



Beyond Bennerley Stage 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Friendship and Relationships	Hobbies	Personal Safety		Road safety	
Coverage:	<p>Coverage: Explore what friendship means What makes a good friend? Demonstrate sharing Bullying- what is it, online bullying and what to do if bullying occurring. Explore the difference between friend and girlfriend/boyfriend. Stranger danger CEP Friendship terrace resources SMSC: Recognise right and wrong, understand consequences, offer reasoned views. Cultural Capital: invite story-teller into school. https://www.planmyschooltrip.co.uk/970/Best-Friend-Forever-and-Anti-Bullying-Workshop.php</p>	<p>Coverage: Take part in different activities. Try something new Take part in regular exercise. Discuss different hobbies Know different activities available out of school Understand the meaning of hobbies Be able to make a choice of a hobby SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world Cultural Capital: visiting different areas of the local area and beyond. Orienteering. Visit local activity centres; riding centres, football/netball/tennis clubs, dance/drama workshops. Visit local parks to play variety of ball games, walking. Growing things in the garden.</p>	<p>Coverage: Recognise different people in the community and their roles. Identify different roles Explore different uniforms. Emergency services. Explore who is safe to ask for help in the community/safe stranger. Recognise if situations give you 'bad' feelings S.O.S.S resources Bathroom safety- non-slip mats, water temperature, different liquids in the bathroom</p> <p>SMSC: Recognise right and wrong, respect the law, understand consequences. Cultural Capital: Visits to hospital, police station, doctor visit. Visits from doctor/nurse On-line bullying and safety workshops- https://www.planmyschooltrip.co.uk/1328/Into-the-Screen---KS1-&-2-Online-Safety.php</p>	<p>Coverage: <i>Road safety:</i> Looking left and right before crossing a road. Identify a safe place to cross a road Walk sensibly on a pavement when next to the road. Recognise signs and symbols in the community Different modes of transport. Identify bus stops Travel on different modes of transport Sit safely on a minibus</p> <p>SMSC: Use a range of social skills, participate in the local community Cultural Capital: visit to local cultural buildings, library, sports facilities</p>		
Knowledge :	<p>Knowledge: I know the children that are in my class. I know the names of some of the children that are in my class. I know the adults who help me.</p>	<p>Knowledge: I can demonstrate an awareness of different experiences. I know which activities I like and find pleasure from. I know which activities will help to regulate.</p>	<p>Knowledge: I know emergency services in the local community- fire, police, ambulance. I can name the emergency services. I match people to their tools.</p>	<p>Knowledge: I know emergency services in the local community- fire, police, ambulance. I can name the emergency services. I match people to their tools.</p>	<p>Knowledge: I can recognise a road. I know the different crossings. I know how to walk with an adult.</p>	<p>Knowledge: I can recognise a road. I know the different crossings. I know how to walk with an adult.</p>

	I know which adults help at home and school.		I know the equipment used by the emergency services.	I know the equipment used by the emergency services.		
Skills:	Skills: I can choose a friend to share an experience with. I can work alongside a friend. I can take part in shared experiences. I can share experiences with my family. I can explore environments alongside my peers. I can engage with and show enjoyment in shared experiences.	Skills: I tolerate a new activity. I can engage with a new activity I can demonstrate whether a new activity is liked or disliked.	Skills: I can explore play related to the emergency services I can explore sensory activities related to the emergency services. I can dress up as different services.	Skills: I can explore play related to the emergency services I can explore sensory activities related to the emergency services. I can dress up as different services.	Skills: I can hold hands near a road. I can cross the road using a crossing with an adult. I can walk on the pavement. I can use the zebra crossing in school with an adult.	Skills: I can hold hands near a road. I can cross the road using a crossing with an adult. I can walk on the pavement. I can use the zebra crossing in school with an adult.
Suggested Activities:	Suggested Activities: Sensory Bus Friendship Day Parents afternoon to share sensory activities. Shared sensory experiences. Exploration visit to Shipley Park. Music partnership session PE partnership activity session Forest school session	Suggested Activities: Art Therapy day Hub bub drama group Explore Nature through forest school/ Shipley park Creating from nature Sensory Swimming session. Trampoline session. Sensory Christmas drama experience. Planting seeds/ plants Christmas craft PE partnership activity session.	Suggested Activities: Visit from Emergency services. Role play with emergency services equipment.	Suggested Activities: Visit from Emergency services. Role play with emergency services equipment.	Suggested Activities: Walking on a pavement Using the zebra crossing in school Play traffic lights.	Suggested Activities: Walking on a pavement Using the zebra crossing in school Play traffic lights.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time Management		Money		Shopping	
Coverage:	Coverage: Day and night- morning, evening, night. Different ways you can tell the time (watch, phone, clock etc.) Days of the week Months of the year Seasons School timetable Explore what birthdays are and when their birthday is. Different events throughout the year Sequencing events Before and after Measuring time; what can we do in a second, a minute, an hour? Investigate how modes of transport have developed over time		Coverage: Explore where money is used Which is worth more-coins and notes Use money in real life situations Saving money and reasons for doing so. Pocket money-what it is and what to do with it. How do we get money Safe places to keep money Difference between wants and needs Recognise coins and notes Value of coins SMSC: Use a range of social skills, participate in the local community Cultural Capital: Visit local banks Visit charity shops to compare prices		Coverage: Name different shops Name shops that you buy food Name shops you buy clothes Shopping lists Buy items from a shop Pack items in a bag Behave appropriately in a shop Ask for assistance in a shop Sequence of shopping Identify which items are purchased from which shop Looking for clues in shops as to where things may be if we can't read the signs SMSC: Use a range of social and communication skills to know how to appropriately act whilst shopping Cultural Capital: Visit local supermarkets	

	<p>SMSC: Explore beliefs and experiences, respect faiths, feelings and values, understand, accept, respect and celebrate diversity.</p> <p>Cultural Capital: Visit places back in time, museums, workshops etc. Visit tramway museum Invite someone from Erewash museum to talk about days in history</p>				<p>Fresh produce markets Local farm shops</p>	
Knowledge :	<p>Knowledge: I know now and next. I know if I do a work task I will get a preferred activity. I know that my day will have a familiar routine. I know what a clock is. I know songs about the days of the week.</p>	<p>Knowledge: I know now and next. I know if I do a work task I will get a preferred activity. I know that my day will have a familiar routine. I know what a clock is. I know songs about the days of the week.</p>	<p>Knowledge: I know the names of coins and notes. I know the names of shops in photos. I know which items belong to which shops.</p>	<p>Knowledge: I know the names of coins and notes. I know the names of shops in photos. I know which items belong to which shops.</p>	<p>Knowledge: I know the names of shops in photos. I know which items belong to which shops. I can recognise items on a shopping list.</p>	<p>Knowledge: I know the names of shops in photos. I know which items belong to which shops. I can recognise items on a shopping list.</p>
Skills:	<p>Skills:I can engage with activities outlined on my daily schedule. I can respond to now and next symbols schedule. I recognise objects of reference/ photos / symbols for activities.</p>	<p>Skills: I can engage with activities outlined on my daily schedule. I can respond to now and next symbols schedule. I recognise objects of reference/ photos / symbols for activities.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops. I can play with money.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops. I can play with money.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops I can find items on my shopping list. I can pack a shopping bag.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops I can find items on my shopping list. I can pack a shopping bag.</p>
Suggested Activities:	<p>Suggested Activities: Daily use of schedule Motivating activities Explore photo book of previous activities. Explore photos of themselves. Explore photos of school.</p>	<p>Suggested Activities: Daily use of schedule Motivating activities Explore photo book of previous activities. Explore photos of themselves. Explore photos of school.</p>	<p>Suggested Activities: Visit to a shop Role play</p>	<p>Suggested Activities: Visit to a shop Role play</p>	<p>Suggested Activities: Visit to a shop Role play</p>	<p>Suggested Activities: Visit to a shop Role play</p>
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Communication		Positive Contribution		Home Management, Cooking and Laundry	
Coverage:	<p>Coverage: Asking for help Recognise feelings-angry/ upset/anxious Communicate to someone if worried or upset Make choices Give opinions Listen to others Allow others to have a different opinion Allow people to speak without interrupting Body language Taking turns Personal space Different ways of communicating (verbal, signing, body language, writing letters/texting etc. To know different languages can be spoken SMSC:</p>		<p>Coverage: Contribute to Outspoken Fundraising Charity- what is charity? Raise money for chosen charity Understand how to look after the environment Show respect and interest in the local community Recycling and the importance of why we recycle SMSC: to learn the importance of making a positive contribution to society</p> <p>Cultural Capital: Visit charity shops Visit rumble-tums café Local food banks</p>		<p>Coverage: Follow simple instructions Washing hands before cooking Washing pots Drying pots Putting pots away in the correct place Pouring drinks Use a toaster Use a kettle Use a microwave Use a knife and fork Balanced diet/ which foods to eat for breakfast/lunch/dinner Kitchen safety Kitchen hazards Food safety Sorting clothes- clean/dirty, coloureds/darks</p>	

	Understand and respect different forms of communication and languages, how to communicate appropriately Cultural Capital: Invite signing story-teller				Importance of clean clothes Where to store different food Bathroom safety Bathroom hazards SMSC: To know how to care for ourselves within the home. Cultural Capital: Visit to supermarket, meal out in a restaurant/café.	
Knowledge :	Knowledge: I can match happy or sad. I can recognise objects of reference/ photos/ symbols of items I want. I can recognise signing and action in songs. I know staff will help me when I need something.	Knowledge: I can match happy or sad. I can recognise objects of reference/ photos/ symbols of items I want. I can recognise signing and action in songs. I know staff will help me when I need something.	Knowledge: I can recognise my school environment. I can access symbols for class jobs. I can recognise school events to support charities.	Knowledge: I can recognise my school environment. I can access symbols for class jobs. I can recognise school events to support charities.	Knowledge: I can name common foods. I can match items in the kitchen. I can sort foods by different criteria. I can recognise when to wash my hands. I can sort clean and dirty items.	Knowledge: I can name common foods. I can match items in the kitchen. I can sort foods by different criteria. I can recognise when to wash my hands. I can sort clean and dirty items
Skills:	Skills: I can use symbols to communicate something I want. I can copy signs and join in actions. I can use the zones of regulation to indicate happy or sad. I can make a simple request using augmentative communication.	Skills: I can use symbols to communicate something I want. I can copy signs and join in actions. I can use the zones of regulation to indicate happy or sad. I can make a simple request using augmentative communication.	Skills: I can look after the school environment. I can help to tidy up the classroom. I can take part in activities in forest schools. I can take part on activities related to charity events.	Skills: I can look after the school environment. I can help to tidy up the classroom. I can take part in activities in forest schools. I can take part on activities related to charity events.	Skills: I can taste a range of food. I can engage ins exploring foods with my senses. I can sit down to eat. I can make a choice when offered foods. I can use a knife, fork and spoon.	Skills: I can taste a range of food. I can engage ins exploring foods with my senses. I can sit down to eat. I can make a choice when offered foods. I can use a knife, fork and spoon.
Suggested Activities:	Suggested Activities: Mr Tumble Videos Singing hands songs Sign/ symbol of the week. Sensory stories Sensory play to show preference.	Suggested Activities: Mr Tumble Videos Singing hands songs Sign/ symbol of the week. Sensory stories Sensory play to show preference.	Suggested Activities:	Suggested Activities:	Suggested Activities: Sensory food activities Tasting sessions Local café (Nutbrook café) Local supermarket	Suggested Activities: Sensory food activities Tasting sessions Local café (Nutbrook café) Local supermarket



Beyond Bennerley Stage 2 – Engagement Steps

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Friendship and Relationships	Hobbies	Personal Safety		Road safety	
Coverage:	<p>Coverage: Explore what friendship means What makes a good friend? Demonstrate sharing Bullying- what is it, online bullying and what to do if bullying occurring. Explore the difference between friend and girlfriend/boyfriend. Stranger danger CEP Friendship terrace resources SMSC: Recognise right and wrong, understand consequences, offer reasoned views. Cultural Capital: invite story-teller into school. https://www.planmyschooltrip.co.uk/970/Best-Friend-Forever-and-Anti-Bullying-Workshop.php</p>	<p>Coverage: Take part in different activities. Try something new Take part in regular exercise. Discuss different hobbies Know different activities available out of school Understand the meaning of hobbies Be able to make a choice of a hobby SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world Cultural Capital: visiting different areas of the local area and beyond. Orienteering. Visit local activity centres; riding centres, football/netball/tennis clubs, dance/drama workshops. Visit local parks to play variety of ball games, walking. Growing things in the garden.</p>	<p>Coverage: Recognise different people in the community and their roles. Identify different roles Explore different uniforms. Emergency services. Explore who is safe to ask for help in the community/safe stranger. Recognise if situations give you 'bad' feelings S.O.S.S resources Bathroom safety- non-slip mats, water temperature, different liquids in the bathroom SMSC: Recognise right and wrong, respect the law, understand consequences. Cultural Capital: Visits to hospital, police station, doctor visit. Visits from doctor/nurse On-line bullying and safety workshops- https://www.planmyschooltrip.co.uk/1328/-Into-the-Screen---KS1-&-2-Online-Safety.php</p>	<p>Coverage: <i>Road safety:</i> Looking left and right before crossing a road. Identify a safe place to cross a road Walk sensibly on a pavement when next to the road. Recognise signs and symbols in the community Different modes of transport. Identify bus stops Travel on different modes of transport Sit safely on a minibus SMSC: Use a range of social skills, participate in the local community Cultural Capital: visit to local cultural buildings, library, sports facilities</p>		
Knowledge:	<p>Knowledge: I know the children that are in my class. I know the names of some of the children that are in my class.</p>	<p>Knowledge: I can demonstrate an awareness of different experiences. I know which activities I like and find pleasure from.</p>	<p>Knowledge: I know emergency services in the local community- fire, police, ambulance. I can name the emergency services.</p>	<p>Knowledge: I know emergency services in the local community- fire, police, ambulance. I can name the emergency services.</p>	<p>Knowledge: I can recognise a road. I know the different crossings. I know how to walk with an adult.</p>	<p>Knowledge: I can recognise a road. I know the different crossings. I know how to walk with an adult.</p>

	I know the adults who help me. I know which adults help at home and school.	I know which activities will help to regulate.	I match people to their tools. I know the equipment used by the emergency services.	I match people to their tools. I know the equipment used by the emergency services.		
Skills:	Skills: I can choose a friend to share an experience with. I can work alongside a friend. I can take part in shared experiences. I can share experiences with my family. I can explore environments alongside my peers. I can engage with and show enjoyment in shared experiences.	Skills: I tolerate a new activity. I can engage with a new activity I can demonstrate whether a new activity is liked or disliked.	Skills: I can explore play related to the emergency services I can explore sensory activities related to the emergency services. I can dress up as different services.	Skills: I can explore play related to the emergency services I can explore sensory activities related to the emergency services. I can dress up as different services.	Skills: I can hold hands near a road. I can cross the road using a crossing with an adult. I can walk on the pavement. I can use the zebra crossing in school with an adult.	Skills: I can hold hands near a road. I can cross the road using a crossing with an adult. I can walk on the pavement. I can use the zebra crossing in school with an adult.
Suggested Activities:	Suggested Activities: Sensory Bus Friendship Day Parents afternoon to share sensory activities. Shared sensory experiences. Exploration visit to Shipley Park. Music partnership session PE partnership activity session Forest school session	Suggested Activities: Art Therapy day Hub drama group Explore Nature through forest school/ Shipley park Creating from nature Sensory Swimming session. Trampoline session. Sensory Christmas drama experience. Planting seeds/ plants Christmas craft PE partnership activity session.	Suggested Activities: Visit from Emergency services. Role play with emergency services equipment.	Suggested Activities: Visit from Emergency services. Role play with emergency services equipment.	Suggested Activities: Walking on a pavement Using the zebra crossing in school Play traffic lights.	Suggested Activities: Walking on a pavement Using the zebra crossing in school Play traffic lights.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time Management		Money		Shopping	
Coverage:	Coverage: Day and night- morning, evening, night. Different ways you can tell the time (watch, phone, clock etc.) Days of the week Months of the year Seasons School timetable Explore what birthdays are and when their birthday is. Different events throughout the year Sequencing events Before and after		Coverage: Explore where money is used Which is worth more-coins and notes Use money in real life situations Saving money and reasons for doing so. Pocket money-what it is and what to do with it. How do we get money Safe places to keep money Difference between wants and needs Recognise coins and notes Value of coins SMSC: Use a range of social skills, participate in the local community		Coverage: Name different shops Name shops that you buy food Name shops you buy clothes Shopping lists Buy items from a shop Pack items in a bag Behave appropriately in a shop Ask for assistance in a shop Sequence of shopping Identify which items are purchased from which shop Looking for clues in shops as to where things may be if we can't read the signs	

	<p>Measuring time; what can we do in a second, a minute, an hour? Investigate how modes of transport have developed over time</p> <p>SMSC: Explore beliefs and experiences, respect faiths, feelings and values, understand, accept, respect and celebrate diversity. Cultural Capital: Visit places back in time, museums, workshops etc. Visit tramway museum Invite someone from Erewash museum to talk about days in history</p>		<p>Cultural Capital: Visit local banks Visit charity shops to compare prices</p>		<p>SMSC: Use a range of social and communication skills to know how to appropriately act whilst shopping Cultural Capital: Visit local supermarkets Fresh produce markets Local farm shops</p>	
Knowledge:	<p>Knowledge: I know now and next. I know if I do a work task I will get a preferred activity. I know that my day will have a familiar routine. I know what a clock is. I know songs about the days of the week.</p>	<p>Knowledge: I know now and next. I know if I do a work task I will get a preferred activity. I know that my day will have a familiar routine. I know what a clock is. I know songs about the days of the week.</p>	<p>Knowledge: I know the names of coins and notes. I know the names of shops in photos. I know which items belong to which shops.</p>	<p>Knowledge: I know the names of coins and notes. I know the names of shops in photos. I know which items belong to which shops.</p>	<p>Knowledge: I know the names of shops in photos. I know which items belong to which shops. I can recognise items on a shopping list.</p>	<p>Knowledge: I know the names of shops in photos. I know which items belong to which shops. I can recognise items on a shopping list.</p>
Skills:	<p>Skills:I can engage with activities outlined on my daily schedule. I can respond to now and next symbols schedule. I recognise objects of reference/ photos / symbols for activities.</p>	<p>Skills: I can engage with activities outlined on my daily schedule. I can respond to now and next symbols schedule. I recognise objects of reference/ photos / symbols for activities.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops. I can play with money.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops. I can play with money.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops I can find items on my shopping list. I can pack a shopping bag.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops I can find items on my shopping list. I can pack a shopping bag.</p>
Suggested Activities:	<p>Suggested Activities: Daily use of schedule Motivating activities Explore photo book of previous activities. Explore photos of themselves. Explore photos of school.</p>	<p>Suggested Activities: Daily use of schedule Motivating activities Explore photo book of previous activities. Explore photos of themselves. Explore photos of school.</p>	<p>Suggested Activities: Visit to a shop Role play</p>	<p>Suggested Activities: Visit to a shop Role play</p>	<p>Suggested Activities: Visit to a shop Role play</p>	<p>Suggested Activities: Visit to a shop Role play</p>
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication		Positive Contribution		Home Management, Cooking and Laundry	
Coverage:	<p>Coverage: Asking for help Recognise feelings-angry/ upset/anxious Communicate to someone if worried or upset Make choices Give opinions Listen to others Allow others to have a different opinion Allow people to speak without interrupting Body language</p>		<p>Coverage: Contribute to Outspoken Fundraising Charity- what is charity? Raise money for chosen charity Understand how to look after the environment Show respect and interest in the local community Recycling and the importance of why we recycle SMSC: to learn the importance of making a positive contribution to society</p>		<p>Coverage: Follow simple instructions Washing hands before cooking Washing pots Drying pots Putting pots away in the correct place Pouring drinks Use a toaster Use a kettle Use a microwave</p>	

	<p>Taking turns Personal space Different ways of communicating (verbal, signing, body language, writing letters/texting etc. To know different languages can be spoken</p> <p>SMSC: Understand and respect different forms of communication and languages, how to communicate appropriately</p> <p>Cultural Capital: Invite signing story-teller</p>		<p>Cultural Capital: Visit charity shops Visit rumble-tums café Local food banks</p>		<p>Use a knife and fork Balanced diet/ which foods to eat for breakfast/lunch/dinner Kitchen safety Kitchen hazards Food safety Sorting clothes- clean/dirty, coloureds/darks Importance of clean clothes Where to store different food Bathroom safety Bathroom hazards</p> <p>SMSC: To know how to care for ourselves within the home.</p> <p>Cultural Capital: Visit to supermarket, meal out in a restaurant/café.</p>	
Knowledge:	<p>Knowledge: I can match happy or sad. I can recognise objects of reference/ photos/ symbols of items I want. I can recognise signing and action in songs. I know staff will help me when I need something.</p>	<p>Knowledge: I can match happy or sad. I can recognise objects of reference/ photos/ symbols of items I want. I can recognise signing and action in songs. I know staff will help me when I need something.</p>	<p>Knowledge: I can recognise my school environment. I can access symbols for class jobs. I can recognise school events to support charities.</p>	<p>Knowledge: I can recognise my school environment. I can access symbols for class jobs. I can recognise school events to support charities.</p>	<p>Knowledge: I can name common foods. I can match items in the kitchen. I can sort foods by different criteria. I can recognise when to wash my hands. I can sort clean and dirty items.</p>	<p>Knowledge: I can name common foods. I can match items in the kitchen. I can sort foods by different criteria. I can recognise when to wash my hands. I can sort clean and dirty items</p>
Skills:	<p>Skills: I can use symbols to communicate something I want. I can copy signs and join in actions. I can use the zones of regulation to indicate happy or sad. I can make a simple request using augmentative communication.</p>	<p>Skills: I can use symbols to communicate something I want. I can copy signs and join in actions. I can use the zones of regulation to indicate happy or sad. I can make a simple request using augmentative communication.</p>	<p>Skills: I can look after the school environment. I can help to tidy up the classroom. I can take part in activities in forest schools. I can take part on activities related to charity events.</p>	<p>Skills: I can look after the school environment. I can help to tidy up the classroom. I can take part in activities in forest schools. I can take part on activities related to charity events.</p>	<p>Skills: I can taste a range of food. I can engage ins exploring foods with my senses. I can sit down to eat. I can make a choice when offered foods. I can use a knife, fork and spoon.</p>	<p>Skills: I can taste a range of food. I can engage ins exploring foods with my senses. I can sit down to eat. I can make a choice when offered foods. I can use a knife, fork and spoon.</p>
Suggested Activities:	<p>Suggested Activities: Mr Tumble Videos Singing hands songs Sign/ symbol of the week. Sensory stories Sensory play to show preference.</p>	<p>Suggested Activities: Mr Tumble Videos Singing hands songs Sign/ symbol of the week. Sensory stories Sensory play to show preference.</p>	<p>Suggested Activities:</p>	<p>Suggested Activities:</p>	<p>Suggested Activities: Sensory food activities Tasting sessions Local café (Nutbrook café) Local supermarket</p>	<p>Suggested Activities: Sensory food activities Tasting sessions Local café (Nutbrook café) Local supermarket</p>
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Positive Contribution	Money	Time Management	Shopping	Home Management, Cooking & Laundry
Coverage:	Coverage: Asking for help	Coverage: Contribute to Outspoken	Coverage:	Coverage:	Coverage: Name different shops	Coverage: Follow simple instructions

	<p>Recognise feelings-angry/ upset/anxious Communicate to someone if worried or upset Make choices Give opinions Listen to others Allow others to have a different opinion Allow people to speak without interrupting Body language Taking turns Personal space Different ways of communicating (verbal, signing, body language, writing letters/texting etc. To know different languages can be spoken SMSC: Understand and respect different forms of communication and languages, how to communicate appropriately Cultural Capital: Invite signing story-teller</p>	<p>Fundraising Charity- what is charity? Raise money for chosen charity Understand how to look after the environment Show respect and interest in the local community Recycling and the importance of why we recycle SMSC: to learn the importance of making a positive contribution to society Cultural Capital: Visit charity shops Visit rumble-tums café Local food banks</p>	<p>Explore where money is used Which is worth more-coins and notes Use money in real life situations Saving money and reasons for doing so. Pocket money-what it is and what to do with it. How do we get money Safe places to keep money Difference between wants and needs Recognise coins and notes Value of coins SMSC: Use a range of social skills, participate in the local community Cultural Capital: Visit local banks Visit charity shops to compare prices</p>	<p>Day and night- morning, evening, night. Different ways you can tell the time (watch, phone, clock etc.) Days of the week Months of the year Seasons School timetable Explore what birthdays are and when their birthday is. Different events throughout the year Sequencing events Before and after Measuring time; what can we do in a second, a minute, an hour? Investigate how modes of transport have developed over time SMSC: Explore beliefs and experiences, respect faiths, feelings and values, understand, accept, respect and celebrate diversity. Cultural Capital: Visit places back in time, museums, workshops etc. Visit tramway museum Invite someone from Erewash museum to talk about days in history</p>	<p>Name shops that you buy food Name shops you buy clothes Shopping lists Buy items from a shop Pack items in a bag Behave appropriately in a shop Ask for assistance in a shop Sequence of shopping Identify which items are purchased from which shop Looking for clues in shops as to where things may be if we can't read the signs SMSC: Use a range of social and communication skills to know how to appropriately act whilst shopping Cultural Capital: Visit local supermarkets Fresh produce markets Local farm shops</p>	<p>Washing hands before cooking Washing pots Drying pots Putting pots away in the correct place Pouring drinks Use a toaster Use a kettle Use a microwave Use a knife and fork Balanced diet/ which foods to eat for breakfast/lunch/dinner Kitchen safety Kitchen hazards Food safety Sorting clothes- clean/dirty, coloureds/darks Importance of clean clothes Where to store different food Bathroom safety Bathroom hazards SMSC: To know how to care for ourselves within the home. Cultural Capital: Visit to supermarket, meal out in a restaurant/café.</p>
Knowledge:	<p>Knowledge: I can match happy or sad. I can recognise objects of reference/ photos/ symbols of items I want. I can recognise signing and action in songs. I know staff will help me when I need something.</p>	<p>Knowledge: I can recognise my school environment. I can access symbols for class jobs. I can recognise school events to support charities.</p>	<p>Knowledge: I know the names of coins and notes. I know the names of shops in photos. I know which items belong to which shops.</p>	<p>Knowledge: I know now and next. I know if I do a work task I will get a preferred activity. I know that my day will have a familiar routine. I know what a clock is. I know songs about the days of the week.</p>	<p>Knowledge: I know the names of shops in photos. I know which items belong to which shops. I can recognise items on a shopping list.</p>	<p>Knowledge: I can name common foods. I can match items in the kitchen. I can sort foods by different criteria. I can recognise when to wash my hands. I can sort clean and dirty items</p>
Skills:	<p>Skills: I can use symbols to communicate something I want. I can copy signs and join in actions.</p>	<p>Skills: I can look after the school environment. I can help to tidy up the classroom. I can take part in activities in forest schools.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops. I can play with money.</p>	<p>Skills: I can engage with activities outlined on my daily schedule. I can respond to now and next symbols schedule.</p>	<p>Skills: I can engage in pretend shop play. I can explore items related to a shop. I can explore different types of shops</p>	<p>Skills: I can taste a range of food. I can engage ins exploring foods with my senses. I can sit down to eat. I can make a choice when offered foods.</p>

	I can use the zones of regulation to indicate happy or sad. I can make a simple request using augmentative communication.	I can take part on activities related to charity events.		I recognise objects of reference/ photos / symbols for activities.	I can find items on my shopping list. I can pack a shopping bag.	I can use a knife, fork and spoon.
Suggested Activities:	Suggested Activities: Mr Tumble Videos Singing hands songs Sign/ symbol of the week. Sensory stories Sensory play to show preference.	Suggested Activities:	Suggested Activities: Visit to a shop Role play	Suggested Activities: Daily use of schedule Motivating activities Explore photo book of previous activities. Explore photos of themselves. Explore photos of school.	Suggested Activities: Visit to a shop Role play	Suggested Activities: Sensory food activities Tasting sessions Local café (Nutbrook café) Local supermarket



Beyond Bennerley Stage 2 – Progression Steps

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Friendship and Relationships	Hobbies	Personal Safety		Road safety	
Coverage:	Coverage: Explore what friendship means What makes a good friend? Demonstrate sharing Bullying- what is it, online bullying and what to do if bullying occurring. Explore the difference between friend and girlfriend/boyfriend. Stranger danger CEP Friendship terrace resources SMSC: Recognise right and wrong, understand	Coverage: Take part in different activities. Try something new Take part in regular exercise. Discuss different hobbies Know different activities available out of school Understand the meaning of hobbies Be able to make a choice of a hobby SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world Cultural Capital: visiting different areas of the local	Coverage: Recognise different people in the community and their roles. Identify different roles Explore different uniforms. Emergency services. Explore who is safe to ask for help in the community/safe stranger. Recognise if situations give you 'bad' feelings S.O.S.S resources Bathroom safety- non-slip mats, water temperature, different liquids in the bathroom SMSC: Recognise right and wrong, respect the law, understand consequences. Cultural Capital: Visits to hospital, police station, doctor visit. Visits from doctor/nurse On-line bullying and safety workshops- https://www.planmyschooltrip.co.uk/1328/-Into-the-Screen---KS1-&-2-Online-Safety.php		Coverage: <i>Road safety:</i> Looking left and right before crossing a road. Identify a safe place to cross a road Walk sensibly on a pavement when next to the road. Recognise signs and symbols in the community Different modes of transport. Identify bus stops Travel on different modes of transport Sit safely on a minibus SMSC: Use a range of social skills, participate in the local community Cultural Capital: visit to local cultural buildings, library, sports facilities	

	consequences, offer reasoned views. Cultural Capital: invite story-teller into school. https://www.planmyschooltrip.co.uk/970/Best-Friend-Forever-and-Anti-Bullying-Workshop.php	area and beyond. Orienteering. Visit local activity centres; riding centres, football/netball/tennis clubs, dance/drama workshops. Visit local parks to play variety of ball games, walking. Growing things in the garden.				
Knowledge:	Knowledge: I know who my friends are at school. I know the names of my friends outside school. I know the activities that I enjoy with my friends. I know what makes good team work. I know how to be kind to my friends I know what bullying is.	Knowledge: I know what a hobby is. I can name popular hobbies I know that some hobbies are better for us than others. I know what hobbies that I like or might like. I can decide on a new hobby I might like to try.	Knowledge: I know some of the hazards in different local environments. I know who a stranger is. I know who to ask for help when I am out.	Knowledge: I know the emergency services in the local community. I know where these services are in my local community. I know the equipment used by the emergency services.	Knowledge: I know how to cross a road safely. I can recognise and know the meaning of key road signs. I know some the safe places to cross a road. I know why it is important to be aware of my surroundings when I am out.	Knowledge: I know different modes of transport. I know why I need to sit and have a seat belt on when in a car/ minibus. I know some of the hazards at a bus station/ railway station.
Skills:	Skills: I can play alongside my friends I can take part in joint activities with my friends I can work as part of team. I can include my friends in an activity. I can solve problems with my friends I can be confident when asking my friends to play.	Skills: I can share a hobby with a friends I can try a new hobby. I can make positive choices regarding how I spend my free time. I can recognise my strengths and how to use these to choose a hobby.	Skills: I can find hazards in the environment. I can suggest how to keep safe from the hazards I can spot strangers in the community. I can stay safe from strangers and demonstrate how to ask for help. I am confident when am out in the community.	Skills: I can contact emergency services. I can decide when to contact the emergency service.	Skills: I can demonstrate how to cross a road. I can use road safety signs to help me when I am out. I can find a safe pale to cross. I can walk sensibly on the pavement being aware of hazards. I am self-aware when I am out.	Skills: I can behave safely on different modes of transport I can behave safely at the buss/ train station. I know how to wait for a bus.
Suggested Activities:	Suggested Activities: Visit to local park Visit to Shipley Park to take part on shared activities. Shared time in sensory room. Forest school activity session Team building activities	Suggested Activities: Sports partnership activity day (new sports) Drama- Hub-bub Theatre experience Christmas craft Christmas theatre visit Planting/ gardening experience Art therapy day. Orienteering (school or Shipley Park) Pet experience.	Suggested Activities: Drama experience around stranger danger. Visit in local area looking for hazards. Visits in local area spotting safe and unsafe strangers. Visit to a local place and practice asking a trusted adult for help.	Suggested Activities: Visit to local fire/ police station. Visit by assistance dog.	Suggested Activities: Town centre visit to explore hazards. Visit to Shipley park to practice road crossings Visit to town centre to explore different road crossings.	Suggested Activities: Train station Bus station Bus stop Minibus outing
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Time Management	Money	Shopping			
Coverage:	<p>Coverage: Day and night- morning, evening, night. Different ways you can tell the time (watch, phone, clock etc.) Days of the week Months of the year Seasons School timetable Explore what birthdays are and when their birthday is. Different events throughout the year Sequencing events Before and after Measuring time; what can we do in a second, a minute, an hour? Investigate how modes of transport have developed over time</p> <p>SMSC: Explore beliefs and experiences, respect faiths, feelings and values, understand, accept, respect and celebrate diversity. Cultural Capital: Visit places back in time, museums, workshops etc. Visit tramway museum Invite someone from Erewash museum to talk about days in history</p>	<p>Coverage: Explore where money is used Which is worth more-coins and notes Use money in real life situations Saving money and reasons for doing so. Pocket money-what it is and what to do with it. How do we get money Safe places to keep money Difference between wants and needs Recognise coins and notes Value of coins SMSC: Use a range of social skills, participate in the local community Cultural Capital: Visit local banks Visit charity shops to compare prices</p>	<p>Coverage: Name different shops Name shops that you buy food Name shops you buy clothes Shopping lists Buy items from a shop Pack items in a bag Behave appropriately in a shop Ask for assistance in a shop Sequence of shopping Identify which items are purchased from which shop Looking for clues in shops as to where things may be if we can't read the signs SMSC: Use a range of social and communication skills to know how to appropriately act whilst shopping Cultural Capital: Visit local supermarkets Fresh produce markets Local farm shops</p>			
Knowledge:	<p>Knowledge: I know the different times of the day. I know the days of the week. I know the months of the year. I know that there are different events in the year.</p>	<p>Knowledge: I know the different measurements of time. I can name when I would need to know the time and use times to help me. I have an understanding of what a day, week, month and year is.</p>	<p>Knowledge: I know that you get money for doing a job. I can recognise the coins and notes. I know ways in which I can earn money. I know the difference between my wants and needs.</p>	<p>Knowledge: I can name occasions when I would need money. I know that banks are used for storing and saving money. I understand why it is important to save money.</p>	<p>Knowledge: I can name different types of shop. I can name items that are sold in the shops. I can explain why I need a shopping list.</p>	<p>Knowledge: I can name shops that will not be found in the town. I can name a range of shops found in my local area.</p>
Skills:	<p>Skills: I can use a timetable and calendar. I can talk about the different people in my family and their different ages.</p>	<p>Skills: I can use the times of the day to plan a trip and the time that is required. I can use my knowledge of time to explore timetables for buses/ cinema etc. I can explore different places where time is important.</p>	<p>Skills: I can sort money. I can sort money by value. I can estimate the value of items. I can link the value of times to how long it might take me to save.</p>	<p>Skills: I know why a bank is the best place for money I know how to get money for a bank</p>	<p>Skills: I can go to the correct shop for an item. I can use a shopping list. I can pack a shopping bag.</p>	<p>Skills: I can navigate the isles of a super market. I can choose the correct shop for an item. I know how to find a specific shop. I can use my experiences to find and buy items.</p>
Suggested Activities:	<p>Grandparent to talk about the past Local historian Maps or photos of Ilkeston/ school past and present</p>	<p>Erewash Museum Derby Museum Sudbury Museum of childhood</p>	<p>Visit to local shops to research prices of items. Complete jobs at home for pocket money. Plan an activity/ event on a budget.</p>	<p>Visit from Bank of England representative Visit to bank Opportunity to spend money</p>	<p>Local market Local high street to explore different types of shops</p>	<p>Shops outside the town centre e.g. garden centre, café, farm shop, super market.</p>
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication		Positive Contribution		Home Management, Cooking and Laundry	

Coverage:	<p>Coverage: Asking for help Recognise feelings-angry/ upset/anxious Communicate to someone if worried or upset Make choices Give opinions Listen to others Allow others to have a different opinion Allow people to speak without interrupting Body language Taking turns Personal space Different ways of communicating (verbal, signing, body language, writing letters/texting etc. To know different languages can be spoken SMSC: Understand and respect different forms of communication and languages, how to communicate appropriately Cultural Capital: Invite signing story-teller</p>		<p>Coverage: Contribute to Outspoken Fundraising Charity- what is charity? Raise money for chosen charity Understand how to look after the environment Show respect and interest in the local community Recycling and the importance of why we recycle SMSC: to learn the importance of making a positive contribution to society Cultural Capital: Visit charity shops Visit rumble-turns café Local food banks</p>		<p>Coverage: Follow simple instructions Washing hands before cooking Washing pots Drying pots Putting pots away in the correct place Pouring drinks Use a toaster Use a kettle Use a microwave Use a knife and fork Balanced diet/ which foods to eat for breakfast/lunch/dinner Kitchen safety Kitchen hazards Food safety Sorting clothes- clean/dirty, coloureds/darks Importance of clean clothes Where to store different food Bathroom safety Bathroom hazards SMSC: To know how to care for ourselves within the home. Cultural Capital: Visit to supermarket, meal out in a restaurant/café.</p>	
Knowledge:	<p>Knowledge: I know how to ask for help when I need it. I know who to ask for help. I know how people's bodies can say how they are feeling. I know what my body looks like when I have different feelings.</p>	<p>Knowledge: I know that people may have different opinions to me. I know how to allow other people to speak and wait my turn. I know different forms of communication. I know some of the other languages that people speak.</p>	<p>Knowledge: I know what a charity is. I can explain what fundraising is. I know some national fundraising events like children in need and comic relief I know how they help people.</p>	<p>Knowledge: I know how to look after our environment. I know ways in which we impact our environment. I know ways in which I can help my environment.</p>	<p>Knowledge: I know some of the hazards in a kitchen environment. I know healthy food options. I know why hygiene is important.</p>	<p>Knowledge: I know how to follow a recipe I know how to create a shopping list for a recipe I know how to make the right food choices.</p>
Skills:	<p>Skills: I can use the zones of regulation to say how I am feeling. I can listen to others. I can take turns when speaking. I can use by body and voice during drama.</p>	<p>Skills: I can listen to others opinions. I can allow other to people to speak and wait my turn. I can tell some about something I am interested in. I can find signs and symbols and know what they mean. I can listen to other languages.</p>	<p>Skills: I can use what I know about charities to choose a charity to support. I can plan how to raise some money for a charity I can raise money and donate it to a charity.</p>	<p>Skills: I can think of ways in which I can make a difference to the environment. I can plan ways in school to help with recycling. I can plan ways to help the environment in the local area.</p>	<p>Skills: I can work safely in a kitchen. I can use kitchen equipment safely. I can plan a healthy meal. I can tidy up effectively after cooking.</p>	<p>Skills: I can plan and event for parents. I can decide on appropriate food and drinks. I can shop for and safely prepare food. I can use kitchen equipment safely.</p>
Suggested Activities:	<p>Suggested Activities: Story Teller Drama experience Theatre experience</p>	<p>Suggested Activities: Journalist Debate</p>	<p>Suggested Activities: Visit to local charity shop Visit to food Bank at Arena church</p>	<p>Suggested Activities: Litter pick Volunteering at Shipley park</p>	<p>Suggested Activities: Use of the life skills room school kitchen Visit to local café</p>	<p>Suggested Activities: Visit to café for ideas visit to support market</p>

		Talk about an area of interest. Sigs and symbols in the school and local environment	Visit to RSPCA/ animal charity.	Caring for the school garden Forest school	Jobs at home to complete	Afternoon tea event for parents.
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Positive Contribution	Money	Time Management	Shopping	Home Management, Cooking & Laundry
Coverage:	<p>Coverage: Asking for help Recognise feelings-angry/ upset/anxious Communicate to someone if worried or upset Make choices Give opinions Listen to others Allow others to have a different opinion Allow people to speak without interrupting Body language Taking turns Personal space Different ways of communicating (verbal, signing, body language, writing letters/texting etc. To know different languages can be spoken</p> <p>SMSC: Understand and respect different forms of communication and languages, how to communicate appropriately</p> <p>Cultural Capital: Invite signing story-teller</p>	<p>Coverage: Contribute to Outspoken Fundraising Charity- what is charity? Raise money for chosen charity Show respect and interest in the local community</p> <p>SMSC: to learn the importance of making a positive contribution to society</p> <p>Cultural Capital: Visit charity shops Visit rumble-tums café Local food banks</p>	<p>Coverage: Explore where money is used Which is worth more-coins and notes Use money in real life situations Saving money and reasons for doing so. Pocket money-what it is and what to do with it. How do we get money Safe places to keep money Difference between wants and needs Recognise coins and notes Value of coins</p> <p>SMSC: Use a range of social skills, participate in the local community</p> <p>Cultural Capital: Visit local banks Visit charity shops to compare prices</p>	<p>Coverage: Day and night- morning, evening, night. Different ways you can tell the time (watch, phone, clock etc.) Days of the week Months of the year Seasons School timetable Explore what birthdays are and when their birthday is. Different events throughout the year Sequencing events Before and after Measuring time; what can we do in a second, a minute, an hour? Investigate how modes of transport have developed over time</p> <p>SMSC: Explore beliefs and experiences, respect faiths, feelings and values, understand, accept, respect and celebrate diversity.</p> <p>Cultural Capital: Visit places back in time, museums, workshops etc. Visit tramway museum Invite someone from Erewash museum to talk about days in history</p>	<p>Coverage: Name different shops Name shops that you buy food Name shops you buy clothes Shopping lists Buy items from a shop Pack items in a bag Behave appropriately in a shop Ask for assistance in a shop Sequence of shopping Identify which items are purchased from which shop Looking for clues in shops as to where things may be if we can't read the signs</p> <p>SMSC: Use a range of social and communication skills to know how to appropriately act whilst shopping</p> <p>Cultural Capital: Visit local supermarkets Fresh produce markets Local farm shops</p>	<p>Coverage: Follow simple instructions Washing hands before cooking Washing pots Drying pots Putting pots away in the correct place Pouring drinks Use a toaster Use a kettle Use a microwave Use a knife and fork Balanced diet/ which foods to eat for breakfast/lunch/dinner Kitchen safety Kitchen hazards Food safety Sorting clothes- clean/dirty, coloureds/darks Importance of clean clothes Where to store different food Bathroom safety Bathroom hazards</p> <p>SMSC: To know how to care for ourselves within the home.</p> <p>Cultural Capital: Visit to supermarket, meal out in a restaurant/café.</p>
Knowledge:	<p>Knowledge: I know how to ask for help when I need it. I know who to ask for help. I know how people's bodies can say how they are feeling.</p>	<p>Knowledge: I know what a charity is. I can explain what fundraising is. I know some national fundraising events like children in need and comic relief</p>	<p>Knowledge: I know that you get money for doing a job. I can recognise the coins and notes. I know ways in which I can earn money.</p>	<p>Knowledge: I know the different times of the day. I know the days of the week. I know the months of the year.</p>	<p>Knowledge: I can name different types of shop. I can name items that are sold in the shops. I can explain why I need a shopping list.</p>	<p>Knowledge: I know some of the hazards in a kitchen environment. I know healthy food options. I know why hygiene is important.</p>

