

Inclusive Developmental and Therapy Center

Standard Special-Needs Curriculum · 5 age groups × 7 developmental domains

inclusivetherapycentre.com

How to use this curriculum. Each age group below sets developmentally-appropriate goals across all seven domains, with practical classroom activities and a simple way to measure progress. Teachers work through the goals at each student's own pace, choosing the age group that matches the student's current stage rather than only their years. It is a standard, research-based framework — a strong starting point that we're happy to tailor to your students.



Communication & Language



Social & Emotional Development



Play & Social Interaction



Cognitive & Academic Readiness



Gross & Fine Motor Skills



Self-Help & Independence



Behaviour, Attention & Self-Regulation

Early Foundations · 2–4 years

Building the earliest bridges to connection — attention, first words or signs, trust, and the joy of learning together.



Communication & Language

LEARNING GOALS

Respond to their own name and to simple, familiar words such as “stop”, “more”, or “bye”.

Use a word, sign, picture, or clear gesture to request a wanted object or action.

Follow a one-step instruction paired with a gesture or visual cue (for example, “Give me the cup”).

Take a simple back-and-forth turn in sound play, songs, or peekaboo games.

CLASSROOM ACTIVITIES

Offer a favourite toy or snack in view but out of reach so the child has a real reason to request it by word, sign, or picture.

Narrate everyday routines in short, repeated phrases (“shoes on”, “open the box”) so words are heard many times in context.

Use action songs and rhymes with a pause before the key word, giving the child space to fill in the sound or gesture.

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- ✓ **Measure** Keep a simple tally of the words, signs, or pictures the child uses and **progress:** understands each week, and note whether that repertoire is slowly growing.



Social & Emotional Development

LEARNING GOALS

Seek and accept comfort from a familiar adult when upset or unsure.

Show shared attention by looking between an adult and an object of interest.

Begin to tolerate short, predictable separations within a warm routine.

Show recognisable feelings such as happiness, frustration, or excitement that adults can respond to.

CLASSROOM ACTIVITIES

Assign a consistent key adult who greets the child the same way each day so a secure, predictable bond can form.

Follow the child's lead in play and comment warmly on what interests them to build shared, positive moments.

Use a simple photo of a parent or a comfort object to reassure the child during separations and transitions.

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- ✓ **Measure** Observe how quickly and easily the child settles with a familiar adult across
progress: the day, noting changes in how they seek and accept comfort.



Play & Social Interaction

LEARNING GOALS

Explore toys and materials with growing purpose rather than only mouthing or throwing.

Play alongside another child (parallel play) with adult support.

Copy a simple action modelled by an adult, such as stacking a block or feeding a doll.

Enjoy simple turn-taking in rolling a ball or posting shapes.

CLASSROOM ACTIVITIES

Set up cause-and-effect toys (pop-up boxes, light and sound toys) that reward the child's actions and invite repetition.

Sit close during play and model one simple action at a time, then pause invitingly for the child to copy.

Use a rolling ball or a shape-posting box between two people to make gentle, motivating turn-taking visible.

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- ✓ **Measure** Note the range of toys the child plays with purposefully and whether they
progress: will take a turn or copy an action with adult support.



Cognitive & Academic Readiness

LEARNING GOALS

Find a hidden object and understand that things still exist when out of sight (object permanence).

Match or sort familiar objects by one obvious feature such as colour or type.

Point to or look at named everyday objects and pictures in a book.

Attend to a shared activity or story for a short, growing period.

CLASSROOM ACTIVITIES

Play simple hiding games — cover a toy with a cloth and encourage the child to find it — to build memory and problem-solving.

Offer sorting trays with two clear categories (for example, cars and bricks) and model placing items one at a time.

Share sturdy picture books daily, naming and pointing to familiar images and inviting the child to point too.

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- ✓ **Measure** Watch whether the child can find hidden objects, match a familiar item, and
- progress:** stay with a shared task a little longer over time.



Gross & Fine Motor Skills

LEARNING GOALS

Walk steadily and begin to climb, squat, and stand back up with growing confidence.

Pick up small objects using a thumb and finger grasp.

Stack a few blocks and place large pieces into an inset puzzle.

Make marks on paper with a chunky crayon held in the fist or fingers.

CLASSROOM ACTIVITIES

Create a safe, cushioned movement area with low steps and tunnels for daily climbing, crawling, and balancing.

Provide chunky crayons, thick paint brushes, and large paper for free mark-making with adult encouragement.

Use posting toys, large beads, and simple inset puzzles to practise picking up and placing small pieces.

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- ✓ **Measure** Track new physical milestones as they emerge — steadier walking, a neater
- progress:** finger grasp, taller block towers — over each term.



Self-Help & Independence

LEARNING GOALS

- Hold a cup and bring a spoon or finger food to the mouth with growing accuracy.
- Cooperate with dressing by holding out an arm or foot.
- Help tidy one toy into a box when prompted.
- Show awareness of a wet or soiled nappy as an early step toward toileting.

CLASSROOM ACTIVITIES

- Offer regular self-feeding practice with easy finger foods and an open or lightly weighted cup, accepting mess as part of learning.
- Talk through each step of dressing (“arm in”, “push through”) and pause for the child to do their part.
- Sing a short, cheerful tidy-up song at the end of play so packing away becomes a predictable, shared routine.

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- ✓ **Measure** Record how much of each self-care routine the child does themselves, and
progress: celebrate the steps they take with less adult help.



Behaviour, Attention & Self-Regulation

LEARNING GOALS

- Settle with adult help after becoming upset, using comfort or a calming activity.
- Follow a simple, predictable routine with visual or object cues.
- Attend to a preferred activity for a short, increasing time.
- Begin to wait very briefly for a wanted item with adult support.

CLASSROOM ACTIVITIES

- Keep a calm, consistent daily rhythm and signal changes early with a picture, object, or gentle warning.
- Offer a cosy calm-down space with soft, soothing items the child can use with an adult when overwhelmed.
- Use a short “first this, then that” routine with objects or pictures to make waiting and transitions clearer.

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- ✓ **Measure** Note common triggers for distress and how long the child takes to calm with
progress: support, watching for gradual, steadier regulation.

Emerging Learners · 4–5 years

Growing from single words and solo play into short sentences, shared games, and the first building blocks of early learning.



Communication & Language

LEARNING GOALS

Combine two or three words, signs, or pictures to make a request or comment (for example, “want more juice”).

Follow simple two-step instructions in a familiar routine.

Answer basic “what” and “where” questions about the here and now.

Use language or an alternative system to greet, refuse, and ask for help.

CLASSROOM ACTIVITIES

Model slightly longer phrases than the child uses and expand their words back to them (child: “car”; adult: “fast car”).

Give playful two-step instructions during activities (“get the ball and give it to Sara”) with visual support as needed.

Use choice boards and communication cards so every child has a reliable way to request, refuse, and comment.

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- ✓ **Measure progress:** Note the typical length and purpose of the child's messages, and whether they follow two-step instructions more reliably over time.



Social & Emotional Development

LEARNING GOALS

Name or point to simple feelings such as happy, sad, and angry in themselves and others.

Play near and briefly with a peer with adult facilitation.

Begin to accept help and comfort from a wider circle of familiar adults.

Show early signs of empathy, such as noticing when a friend is upset.

CLASSROOM ACTIVITIES

Use feelings faces, mirrors, and simple stories to name emotions as they happen throughout the day.

Set up small paired activities where an adult gently coaches sharing, turn-taking, and kind words between two children.

Model and praise caring behaviours (“you helped your friend — that was kind”) to make empathy visible and valued.

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- ✓ **Measure** Observe whether the child can name basic feelings and engage in short, positive interactions with a peer given adult support.



