

Forest Way School
Post 16 Wider Curriculum Map 2025-2026
Oaks 9 – Life Choices NSSL



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Interaction Communication	Intent: Students will develop a range of skills to improve expressive communication. They will be able to use personal functional communication aids in a familiar environment; to be able to talk about themselves and make choices, requests Implementation: Students will have a variety of opportunities to communicate their choices and feelings using their communication tools (AAC, PECs, Makaton, and vocalizations) They will practise how to express wants and needs constructively, how to ask for help, etc. Using role play in different simple scenarios that students may face such as being angry or needing something. Impact: Students will become more familiar with their communication aid, making progress toward their EHCP targets. Students will be able to communicate in a range of environments to make choices and requests.		Intent: Students will develop their listening and responding skills. Students will be able to use personal functional communication aids in a familiar environment. To be able to talk about themselves and make choices, requests Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts will focus on specific colours or textures, incorporating multi-sensory exploration, and choice-making activities over the Autumn term. Impact: Students will become more familiar with their communication aid, making progress toward their EHCP targets. Students will be able to communicate in a range of environments to make choices and requests.		Intent: Students will develop their receptive skills. Students will be able to use personal functional communication aids in a familiar environment. To be able to talk about themselves and make choices, requests Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts will focus on specific colours or textures, incorporating multi-sensory exploration, and choice-making activities over the Autumn term. Impact: Students will become more familiar with their communication aid, making progress toward their EHCP targets. Students will be able to communicate in a range of environments to make choices and requests.	
Communication and Interaction Dance Massage	Intent: To help students feel different sensations and emotions through touch, movement, and music, using topic themes. Implementation: Students will explore textures, movements, and sounds from the book with soft touches, tapping, and visual cues, and then relax with calming music and scents. Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations, helping them connect emotionally and physically in a fun way.					
Communication and Interaction English/Sensory Stories	<u>The Railway Children</u> Explore as a sensory story - repeat weekly to gage interest and engagement and develop responses <u>The Good Samaritan</u> Explore as a sensory story More able students to work on colourful semantics	<u>Autumn Sensory poem</u> Explore as a sensory poem - repeat weekly to gage interest and engagement and develop responses <u>Christmas Celebrations/Winter</u> Explore as a sensory story	<u>Journey of a Plastic Bag</u> – Sensory story repeat weekly to gage interest and engagement and develop responses <u>Journey to the River Sea</u> – Eva Ibbotson – Alternatively select a non-fiction text about the rainforests i.e The Explorer by Katherine Rundell Explore as a sensory story		<u>Carrie’s War</u> - Explore as a sensory story repeat weekly to gage interest and engagement and develop responses	
Community Skills	Our school community <u>Our new class</u> Get to know each other, our likes and dislikes. Spend time supported to play games and interact together. <u>The wider school</u> Think about our wider school community and who does what, where we go for our needs etc	Out and about The local community. Learn about what we have in our local community. Role play places such as shops, hairdressers, library, post office. Aim to get out into the local community. Shopping, using local cafes, going for walks round local area	Shopping Shopping role play, matching picture shopping lists, packing bags, communication skills – asking for things needed. Making choices. Links with Functional maths (money)	Out and about Social signs Look at local signs in the environment. Match them , go on sign hunts, make new signs about things in our school/class Aim to get out and look for some signs in the local area.	Gardening/Out and about Explore and develop skills linked to gardening Spend out time in a positive way Spend quality time outside to boost our health and wellbeing	

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Cognition and Learning Functional Maths	Number Intent: To develop functional maths skills in everyday life. Implementation: To practise life skills involving maths such as counting, addition, subtraction <i>Activities and targets linked to individual students and relevant to their lives</i>	Measure Intent: To develop functional maths skills in everyday life. Implementation: To practise life-measures- weight, capacity and length. <i>Activities and targets linked to individual students and relevant to their lives</i>	Money Intent: To develop functional money skills. Implementation: To practise life-skills involving money such as reading amounts, identifying coins, adding coins, receiving change and working out totals and budgeting. <i>Activities and targets linked to individual students and relevant to their lives</i>	Number/Fractions Intent: To develop functional maths skills in everyday life. Implementation: To practise life skills involving maths such as grouping, number rhymes and recognition, halves and wholes <i>Activities and targets linked to individual students and relevant to their lives</i>	Problem solving Intent: To solve simple every day problems i.e in and out, on and off, hot/cold <i>Activities and targets linked to individual students and relevant to their lives</i>	Time Implementation: NSSL – Play games and activites to show passing of time, day and night, routines etc Other -To practise reading and making analogue and digital times- o'clock, half past, quarter past and quarter to times. Impact: For pupils to understand the importance of time and how we need it in our everyday life such as getting up for school, dinner time, <i>Activities and targets linked to individual students and relevant to their lives</i>
Cognition and Learning World Around us	Our World: People Intent: To understand what ‘people’ are and that they can have similarities and differences. To identify people important in our lives Implementation: Meet with different people around us. Look at photos. Identify what makes us ‘people’ – look at body parts etc. Sort people from not people. Look at the differnences in how people of different cultures may look, act, live, activities and foods they like etc. Impact: Students aware that there are people similar and different to themselves.	Natural and Man-Made Intent: Explore and identify the difference between natural and made made and it’s relevance to us. Implementation Explore a range of materials and their uses Look at different things (everyday objects, places...) relevant to the student’s lives and explore how they were made and what from. Explore different houses. Explore landmarks. Match and identify different materials. Which would you use for Impact: Students have more awarenesses of the different materials in our world and how they relate to them and their lives. Opportunity to express likes and dislikes.	Our World – Looking after our planet Intent: To learn in a sensory way about our amazing planet and simple ways we can care for it Implementation: In a fully sensory way, explore what is amazing about our planet (i.e. countryside, wildlife, rainforests, oceans, diversity) Explore some problems with our planet (i.e. litter and pollution, ocean plastics, deforestation) Explore what we can do to help i.e. recycling – explore different materials and sort common items. Making paper. Re-using items – create something useful or a piece of art. Switch off lights. Walk don’t use a vehicle etc. Explore all these ideas in an immersive sensory way. Students to make new habbbits in their daily lives i.e. switching off a light, switching off taps, putting paper into a recycling box.		British Culture – History Intent: To learn about WW2 To learn about a key era in British history Implementation: Be introduced to different themes linked to the war through role play and sensory experience. Theme suggestions: Food and rationing, The Blitz, blackouts, wartime songs and entertainment, Evacuees. Support students to see the differences between then and now. How would their lives have been different (linked to above themes). Learn about another era of British history i.e. swinging 60s and compare to today Impact:	
Sensory physical PE/Music and Movement	Themes: Fundamental movement/Outdoor Adventurous Intent: Sessions will work on Fundamental movement skills, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.		Theme: Striking games – New Age Curling Intent: Sessions will work on Fundamental movement skills, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.		Theme: Intent: Sessions will work on Fundamental movement skills, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	
Sensory physical Aromatherapy, Massage and relaxation	Intent: These sessions aim to engage NSSL students in multi-sensory experiences that promote sensory exploration, interaction, relaxation, and well-being. Massage develops students’ awareness of their body parts (proprioceptive sense) and where their bodies are in relation to the space around them (vestibular sense). Massage also provides an opening for important conversations on consent and appropriate touch. Implementation: Each session will focus on a specific colour, texture, and matching scent, using sensory activities in a calm and supportive environment tailored to individual needs. Impact: Students will show increased sensory awareness, improved focus and engagement, and enhanced relaxation, supporting positive emotional responses and overall well-being.					

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Life Skills <u>Ongoing life skills throughout the year - personalised</u>	Occupying my own time Intent: Students will develop their independent living skills and work on developing friendships and social skills Find enjoyable activities that can be done in free time without support Implementation: Using role-playing, practical exploration, and reflection students will work on expressing their likes and dislikes, choosing leisure activities, using their communication aids and sharing with peers. Impact: Students will demonstrate improved safety awareness, increased confidence and independence, practical social skills, and enhanced communication, applying safety rules in real-world situations with greater confidence and awareness	Personal care skills Intent Do develop our individual personal care skills – developing knowledge and understanding as well as the physical skills needed Implementaion - Dressing - Choosing clothing for the weather - Buttons, zips - What do I need to keep me healthy? - Fine and gross motor activities Impact Increased knowledge and understanding of how to care for ourselves or ask for help with this. Individual to student	Self awareness and self confidence Intent – to continue to develop self awareness and self confidence in a new school year. Implementation Activities based on: - Speaking out for myself (verbal or symbols) - Emotions - Asking for help - Me and my abilities/differences - Finding out what I enjoy/dislike	Basic first aid Intent To know what first aid is, when we might need it/someone else might need it/how to get help Implementation Experience first aid through story, role play and sensory activities. More able students may - recognise and react when people are unwell - Learn how to make a 999 call - Know how to ask for help when unwell - Learn first aid for incidents such as grazes, choking, stings (Option to move this to Autumn term to link in with the Rainway Children and Good Samaritan)	Self Help and Home management Intent: Students will explore and develop independent living skills. Students will begin to understand how to keep their environment. Implementation: Using role-playing, practical exploration, and reflection students will work on caring for their classroom, and home. They will safely explore and use a range of cleaning products and tools. Students will use their communication aids and make related choices. Impact: Students will demonstrate improved safety awareness, increased confidence and independence, practical social skills, and enhanced communication, applying safety rules in real-world situations with greater confidence and awareness.	Social skills for life Intent: Students will develop their social awareness through engaging, differentiated activities. Implementation: The lessons combine direct instruction, role-playing, practical exploration, and reflection, with differentiated activities linked to social etiquettes, occasions, helping other and how to behave in different scenarios using visual aids and communication systems tailored to students' individual needs. Impact: Students will demonstrate improved safety awareness, increased confidence and independence, practical social skills, and enhanced communication, applying safety rules in real-world situations with greater confidence and awareness
Social, Emotional and Mental Health RSE and PSHE	RSHE: Marriage and commitment Intent: To understand more about what it means to be in a committed relationship Implementation: That there are different types of committed, stable relationships. Explore marriage and relationships through role play and group activities. Ask for families to send in wedding photos to look through. PSHE: Teams and Triumphs Intent: To learn about the positive with teamwork and how working together can achieve. Implementation: - the role of teams and how people can work together to achieve more. -strengths and weaknesses of other people. -empathy. -teamwork and team building- small group work within the class with activities and challenges. -the sense of being proud when you have achieved something. -famous teams such as the Lionesses and the Euros/World cup, other teams. Impact: To work within a team and show pride in their work.	RSHE: Healthy relationships Intent: To learn more about the features of a positive relationship Implementation: the characteristics of positive and healthy friendships (in all contexts, including online)- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. Impact: Pupils have a deeper understanding about respectful relationships and are able to use this info to behave appropriately towards others and to expect respect from others with support PSHE: The effects and risks of unhealthy foods Intent: To understand further how an unhealthy diet can affect our body Implementation: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer Impact: To make healthy food choices (with support)	RSE: Consent Intent: To be aware of our bodies and that we need consent to touch others and we can give or refuse consent Implementation: -Role play, symbols, activities to demonstrate and give opportunities to practice giving consent – i.e. massage. Impact: To be able to make an informed decisions regarding their body PSHE Keeping clean Cleaning our bodies, what do we use – toothbrush for teeth, sponge for body etc. Practice hand washing, teeth cleaning. Identify clean vs dirty clothing – make choices on what to wear	Gambling Intent To have experiences of simple gambling activities in a fun and appropriate way Implementation Games and sensory exploration Language to explore - first, 2nd, 3rd place, win, lose, various emotions Impact: Pupils will have explore a range of safe ways to occupy their own time. Pupils will have developed their coping strategies for losing games as well as winning, being able to turn take and remain regulated after playing games.	P&MH: My Body – Signs and Symptoms Intent: To learn about how to prevent and cure ill health Implementation: about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Learn through role play and sensory activities Impact: Recognise signs and symptoms of ill health with support. RSHE: Who can help me? (Community support) Intent: To know who can help in times of need and how to make contact Implementation: Look at and make a poster of all the people who can help me. Go round school to find familiar people. Practice asking for help. Impact: Pupils begin to know that there are different services and professionals they can turn to for different things, but that ultimately, school can help with most things in the first instance.	RSHE: Puberty Intent: Learn about how our bodies change Implementation: Use images and the pshe dolls. Ordering baby to adult. Look at photos of selves growing up. Changes such as facial hair, Body odor, acne. Explore themes in a sensory way. Wigs, make up, facial hair props, fragranced products, face washing. Impact: students may recognise that they have grown and will carry on growing and may start to look different. PSHE&MH: Healthy body = healthy mind Intent: To understand further about the links between healthy living and a healthy mind Implementation: Practice ways to keep our body and minds healthy – fun individual and group activities. Make choices and preferences Impact: Pupils can find a way to relax themselves and can choose a healthy snack or activity with support

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Social, Emotional and Mental Health Food tech	Tasting and Evaluating Food hygiene To build a routine for food tech lessons – hand washing, table cleaning Implementation: Basic food hygiene- hand washing, putting food in the fridge or cupboard. Taste and evaluate different products each week. Taste new foods. Impact: Students refine these skills that have learned in previous key stages.	Basic cooking skills Intent: To Implementation: Impact: Students refine these skills that have learned in previous key stages.	Simple everyday foods and snacks Intent: To prepare myself a simple snack Implementation: Students will practise skills, such as peeling, chopping, spreading. Opening packets, identifying foods. Basic food hygiene- hand washing. Impact: Students refine these skills that have learned in previous key stages.	Packed lunches and Picnics Intent: To use basic food skills during practical sessions in the kitchen. Implementation: Students will practise skills, such as peeling, chopping, scrubbing, washing, spreading and mixing. Basic food hygiene- hand washing, putting food in the fridge or cupboard. Impact: Students refine these skills that have learned in previous key stages. .
Enrichment RE	Embedded through whole school workshops, visits and music and drama Focus festivals - Harvest, Diwali, Christmas, Hanuka, Holi Good Samaritan		Embedded through whole school workshops, visits and music and drama Focus festivals - Chinese New Year, Easter, Passover, Eid-Al- Fitr	Embedded through whole school workshops, visits and music and drama Hajj, Eid-Al- Adah
Enrichment Arts and Culture	Christianity and Art Intent: To learn about styles of art in Christianity through the ages Implementation: Looking at images, church visit? Create stained glass windows, work with clay to create sculpture. Impact: Wider experiences of different art and ability to express likes, dislikes and make choices	Performing Art Explore different genres of drama, dance and music. Watch, listen and have a go at all. Express likes, differences and preferences. Experience being filmed or ‘performing’ for others. Create a group Christmas performance	Asian Arts and Cultures Intent: To explore Arts and Culture from different Asian countries Implementation: Explore Asian countries and cities. Food, music, Chinese art, language, landmarks, clothing, celebrations and traditions, way of life Impact: Students will be exposed to a wider world view and have chance to appreciate other cultures	Famous Art work – Modern and Contemporary Intent: To experience printing with different materials. Implementation: Students look at prints from different cultures and experience printing with vegetables, sponges etc. They use different bases e.g. pencil cases, t shirts, bags, paper. They make a final design and create a useful item. Impact: Students make choices about mediums to use and create their own designs. They learn more about different styles of printing and make their own artistic choices about design.
Enrichment Music Therapy	Intent: Students will explore music through listening, singing, and playing simple instruments, focusing on enjoying sounds, learning about different types of music, and expressing themselves through music. Given the opportunity to make responses to music and express themselves in their own ways. Sessions will be linked to individual and group likes as the year progresses. Implementation: Students will explore different types of music, play instruments like drums or xylophones, make simple melodies, follow beats, and learn to treat instruments gently and with care. Impact: Students will enjoy music more, recognizing sounds, rhythms, and patterns, while building confidence and improving communication and social skills through hands-on music activities.			
Enrichment Forest School/ Gardening			Intent: To plant and prep our garden area ready for Spring Implementation: Students will explore and tidy the sensory garden areas, plant seeds and bulbs maintain plant growing areas (weeding, etc). They will learn about garden tool safety and will understand more about the timelines around growing plants and flowers. Impact: Students will understand and take part in the prep and growth of plants. **Due to the time of year, if the weather is unsuitable to carry out the activities mentioned other tasks associated with the outdoors will be provided instead.	Intent: The aim of Forest School is to provide a holistic, outdoor learning experience that encourages exploration, sensory engagement, and personal development through open-ended tasks, building confidence, communication skills, resilience, and risk-taking in a safe and natural environment. Implementation: Students will engage in outdoor exploration across different seasons, accessing the sensory garden and woodland areas with adult support, allowing for free exploration, sensory experiences, and individualized activities that foster confidence and perseverance. Impact: Students will develop confidence, resilience, and communication skills through meaningful outdoor experiences, while sensory exploration and seasonal changes enhance their understanding of nature and ability to engage with the environment in a secure, enjoyable way.

Forest Way School
Post 16 Wider Curriculum Map 2025-2026
Oaks 9 – Life Choices NSSL



Careers and Skills Builder	Skills Builder topic- Problem Solving.	Skills Builder topic- Creativity.	Skills Builder topic- Staying Positive.	Skills Builder topic- Aiming High.	Skills Builder topic- Team Work.	Skills Builder topic- Leadership.
	<i>For NSSL student Careers can be covered throughout other sessions with links made to different careers in different ways. There will be some stand alone careers sessions</i>	Careers Intent To explore some common careers for example those that parents and carers do Implementation Explore visual and tactile resources related to the careers. Social stories and role play. Sensory exploration. Impact Students have opportunity to explore a range of careers in a sensory way and make links to people they know				
	Enterprise At some point in the year students should have opportunity to be involved in a mini-enterprise project. Intent/Implementation Create products or a service that can be delivered within the school community. Based on likes of the group. Decision making as a group. Developing independence and social skills.					