	<p>I know what my body looks like when I have different feelings.</p> <p>I know that people may have different opinions to me.</p> <p>I know how to allow other people to speak and wait my turn.</p> <p>I know different forms of communication.</p> <p>I know some of the other languages that people speak.</p>	<p>I know how they help people.</p>	<p>I know the difference between my wants and needs.</p> <p>I can name occasions when I would need money.</p> <p>I know that banks are used for storing and saving money.</p> <p>I understand why it is important to save money.</p>	<p>I know that there are different events in the year.</p> <p>I know the different measurements of time.</p> <p>I can name when I would need to know the time and use times to help me.</p> <p>I have an understanding of what a day, week, month and year is.</p>	<p>I can name a range of shops found in my local area.</p>	<p>I know how to follow a recipe</p> <p>I know how to create a shopping list for a recipe</p> <p>I know how to make the right food choices.</p>
Skills:	<p>Skills:</p> <p>I can use the zones of regulation to say how I am feeling.</p> <p>I can listen to others.</p> <p>I can take turns when speaking.</p> <p>I can use my body and voice during drama.</p> <p>I can listen to others opinions.</p> <p>I can allow other to people to speak and wait my turn.</p> <p>I can tell some about something I am interested in.</p> <p>I can find signs and symbols and know what they mean.</p> <p>I can listen to other languages.</p>	<p>Skills:</p> <p>I can plan how to raise some money for a charity</p> <p>I can raise money and donate it to a charity.</p> <p>I can think of ways in which I can make a difference to my / a community.</p>	<p>Skills:</p> <p>I can sort money.</p> <p>I can sort money by value.</p> <p>I can estimate the value of items.</p> <p>I can link the value of times to how long it might take me to save.</p> <p>Skills:</p> <p>I know why a bank is the best place for money</p> <p>I know how to get money from a bank</p>	<p>Skills:</p> <p>I can use a timetable and calendar.</p> <p>I can use the times of the day to plan a trip and the time that is required.</p> <p>I can use my knowledge of time to explore timetables for buses/ cinema etc.</p> <p>I can explore different places where time is important.</p>	<p>Skills:</p> <p>I can go to the correct shop for an item.</p> <p>I can use a shopping list.</p> <p>I can pack a shopping bag.</p> <p>I can navigate the aisles of a super market.</p> <p>I can choose the correct shop for an item.</p> <p>I know how to find a specific shop.</p> <p>I can use my experiences to find and buy items.</p>	<p>Skills:</p> <p>I can work safely in a kitchen.</p> <p>I can use kitchen equipment safely.</p> <p>I can plan a healthy meal.</p> <p>I can tidy up effectively after cooking.</p> <p>I can use kitchen equipment safely.</p>
Suggested Activities:	<p>Suggested Activities:</p> <p>Story Teller</p> <p>Drama experience</p> <p>Theatre experience</p> <p>Journalist</p> <p>Debate</p> <p>Talk about an area of interest.</p> <p>Signs and symbols in the school and local environment</p>	<p>Suggested Activities:</p> <p>Organise and participate in a whole school charity fundraising event e.g. Children in Need, Hello Yellow.</p>	<p>Visit to local shops to research prices of items.</p> <p>Complete jobs at home for pocket money.</p> <p>Plan an activity/ event on a budget.</p> <p>Visit from Bank of England representative</p> <p>Visit to bank</p> <p>Opportunity to spend money</p>	<p>Grandparent to talk about the past</p> <p>Local historian</p> <p>Maps or photos of Ilkeston/ school past and present</p> <p>Erewash Museum</p> <p>Derby Museum</p> <p>Sudbury Museum of childhood</p>	<p>Local market</p> <p>Local high street to explore different types of shops</p> <p>Shops outside the town centre e.g. garden centre, café, farm shop, super market.</p>	<p>Suggested Activities:</p> <p>Use of the life skills room</p> <p>school kitchen</p> <p>Visit to local café</p> <p>Jobs at home to complete</p> <p>Visit to café for ideas</p> <p>visit to support market</p> <p>Afternoon tea event for parents.</p>



Beyond Bennerley Stage 3

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication		Money		Shopping	
Coverage:	<p>Coverage: Asking for help and identifying who we can ask. Understand the role of emergency services. Know what to do in an emergency situation. Recognises different emotions- angry/upset/anxious Communicating if feeling upset or worried. Strategies to help students stay calm. Making choices Sharing opinions and ideas in front of peers. Listening to others Remembering facts. Speaking appropriately to others Allowing others to speak. Understand and explore different body language. Know what personal space is. Role play different scenarios. SMSC: Understand and respect different forms of communication and languages, how to communicate appropriately and effectively Cultural Capital:</p>		<p>Coverage: Develop coin recognition. Understand that money can be combined to reach a total. Recognise that there is sometimes change. Develop budgeting skills. Develop understanding of electronic payment methods. Purchase items using real money. Use of checkout and self-service checkout. Know the cost of basic everyday items. Understand where money comes from Know about minimum wage. SMSC: Use a range of social skills, participate in the local community. Manage own money to become as independent as possible Cultural Capital: Visit from financial/ bank advisors, Visit banks, supermarkets, charity shops, cafes, plan and cost a day out.</p>		<p>Coverage: Make shopping lists Plan a shopping visit. Prepare resources for visits. Navigate a range of local shops/supermarkets. Purchase items with increasing independence. Understand use by dates/best before dates. Identify different aisles in a shop. Ask for help from a shop assistant. Find online shops. Check change and receipt. Behave appropriately in a variety of shops. SMSC: Use a range of social skills, participate in the local community. Manage own money to become as independent as possible Cultural Capital: Regular visits to shops, supermarkets, charity shops, fresh food markets, Christmas markets and charity shops</p>	
Knowledge:	<p>Knowledge: I know different people use different forms of communication, e.g. signs, symbols, braille. I know how someone is feeling by their body language. I know that some people use music to communicate.</p>	<p>Knowledge: I know different ways to communicate within the local community. I can name some of the important information that people want to know. I can list places where people go to to find information.</p>	<p>Knowledge: I can name different banks. I know that I need a job to get money. I can explain what a bank is. I know how to get money out a bank. I can name 2 types of bank account- current& savings</p>	<p>Knowledge: I can recognise coins and notes. I can estimate what some common items will cost. I can understand what a budget is and why it is important.</p>	<p>Knowledge: I understand the importance of planning a shopping trip and making a list I understand what a budget is. I know that I may have to get change if I give too much money.</p>	<p>Knowledge: I can name some online shops. I can identify different types of shops. I can identify the pros and cons and shopping online. I can identify of the pros and cons of shopping on the highstreets.</p>
Skills:	<p>Skills: I can recognise and use some basic BSL/ Makaton signs. I can recognise braille. I can explore music to express how I am feeling. I can explore music of others.</p>	<p>Skills: I can see how the radio station provides information for the community. I can explore how the newspaper chooses what to include in their newspaper.</p>	<p>Skills: I can find the banks on the high street. I can locate the cash points at the bank. I can explain which type of bank account I would need.</p>	<p>Skills: I can manage a simple budget to buy some essential items. I can get the best deal for the items I need. I can shop for my items using coins and notes as I know their value.</p>	<p>Skills: I can use a shopping list. I can pay with coins and notes. I can wait for and check my change. I can check my receipt.</p>	<p>Skills: I can navigate online shops. I can go to multiple shops for items on my list. I can choose the best shop to purchase my items.</p>

