions	Co-operates to achieve a simple task
<i>Where/How this is delivered</i>	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	H Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum
Accessing leisure and the community	Attends adult-led group activities with a familiar adult	Joins in stories/songs alongside peers with support	Begins to share with adult support	Shares toys and equipment willingly	Shows a basic understanding of what is right/wrong in familiar situations
<i>Where/How this is delivered</i>	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum
Time Management	Not applicable	Not applicable	Waits quietly if staff are busy	Is able to wait for the requested activity, e.g. thisthen	Shows awareness of time through some familiarity of the names of the days of the week
<i>Where/How this is delivered</i>	Not applicable	Not applicable	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum

Communication	Uses emerging conventional communication	Shows some understanding of praise/criticism	Begins to describe how they feel	Responds appropriately to simple open questions	Initiates some conversations by asking a range of simple questions
<i>Where/How this is delivered</i>	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum	Supported by all staff encountered throughout the waking day curriculum
Preparation for Transition to next steps	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
<i>Where/How this is delivered</i>	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable