



# **PRE PHASE 1**

# **LONG TERM PLANNING**

**AN OVERVIEW**



## Pre-Phase I Timetable

Children's timetables will vary, because learning is personalised for each child, and their individual timetables reflect this.

Communication skills, such as requesting, following directions, and waiting, are taught throughout the entire day.

Group leisure activities will vary based on shared interests. Children will also be at different stages of social skill development; some may be learning to accept a peer in their space, while others may be working on playing cooperatively.

Daily Living/hygiene skills will likely be a personalised goal for pupils, such as dressing, eating, drinking, washing hands and using the toilet.

Early curriculum learning is woven throughout the day as well, including English, Maths, Phonics, and Foundation subjects. This learning will look different for each child depending on their strengths and needs.

# The 'Must Have' Necessary 9 Skills

1. Making Requests
2. Waiting
3. Accepting 'no'
4. Accepting Removals (Sharing, Turn Taking and Making Transitions)
5. Completing required tasks
6. Accepting 'no'
7. Following directions related to health and safety
8. Completing daily living skills related to health and safety
9. Tolerating skills related to health and safety

# Event Based Teaching

Event-based teaching is an evidence based instructional approach where learning opportunities are embedded within naturally occurring routines including play and leisure activities.

Instead of teaching skills in isolation, the activity itself becomes the vehicle for learning, with meaningful moments during the event used to teach essential skills such as communication, waiting, sharing, problem solving, and following instructions (including necessary 9 skills).

Because the skills are taught within enjoyable and motivating activities, learners are often more engaged and the skills are more likely to generalise to real-life situations.

Embedding teaching within everyday events increases the functional relevance of skills and promotes generalisation across people, settings, and materials.



# Play & Leisure

Leisure skills are ultimate choice skills

Important skill domain given the impact on quality of life, happiness and social inclusion etc.

Try new things to assess what they like

Expose then teach them to advocate for and engage in the activity

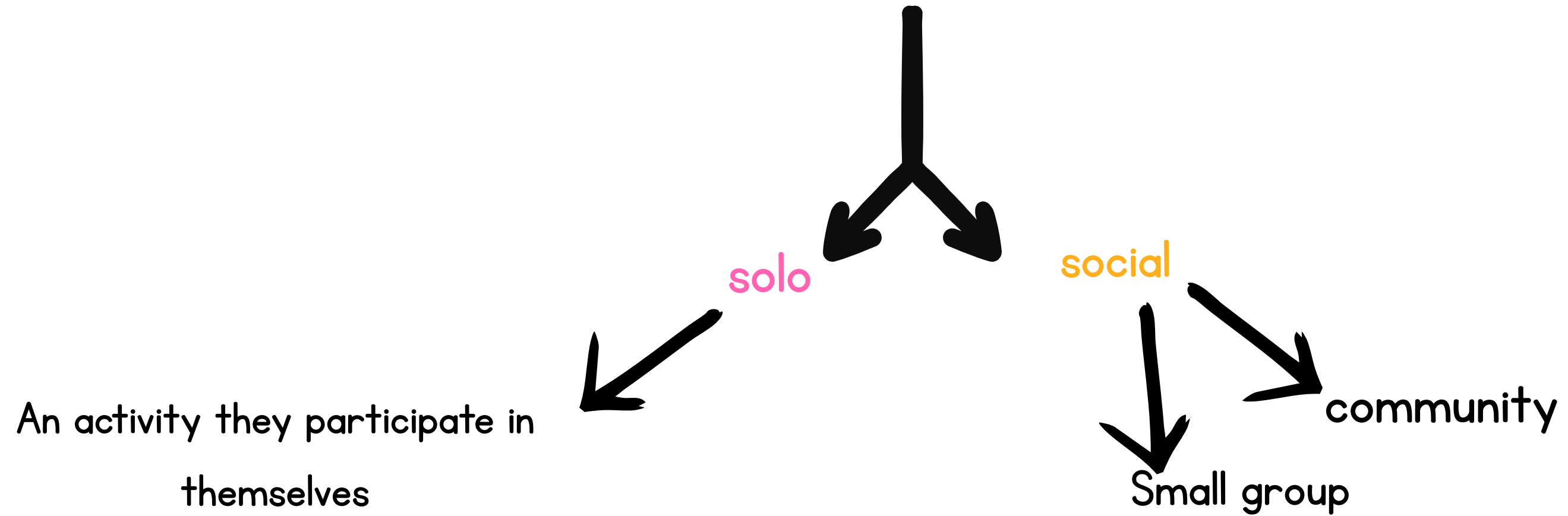


# Play & Leisure in Pre Phase I

Solo leisure activities are activities a person can enjoy independently, without needing interaction with others. These activities help build skills such as safe independent engagement, concentration, and self-entertainment. Examples include drawing, building with blocks, puzzles, reading, or listening to music.

Group leisure activities involve shared participation with others, where interaction and cooperation may be part of the activity. These activities support skills such as turn-taking, communication, waiting, and teamwork. Examples include board games, ball games, group art activities, or playing a game like 'chase'.

# Leisure

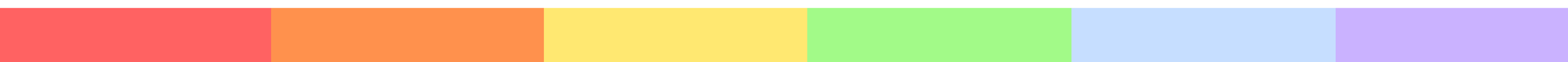


→  
**solo** activities can become **social** activities

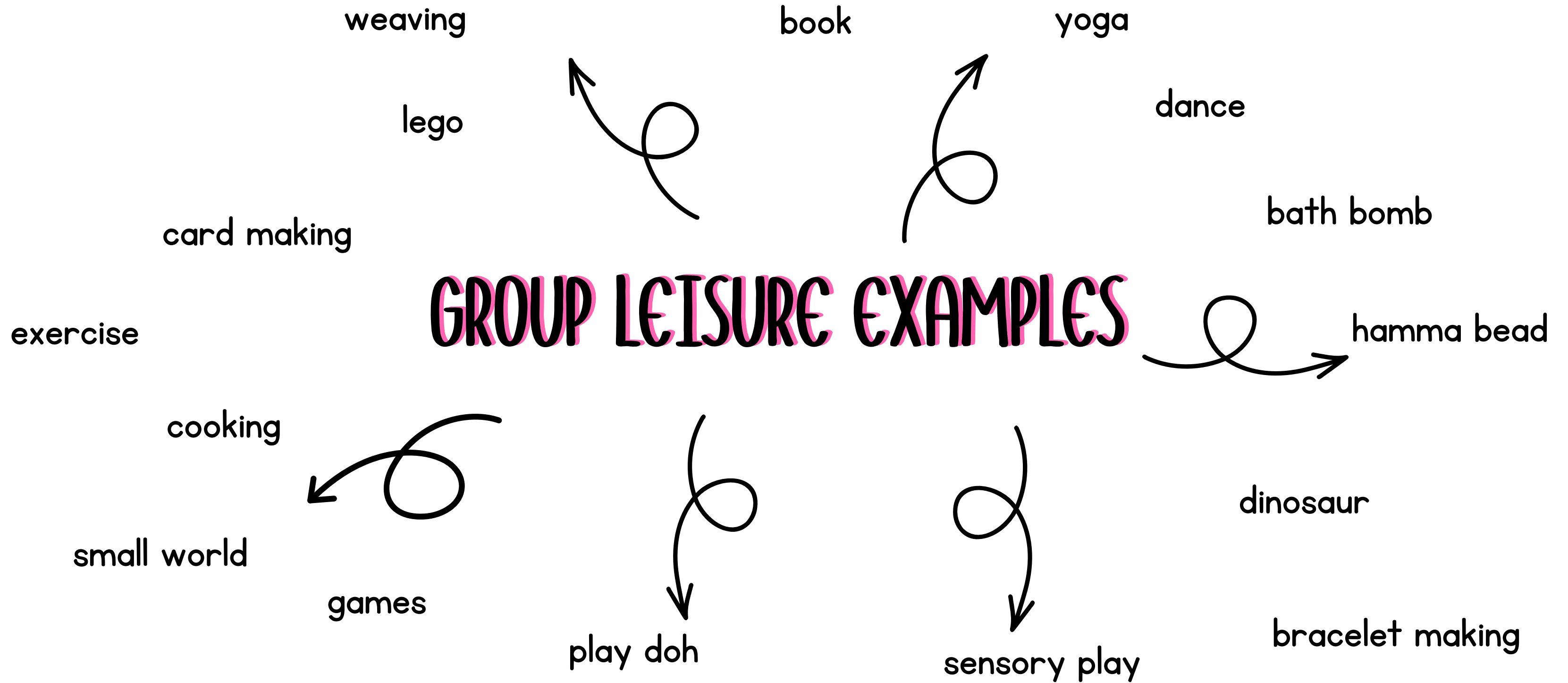


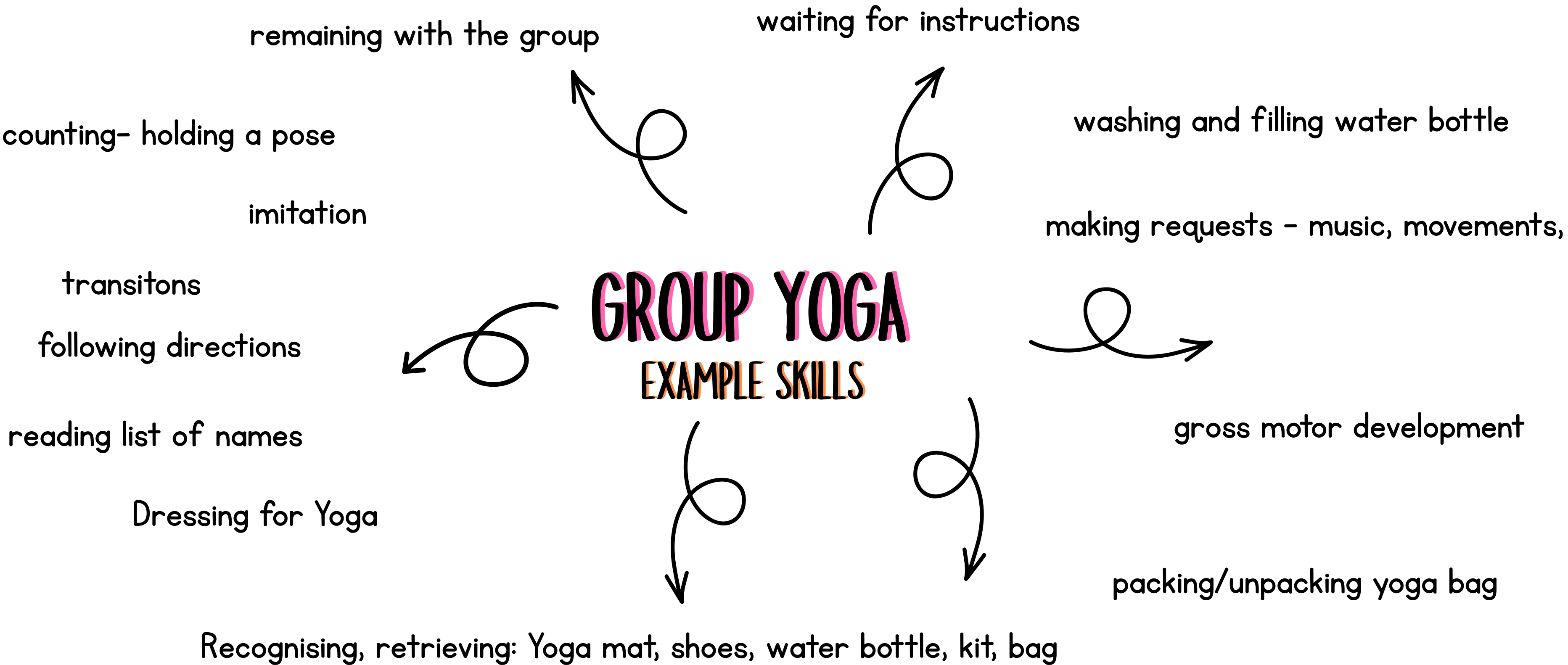
## Group Leisure as Events

These group will change within each class throughout the year, reflecting each pupils' own personal preferences and interests.



# GROUP LEISURE EXAMPLES





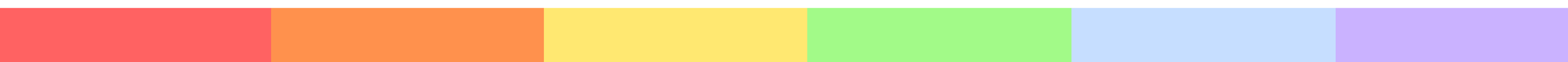


## Routine Events

Routine events are predictable daily activities that naturally occur throughout the day, such as lunchtime, snack time, getting ready to go outside, or tidying up. These routines provide regular and meaningful opportunities to teach essential skills within real-life contexts.

During routine events, everyday activities become the vehicle for learning, allowing children to practise skills such as communication (e.g., requesting food or help), following instructions, waiting, independence, and social interaction.

Because these events happen frequently and are structured, they provide consistent opportunities for practice and generalisation of skills.



recognise and retrieving - plate, tray, lunch box, cup, spoon, apron

making requests

putting on apron

wiping mouth

feeding self

setting the table

remaining with the group

# LUNCH TIME EXAMPLE SKILLS

counting - needed items

asking for help

providing help

following directions

washing hands

waiting

tidy up

counting what's needed

reading menu