		I can write an article for the local newspaper.			I can navigate supermarket isles.	
Suggested Activities:	Suggested Activities: Theatre visit Music hub/ partnership Drama group	Suggested Activities: Visit to Erewash Sound Radio Station Visit to local newspaper.	Suggested Activities: Visit to local high street to see how many banks Barclays Bank life skills	Suggested Activities: Local shops Supermarket Café Barclays Bank life skills	Suggested Activities: Supermarkets	Suggested Activities: Local shops Internet shops.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Friendship and Relationships	Hobbies	Home Management, Cooking and Laundry		Time Management	
Coverage:	Coverage: Make friends and keep them. Know what makes a good friend. Have strategies to make up with a friend after a fall out. Bullying- know what it is and how to stay safe online. An awareness of CEOP. Know what to do if bullying is witnessed. Know the difference between friend and girlfriend/boyfriend. SMSC: Recognise right and wrong, understand consequences, offer reasoned views. Be considerate of others views and feelings. Cultural Capital: Responsibilities around school. Visiting different places with friends eg. Café, parks, bowling/cinema.	Coverage: Develop knowledge of a range of sports and leisure. Develop interest in a range of hobbies. Share interests from out of school. Take part in regular exercise and give examples of these. Take part in an activity that I enjoy. Know their local area- things to do, shops and parks. Know about local groups/clubs they can join. Try something new. SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world, enjoy exploring different experiences. Cultural Capital: Experience various sports centres/clubs, outdoor pursuits	Coverage: Know why it is important to wash hands before cooking and demonstrate this. Wash and dry pots. Put pots away in the correct place. Load/unload dishwasher. Strip and make the bed. Put fresh covers on the bed. Be able to Hoover Be able to dust. Be able to mop the floor. Recognise kitchen appliances and know how to use them. Know what a balanced diet is. Know how to use a knife and fork correctly at the dinner table. Use a toaster. Use an oven safely. Use a microwave safely. Use a kettle to make a hot drink. Make simple cold drinks. Wash clothes using a washing machine. Hang clothes on a washing line. Fold clothes and put them away. SMSC: Use a range of skills to become independent, well -mannered and considerate of others Cultural Capital: Practise life-skills within school; making beds, cooking, visits to a launderette, visit to a hotel, work experience (rumble tums café)		Coverage: Tell the time using analogue Tell the time using digital Convert between 12 and 24 hours Say the days of the week and months of the year in chronologically. Read a simple timetable Know how many seconds are in a minute Know how many hours are in a day. Use/set an alarm clock Estimate a set period of time (e.g. 5 minutes/10 minutes) Complete a task in an appropriate time Get to lessons on time independently. Use timetables to plan a journey. SMSC: Use timetables in practical situations, engage in different cultural celebrations Cultural Capital: Understanding and knowledge of other cultures and festivals celebrated around the world. Visiting local shops	
Knowledge:	Knowledge: I know what a good friend is. I know strategies to make up with my friend after a fall out. I know what bullying is. I know the consequences of bullying others.	Knowledge: I know why hobbies are important for my welling being. I know some of the hobbies I can choose from. I know of hobbies linked to my interests and strengths. I can link hobbies to my physical health.	Knowledge: I know ways to be ensure good hygiene in the kitchen. I know the equipment in the kitchen safely. I know what a balanced diet entails.	Knowledge: I know the area of the home/ classroom that need to be cleaned. I know cleaning products to be used in different areas. I know why laundry needs to be sorted.	Knowledge: I know how to read analogue and digital time. I know how to set an alarm clock. I know how to estimate a time period. I can plan an activity setting specific times periods. I know how to set key dates in the year ensuring I have a strategy to remember.	Knowledge: I know the names for time periods and can estimate short periods of time. I know the periods of seconds, minutes, hours and days.

Skills:	Skills: I can demonstrate being a good friend. I can share activities that my friend likes. I can make up with my friend with support. I can ask for help if I feel I am being bullied. I can work as part of a team.	Skills: I can try a new activity. I can research activities in my local area. I can tell others about my hobbies. I can use my free time to explore hobbies. I can explain my choice of hobbies.	Skills: I can make and prepare hot and cold drinks I can prepare a simple snack/ meal. I can ensure high standards of hygiene. I can clean the kitchen area after I have finished	Skills: I can say how regularly area of the house need to be cleaned. I can recognise and safely use cleaning products. I can sort laundry. I can turn on the washing machine. I can hang up laundry after the wash.	Skills: I can use a timetable/ schedule independently I can create a schedule for my day. I can use a calendar to plan ahead.	Skills: I can use a bus/ train timetable to plan to get to a location for a set time. I can use time markers when completing a task. I can use times to plan a daily schedule
Suggested Activities:	Suggested Activities: Local Park Theatre visit Forest school Team building activities.	Suggested Activities: Outdoor pursuits Click and climb Leisure Centre Sports Partnership Music Partnership	Suggested Activities: Rumble Tums café. Nursing home Hotel cafe	Suggested Activities: Laundrette Laundrette at the care home hotel	Suggested Activities: Read different timetables Use calendars Getting a bus at a certain time Getting to an event on time.	Suggested Activities: Local area visits
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Personal Safety</u>		<u>Travel</u>		<u>Positive Contribution</u>	
Coverage:	Coverage: Recognise a safe stranger Understand who is safe to ask for help Develop problem solving skills within the community. Role play scenarios Visit to local shops and facilities. Know safety signs in the community SMSC: Recognise right and wrong, respect the law, understand consequences. Respecting ourselves and others. Cultural Capital: Visits from police officers, prison officer. Visit to local park, Nottingham City Centre, using public transport		Coverage: Cross roads safely Use a local bus with support Read simple bus timetables Use a train with support Use a tram with support Know where to find information regarding various transport options Ask for directions or help is lost .Role play different scenarios Retrieve information from signs and notices in the community. Local walks in the community SMSC: Feel confident to travel independently for various reasons; social, education and work Cultural Capital: Visits to local parks, shops and leisure facilities Visits outside local area.		Coverage: Show respect and interest in the local community Research different charities Understand the aim of different charities Plan different fundraising events. Contribute ideas to Outspoken. Teamwork Evaluation of different events. Different roles people have within the community. Visit to local charity shop. SMSC: Use a range of social skills and be considerate of others views and ideas to enrich other people's lives Cultural Capital: Visit local charity causes, visit local food bank, charity shops, charity to visit school	
Knowledge:	Knowledge: I know how the police work in the local are to ensure it is safe. I understand that the police service are to help us keep safe.	Knowledge: I know the potential dangers in the local community. I know how the fire service keep the local community safe.	Knowledge: I know where to find a bus timetable. I know where the nearest bus stop is. I know I have to pay to travel on a bus.	Knowledge: I know other forms of travel. I know the pros and cons of different travel arrangements and modes of transport. I know how to find a safe adult to ask for directions.	Knowledge: I know some national charity events such as comic relief and Children in need. I know some of the causes they support. I know some of the charity organisations in Ilkeston and Erewash.	Knowledge: I know the role of the charity shop. I know how this helps the charity and local community. I know how to compare prices in a charity shop to the cost for new.
Skills:	Skills: I can ask questions to the police about their role in keeping the community safe.	Skills: I can ask the fire service about how they keep us safe. I can make changes to my behaviour to ensure	Skills: I can read a bus timetable I can plan a route and times for a journey. I can pay for the bus journey.	Skills: I can choose the best way to travel. I can compare the cost of different forms of travel.	Skills: I can understand the contribution the charities make to our community.	Skills: I can explore ways of supporting charity shops. I can collect items to donate at the charity shop.

	I know what I need to do to keep safe around strangers. I know how to keep safe when I am out with my friends. I know the police are a positive service and I can actively work with them.	safety related to fire in the home and the community.	I can look after my ticket.	I can use signs and notices related to travel. I can ask for directions. I have strategies to remember the directions and follow them.	I can look at the groups in the community they support. I can choose a charity that I think it is important to me. I can create a plan to support the charity.	I can choose the charity shop I donate to based on the cause it is supporting.
Suggested Activities:	Suggested Activities: Visit by local PCSO Role play scenarios related to police visit.	Suggested Activities: Visit from Fire service Role play scenarios related to Fire service visit.	Suggested Activities: Locate bus stops and bus routes. Bus trip to local town. Role play	Suggested Activities: Trams Train station Taxi- look at inside Local walks.	Suggested Activities: Local Charities to invite/ Visit. British Heart Foundation Community Concern Erewash Community Transport Erewash Ilkeston Lions Club P3 Charity	Suggested Activities: Local charity shops Charity collection service.



Beyond Bennerley Stage 4 – Pre Entry Level

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time	Friendships & Relationships	Communication	Personal Safety	Travel	
Coverage:	Coverage: Day and night-morning, evening, night. Different ways you can tell the time (watch, phone, clock etc.) Days of the week Months of the year Seasons School timetable Explore what birthdays are and when their birthday is. Different events throughout the year Sequencing events Before and after	Coverage: Explore what friendship means What makes a good friend? Demonstrate sharing Bullying- what is it, online bullying and what to do if bullying occurring. Explore the difference between friend and girlfriend/boyfriend. Stranger danger CEP Friendship terrace resources SMSC: Recognise right and wrong, understand consequences, offer reasoned views.	Coverage: Asking for help Recognise feelings-angry/upset/anxious Communicate to someone if worried or upset Make choices Give opinions Listen to others Allow others to have a different opinion Allow people to speak without interrupting Body language Taking turns Personal space Different ways of communicating (verbal,	Coverage: Recognise different people in the community and their roles. Identify different roles Explore different uniforms. Emergency services. Explore who is safe to ask for help in the community/safe stranger. Recognise if situations give you 'bad' feelings S.O.S resources Bathroom safety- non-slip mats, water temperature, different liquids in the bathroom	Coverage: Cross roads safely Use a local bus with support Read simple bus timetables Use a train with support Use a tram with support Know where to find information regarding various transport options Ask for directions or help is lost .Role play different scenarios Retrieve information from signs and notices in the community. Local walks in the community SMSC: Feel confident to travel independently for various reasons; social, education and work Cultural Capital: Visits to local parks, shops and leisure facilities	

	<p>Measuring time; what can we do in a second, a minute, an hour? Investigate how modes of transport have developed over time</p> <p>SMSC: Explore beliefs and experiences, respect faiths, feelings and values, understand, accept, respect and celebrate diversity.</p> <p>Cultural Capital: Visit places back in time, museums, workshops etc. Visit tramway museum Invite someone from Erewash museum to talk about days in history</p>	<p>Cultural Capital: invite story-teller into school. https://www.planmyschooltrip.co.uk/970/Best-Friend-Forever-and-Anti-Bullying-Workshop.php</p>	<p>signing, body language, writing letters/texting etc. To know different languages can be spoken SMSC: Understand and respect different forms of communication and languages, how to communicate appropriately Cultural Capital: Invite signing story-teller</p>	<p>SMSC: Recognise right and wrong, respect the law, understand consequences. Cultural Capital: Visits to hospital, police station, doctor visit. Visits from doctor/nurse On-line bullying and safety workshops- https://www.planmyschooltrip.co.uk/1328/-Into-the-Screen---KS1-&-2-Online-Safety.php</p>	<p>Visits outside local area.</p>
Knowledge:	<p>Knowledge: I know the different times of the day. I know the days of the week. I know the months of the year. I know that there are different events in the year. I know the different measurements of time. I can name when I would need to know the time and use times to help me. I have an understanding of what a day, week, month and year is.</p>	<p>Knowledge: I know who my friends are at school. I know the names of my friends outside school. I know the activities that I enjoy with my friends. I know what makes good team work. I know how to be kind to my friends I know what bullying is.</p>	<p>Knowledge: I know how to ask for help when I need it. I know who to ask for help. I know how people's bodies can say how they are feeling. I know what my body looks like when I have different feelings. I know that people may have different opinions to me. I know how to allow other people to speak and wait my turn. I know different forms of communication. I know some of the other languages that people speak.</p>	<p>Knowledge: I know some of the hazards in different local environments. I know who a stranger is. I know who to ask for help when I am out. I know the emergency services in the local community. I know where these services are in my local community. I know the equipment used by the emergency services.</p>	<p>Knowledge: I know where to find a bus timetable. I know where the nearest bus stop is. I know I have to pay to travel on a bus. I know other forms of travel. I know the pros and cons of different travel arrangements and modes of transport. I know how to find a safe adult to ask for directions.</p>
Skills:	<p>Skills: I can use a timetable and calendar. I can talk about the different people in my family and their different ages. I can use the times of the day to plan a trip and the time that is required.</p>	<p>Skills: I can play alongside my friends I can take part in joint activities with my friends I can work as part of team. I can include my friends in an activity. I can solve problems with my friends</p>	<p>Skills: I can use the zones of regulation to say how I am feeling. I can listen to others. I can take turns when speaking. I can use body and voice during drama. I can listen to others opinions.</p>	<p>Skills: I can find hazards in the environment. I can suggest how to keep safe from the hazards I can spot strangers in the community. I can stay safe from strangers and demonstrate how to ask for help.</p>	<p>Skills: I can read a bus timetable I can plan a route and times for a journey. I can pay for the bus journey. I can look after my ticket. I can choose the best way to travel. I can compare the cost of different forms of travel. I can use signs and notices related to travel. I can ask for directions. I have strategies to remember the directions and follow them.</p>

	I can use my knowledge of time to explore timetables for buses/ cinema etc. I can explore different places where time is important	I can be confident when asking my friends to play.	I can allow other to people to speak and wait my turn. I can tell some about something I am interested in. I can find signs and symbols and know what they mean. I can listen to other languages.	I am confident when am out in the community. I can contact emergency services. I can decide when to contact the emergency service.		
Suggested Activities:	Grandparent to talk about the past Local historian Maps or photos of Ilkeston/ school past and present Erewash Museum Derby Museum Sudbury Museum of childhood	Suggested Activities: Visit to local park Visit to Shipley Park to take part on shared activities. Shared time in sensory room. Forest school activity session Team building activities	Suggested Activities: Story Teller Drama experience Theatre experience	Suggested Activities: Drama experience around stranger danger. Visit in local area looking for hazards. Visits in local area spotting safe and unsafe strangers. Visit to a local place and practice asking a trusted adult for help. Visit to local fire/ police station. Visit by assistance dog	Suggested Activities: Locate bus stops and bus routes. Bus trip to local town. Role play Trams Train station Taxi- look at inside Local walks.	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hobbies	Money	Shopping	Home Management, Cooking & Laundry	Positive Contributions	
Coverage:	Coverage: Take part in different activities. Try something new Take part in regular exercise. Discuss different hobbies Know different activities available out of school Understand the meaning of hobbies Be able to make a choice of a hobby SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world Cultural Capital: visiting different areas of the local area and beyond. Orienteering. Visit local activity centres; riding centres, football/netball/tennis clubs, dance/drama workshops.	Coverage: Explore where money is used Which is worth more-coins and notes Use money in real life situations Saving money and reasons for doing so. Pocket money-what it is and what to do with it. How do we get money Safe places to keep money Difference between wants and needs Recognise coins and notes Value of coins SMSC: Use a range of social skills, participate in the local community Cultural Capital: Visit local banks Visit charity shops to compare prices	Coverage: Name different shops Name shops that you buy food Name shops you buy clothes Shopping lists Buy items from a shop Pack items in a bag Behave appropriately in a shop Ask for assistance in a shop Sequence of shopping Identify which items are purchased from which shop Looking for clues in shops as to where things may be if we can't read the signs SMSC: Use a range of social and communication skills to know how to appropriately act whilst shopping Cultural Capital: Visit local supermarkets Fresh produce markets Local farm shops	Coverage: Follow simple instructions Washing hands before cooking Washing pots Drying pots Putting pots away in the correct place Pouring drinks Use a toaster Use a kettle Use a microwave Use a knife and fork Balanced diet/ which foods to eat for breakfast/lunch/dinner Kitchen safety Kitchen hazards Food safety Sorting clothes- clean/dirty, coloureds/darks Importance of clean clothes Where to store different food Bathroom safety Bathroom hazards SMSC: To know how to care for ourselves within the home. Cultural Capital:	Coverage: Contribute to Outspoken / School Council Fundraising Charity- what is charity? Raise money for chosen charity Understand how to look after the environment Show respect and interest in the local community Recycling and the importance of why we recycle SMSC: to learn the importance of making a positive contribution to society Cultural Capital: Visit charity shops Visit rumble-tums café Local food banks	

	Visit local parks to play variety of ball games, walking. Growing things in the garden.			Visit to supermarket, meal out in a restaurant/café.	
Knowledge:	Knowledge: I know what a hobby is. I can name popular hobbies I know that some hobbies are better for us than others. I know what hobbies that I like or might like. I can decide on a new hobby I might like to try.	Knowledge: I know that you get money for doing a job. I can recognise the coins and notes. I know ways in which I can earn money. I know the difference between my wants and needs. I can name occasions when I would need money. I know that banks are used for storing and saving money. I understand why it is important to save money.	Knowledge: I can name different types of shop. I can name items that are sold in the shops. I can explain why I need a shopping list. I can name shops that will not be found in the town. I can name a range of shops found in my local area.	Knowledge: I know some of the hazards in a kitchen environment. I know healthy food options. I know why hygiene is important. I know how to follow a recipe I know how to create a shopping list for a recipe I know how to make the right food choices.	Knowledge: I know what a charity is. I can explain what fundraising is. I know some national fundraising events like children in need and comic relief I know how they help people. I know how to look after our environment. I know ways in which we impact our environment. I know ways in which I can help my environment.
Skills:	Skills: I can share a hobby with a friends I can try a new hobby. I can make positive choices regarding how I spend my free time. I can recognise my strengths and how to use these to choose a hobby.	Skills: I can sort money. I can sort money by value. I can estimate the value of items. I can link the value of times to how long it might take me to save. I know why a bank is the best place for money I know how to get money for a bank	Skills: I can go to the correct shop for an item. I can use a shopping list. I can pack a shopping bag. I can navigate the isles of a super market. I can choose the correct shop for an item. I know how to find a specific shop. I can use my experiences to find and buy items.	Skills: I can work safely in a kitchen. I can use kitchen equipment safely. I can plan a healthy meal. I can tidy up effectively after cooking. I can plan and event for parents. I can decide on appropriate food and drinks. I can shop for and safely prepare food. I can use kitchen equipment safely.	Skills: I can use what I know about charities to choose a charity to support. I can plan how to raise some money for a charity I can raise money and donate it to a charity. I can think of ways in which I can make a difference to the environment. I can plan ways in school to help with recycling. I can plan ways to help the environment in the local area.
Suggested Activities:	Suggested Activities: Sports partnership activity day (new sports) Drama- Hub-bub Theatre experience Christmas craft Christmas theatre visit Planting/ gardening experience Art therapy day. Orienteering (school or Shipley Park) Pet experience.	Visit to local shops to research prices of items. Complete jobs at home for pocket money. Plan an activity/ event on a budget. Visit from Bank of England representative Visit to bank Opportunity to spend money	Local market Local high street to explore different types of shops Shops outside the town centre e.g. garden centre, café, farm shop, super market.	Suggested Activities: Use of the life skills room school kitchen Visit to local café Jobs at home to complete Visit to café for ideas visit to support market Afternoon tea event for parents.	Suggested Activities: Visit to local charity shop Visit to food Bank at Arena church Visit to RSPCA/ animal charity. Litter pick Volunteering at Shipley park Caring for the school garden Forest school
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:

	<p>I know how to ask for help when I need it. I know who to ask for help. I know how people's bodies can say how they are feeling. I know what my body looks like when I have different feelings. I know that people may have different opinions to me. I know how to allow other people to speak and wait my turn. I know different forms of communication. I know some of the other languages that people speak.</p>	<p>I know what a charity is. I can explain what fundraising is. I know some national fundraising events like children in need and comic relief I know how they help people.</p>	<p>I know that you get money for doing a job. I can recognise the coins and notes. I know ways in which I can earn money. I know the difference between my wants and needs. I can name occasions when I would need money. I know that banks are used for storing and saving money. I understand why it is important to save money.</p>	<p>I know the different times of the day. I know the days of the week. I know the months of the year. I know that there are different events in the year. I know the different measurements of time. I can name when I would need to know the time and use times to help me. I have an understanding of what a day, week, month and year is.</p>	<p>I can name different types of shop. I can name items that are sold in the shops. I can explain why I need a shopping list. I can name a range of shops found in my local area.</p>	<p>I know some of the hazards in a kitchen environment. I know healthy food options. I know why hygiene is important. I know how to follow a recipe I know how to create a shopping list for a recipe I know how to make the right food choices.</p>
Skills:	<p>Skills: I can use the zones of regulation to say how I am feeling. I can listen to others. I can take turns when speaking. I can use my body and voice during drama. I can listen to others opinions. I can allow other to people to speak and wait my turn. I can tell some about something I am interested in. I can find signs and symbols and know what they mean. I can listen to other languages.</p>	<p>Skills: I can plan how to raise some money for a charity I can raise money and donate it to a charity. I can think of ways in which I can make a difference to my / a community.</p>	<p>Skills: I can sort money. I can sort money by value. I can estimate the value of items. I can link the value of times to how long it might take me to save. Skills: I know why a bank is the best place for money I know how to get money from a bank</p>	<p>Skills: I can use a timetable and calendar. I can use the times of the day to plan a trip and the time that is required. I can use my knowledge of time to explore timetables for buses/ cinema etc. I can explore different places where time is important.</p>	<p>Skills: I can go to the correct shop for an item. I can use a shopping list. I can pack a shopping bag. I can navigate the aisles of a super market. I can choose the correct shop for an item. I know how to find a specific shop. I can use my experiences to find and buy items.</p>	<p>Skills: I can work safely in a kitchen. I can use kitchen equipment safely. I can plan a healthy meal. I can tidy up effectively after cooking. I can use kitchen equipment safely.</p>
Suggested Activities:	<p>Suggested Activities: Story Teller Drama experience Theatre experience Journalist Debate Talk about an area of interest. Signs and symbols in the school and local environment</p>	<p>Suggested Activities: Organise and participate in a whole school charity fundraising event e.g. Children in Need, Hello Yellow.</p>	<p>Visit to local shops to research prices of items. Complete jobs at home for pocket money. Plan an activity/ event on a budget. Visit from Bank of England representative Visit to bank Opportunity to spend money</p>	<p>Grandparent to talk about the past Local historian Maps or photos of Ilkeston/ school past and present Erewash Museum Derby Museum Sudbury Museum of childhood</p>	<p>Local market Local high street to explore different types of shops Shops outside the town centre e.g. garden centre, café, farm shop, super market.</p>	<p>Suggested Activities: Use of the life skills room school kitchen Visit to local café Jobs at home to complete Visit to café for ideas visit to support market Afternoon tea event for parents.</p>



Beyond Bennerley Stage 4 – Entry Level

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time Management	Friendships and Relationships	Communication	Personal Safety	Travel	
Coverage:	<p>Coverage: Tell the time-analogue and digital Know the days of the week and months of the year chronologically Know what a leap year is Get to lessons independently Know how many seconds in a minute Know how many hours in a day Know how many weeks in a year. Set and use an alarm clock Plan activities using appropriate timings Estimate a set period of time (e.g. 5 minutes/ 10 minutes) Know key dates in the year. SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world Cultural Capital: Understanding and knowledge of other cultures and festivals celebrated around the world. Visiting local shops</p>	<p>Coverage: Make friends and keep these friendships for a long period of time. Know how to have a safe relationship and understand risks and dangers. Reflect on situations and conversations with others and know how to apologise. know what appropriate behaviour is in different situations/relationships. Role play scenarios. Build relationships with other students in school Understand what a role model is Act as a role model to younger students Plan and deliver/assist in a session with another class. SMSC: Recognise right and wrong, understand consequences, offer reasoned views. Responsibilities around school. Cultural Capital: Visiting different places with friends eg. Café, parks, bowling/cinema.</p>	<p>Coverage: Recognise when help is needed and be able to ask for help appropriately Know who the emergency services are and what to do if they are needed Recognise own emotions-angry/upset/anxious and manage these feelings successfully. Express opinions/ideas to peers with confidence. Listen to others appropriately and respond in an appropriate manner. Initiate conversation. Role play different scenarios Recognise when others are worried or upset Allow others to have different views and opinions. Move on from situations without holding grudges Explore different body language and read body language in different situations. Interview skills. SMSC: Use a range of social skills. Having an understanding</p>	<p>Coverage: Know who to ask for help at school Know who to ask for help in the community Solve practical problems within the community Understand different risks Know how to stay safe at home Know how to stay safe from other's behaviour Know basic emergency aid techniques SMSC: Recognise right and wrong, respect the law, understand consequences. Respecting ourselves and others. Cultural Capital: Visits from police officers Visit from prison officer Visit to local park Visit to Nottingham City Centre Using public transport</p>	<p>Coverage: Plan a journey Retrieve information from signs and notices in the community Use different modes of transport with growing independence. Visit destinations that require longer journeys by public transport Research travel arrangements for tasks e.g. work experience Purchase tickets. Ask for directions Read different timetables Read a map Follow directions Use the internet to find information regarding travel Know when to get off the bus and how to alert the driver. Behave appropriately on public transport. SMSC: Feel confident to travel independently for various reasons; social, education and work Cultural Capital: Visits to local parks, shops and leisure facilities Visits outside local area.</p>	

			of different types of communication. Cultural Capital: Sing 2 Sign visit			
Knowledge:	Knowledge: I know how to tell the time. I know the units of time and what they represent. I know the days of the week, and months of the year. I know key dates in the year.	Knowledge: I know how to be a good friend. I know the characteristics of a good friend. I can name ways to spend time with my friends. I understand that my friends and I will not always agree. I can discuss ways to make up after a fall out.	Knowledge: I know some people need signs and symbols to help them communicate. I know how I am feeling and how other are feeling. I understand that others may have different views to me. I can recognise when others are feeling worried or upset.	Knowledge: I can name who and how people can help me. I can name key people in the local community. I know the consequences of making dangerous choices.	Knowledge: I know when to use a map. I know who it is safe to ask direction from. I can name the cheapest and most expensive modes of transport. I can research travel arrangements.	Knowledge: I know when to use a map. I know who it is safe to ask direction from. I can name the cheapest and most expensive modes of transport. I know how to research travel arrangements.
Skills:	Skills: I can set an alarm clock. I can estimate a time period. I can plan an activity setting specific times periods. I can plan for key dates in the year ensuring I have a strategy to remember.	Skills: I can be a good friend. I can say sorry if I have upset a friend. I can understand my friend's feelings. I can ensure that there is mutual enjoyment in activities with my friends. I can act as a role model to younger pupils.	Skills: I can communicate in a variety of places, e.g. class, dining room, shop. I can use some basic sign language/ Makaton. I can actively listen and respond to others. I can use strategies to regulate my feelings. I know to help other if they are feeling worried or upset.	Skills: I can decide what to do in an emergency. I can solve problems if I am in the community. I can use scenarios to make safe choices. I can link dangerous choices to consequences.	Skills: I can plan a route and use timetables. I can ask for directions. I can read a map. I compare the different prices of modes of transport. I can behave appropriately on public transport. I can purchase tickets for public transport.	Skills: I can plan a route and use timetables. I can ask for directions. I can read a map. I compare the different prices of modes of transport. I can behave appropriately on public transport. I can purchase tickets for public transport.
Suggested Activities:	Suggested Activities: Read different timetables Use calendars Getting a bus at a certain time Getting to an event on time.	Suggested Activities: Drama and role play Shared activities such as click and climb, bowling, café, park. Lead activities with younger pupils.	Suggested Activities: Theatre visit Visit to Erewash Sound Radio Station Visit to local newspaper.	Suggested Activities: Scenario Visit from prison officer Visit from police	Suggested Activities: Visit to local town to visit a range of places e.g. library, café, supermarket etc.	Suggested Activities: Visit to local town to visit a range of places e.g. library, café, supermarket etc.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hobbies	Money	Shopping	Home Management, Cooking and Laundry	Positive Contribution	
Coverage:	Coverage: Have interests outside of school and share these with peers Try new hobbies Take part in regular exercise and give examples of these Know the local area and things to do- shops and parks etc Know of local clubs/activities Pursue hobbies with friends	Coverage: Develop budgeting skills Develop understanding of electronic payment methods Know what bank accounts are and how to apply for one. Explore what payslips look like Use cash machines Know what minimum wage is. Explore how much it would cost to run a house	Coverage: Plan a shopping trip Prepare resources for visit Navigate a range of local shops and supermarkets. Create a shopping list Estimate a sensible price for staple items (bread, milk) Understand best before dates and use by dates Understand what VAT is Identify different aisles in a shop Shop within a budget	Coverage: Wash and dry dishes Put the dishes away in the correct place Know how to use a dishwasher Strip, make and change a bed Know how to Hoover Know how to dust Mop the floor Recognise different kitchen appliances, know their function and use appropriately	Coverage: Show respect and interest in the local community Plan charity fundraising events Contribute ideas to Outspoken Research different charities Visit local charities. SMSC: Use a range of social skills and be considerate of others views and ideas to enrich other people's lives Cultural Capital: Visit local charity causes, visit local food bank, charity shops, charity to visit school	

	<p>Research different hobbies and the cost involved Visit local leisure centres Research and plan enrichment trips.</p> <p>SMSC: Use a range of social skills, enjoy learning about oneself, others and surrounding world, enjoy exploring different experiences.</p> <p>Cultural Capital: Experience various sports centres/clubs, outdoor pursuits and creative arts facilities</p>	<p>Explore how much it would cost to run a car Know what a loan is Identify different coins and notes Know what a pay day loan is Pay for items in local shops/café Check receipt and change given Understand what APR is SMSC: Use a range of social skills, participate in the local community. Manage own money to become as independent as possible</p> <p>Cultural Capital: visit from financial advisors, visit banks, supermarkets, charity shops, cafes, plan and cost a day out</p>	<p>Ask for help from a shop assistant Recognise good value for money and deals in the shop (2 for 1, BOGOF 3 for 2 etc.) Interact appropriately with other members of the public. SMSC: Use a range of social skills, participate in the local community. Manage own money to become as independent as possible</p> <p>Cultural Capital: Regular visits to shops, supermarkets, charity shops, fresh food markets, Christmas markets and charity shops</p>	<p>Use a toaster/oven/microwave safely Make hot and cold drinks Fill out forms correctly <ul style="list-style-type: none"> Prepare a simple snack/meal Use a knife and fork and behave in an appropriate manner at the dinner table Use a washing machine correctly Iron clothes Know about food hygiene</p> <p>SMSC: Use a range of skills to become independent, well-mannered and considerate of others Cultural Capital: Visit a launderette, practise life-skills regularly within school, visit</p>		
Knowledge:	<p>Knowledge: I know what a hobby is any why they are important to me. I know and value that other people have different hobbies. I know that hobbies that have a positive impact. I am confident to try new hobbies. I can persevere when a new hobby is hard.</p>	<p>Knowledge: I know why we need to budget. I know there are different types of bank accounts. I know how to make electronic payments. I know what the minimum wage is and why we have it. I know that bills that need to be paid and what bills I can expect</p>	<p>Knowledge: I know the importance of planning and creating lists before shopping. I know the value of money and can link it to my potential list. I know and understand best before and use by dates.</p>	<p>Knowledge: I know how to plan a meal to a budget. I know the steps to preparing meal. I know why we have to wash clothes. I know the different options I have if I do not have a washing machine. I know why we have to keep the environment we work and live in clean.</p>	<p>Knowledge: I know some of the areas of need in the local community. I know what to do to make a difference in the local community. I can understand what a foodbank is and why it is needed.</p>	<p>Knowledge: I know environmental issues in the local community. I know local initiatives that support the environment.</p>
Skills:	<p>Skills: I can use research to find out about hobbies in my area. I can practice to improve a new skill. I can gain pride in my achievement. I can share hobbies with friends who have similar interests.</p>	<p>Skills: I can use the minimum wage to create a budget. I can include bills in my budget. I can complete a form to start a bank account. I can explain which bank account I will need.</p>	<p>Skills: I can use my shopping list and locate item in the local supermarket. I can ask for help from a shopping assistant. I can use offers to get the best value.</p>	<p>Skills: I can apply my knowledge about food hygiene and food preparation to ensure correct preparation of food. I can mop an area using the correct mop. I can use a washing machine correctly to wash clothes and items used in the kitchen. I can clean an area effectively</p>	<p>Skills: I can visit a foodbank to understand the work that they do. I can discuss ways which we can support the food bank. I can research what the food bank needs. I can write a letter to the school community to persuade them to help. I can arrange a collection of food to contribute to the food bank.</p>	<p>Skills: I can work with a local initiative to find about more about their support for the environment. I can explore ways that Bennerley Fields can support the environment.</p>
Suggested	Suggested Activities:	Suggested Activities:	Suggested Activities:	Suggested Activities:	Suggested Activities:	Suggested Activities:

Activities:	Outdoor pursuits Local leisure centre Creative arts facilities Drama groups Music groups	Bank/ financial Advisor- information on budget and savings. Supermarket for budgeting food. Cost a family day out. Barclays Bank life skills	Shops Supermarkets Fresh food shops Farmers markets Farm shops.	Local laundrette Hotel/ B&B Café Life skills room- cooking and laundry	Arena food bank Food bank 2 go: Everyone Eats: Kirk Hallam.	School garden area Shipley park SEAG- Shipley Eco Action Group Woodland Trust- Young People Forest at Mead Bennerley Viaduct.
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