Play & Social Interaction

LEARNING GOALS

Take part in short pretend-play sequences, such as feeding a doll then putting it to bed.

Take turns in a simple game with two or three players and adult prompts.

Join a familiar group activity such as circle time for a short period.

Share or exchange a toy with a peer with support.

CLASSROOM ACTIVITIES

Provide themed play sets (kitchen, doctor, garage) and model short pretend sequences the children can copy and extend.

Teach simple turn-taking board or movement games, using a visual “my turn / your turn” cue to make the structure clear.

Keep circle time short, predictable, and multisensory, with songs and props that invite everyone to join in.

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- ✓ **Measure** Track the length and richness of the child's play and how well they take turns and stay part of a small group.



Cognitive & Academic Readiness

LEARNING GOALS

Match and name a few colours and simple shapes.

Count a small set of objects with one-to-one correspondence up to about five.

Sort objects by one attribute and begin to notice patterns.

Show interest in books, print, and mark-making as carriers of meaning.

CLASSROOM ACTIVITIES

Weave counting into daily routines — counting steps, cups, or children — so number becomes meaningful and repeated.

Offer colour and shape sorting games, then simple repeating patterns (red, blue, red, blue) for children to copy and continue.

Share interactive stories with repeated phrases, encouraging children to turn pages and join in with familiar lines.

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- ✓ **Measure** Note which colours, shapes, and early number skills the child shows, and
progress: whether their interest in books and print is growing.



Gross & Fine Motor Skills

LEARNING GOALS

Run, jump with two feet, and kick or throw a ball with growing control.

Thread large beads and complete simple insert or interlocking puzzles.

Use a whole-hand or early tripod grasp on crayons and begin to imitate lines and circles.

Snip with child-safe scissors along a thick line with support.

CLASSROOM ACTIVITIES

Run daily movement games — obstacle courses, jumping targets, ball play — to build strength, balance, and coordination.

Provide threading, peg boards, playdough, and tongs to strengthen the small hand muscles used for writing.

Model pre-writing strokes (lines, circles, crosses) in sand, paint, and on paper, praising effort over neatness.

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- ✓ **Measure** Track new gross-motor skills and the child's developing pencil grasp and
progress: control in drawing and cutting tasks.



Self-Help & Independence

LEARNING GOALS

Eat independently with a spoon and begin using a fork, and drink from an open cup.

Take off simple clothing and help with putting it on.

Wash and dry hands with reminders and follow a picture sequence.

Take part in toilet training within a supportive, consistent routine.

CLASSROOM ACTIVITIES

Build predictable self-care routines with picture step-charts for handwashing, dressing, and toileting.

Give plenty of time and gentle encouragement for children to dress and undress themselves during real routines.

Use consistent, positive toileting routines in partnership with families, praising each small step forward.

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- ✓ **Measure** Record how independently the child manages eating, dressing, **progress:** handwashing, and toileting, and where support can gradually reduce.



Behaviour, Attention & Self-Regulation

LEARNING GOALS

Follow a short visual timetable through the main parts of the day.

Wait for a short time and accept “first, then” with less distress.

Attend to an adult-led task for several minutes with support.

Use a simple strategy — a calm space, a breath, a comfort item — to begin settling when upset.

CLASSROOM ACTIVITIES

Display a clear visual timetable and refer to it often so the child can predict what comes next and feel secure.

Teach and practise a simple calming routine (for example, “stop, breathe, squeeze”) at calm times so it is ready when needed.

Use consistent, positive behaviour support — clear expectations, specific praise, and gentle redirection rather than punishment.

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- ✓ **Measure** Observe how well the child follows the visual routine and which calming **progress:** strategies help them settle, noting shorter recovery over time.

Foundation Stage · 5–7 years

Stepping into structured learning — early reading, writing, and number alongside friendships, group routines, and self-regulation.



Communication & Language

LEARNING GOALS

Use sentences or an alternative system to describe events, ask questions, and share needs and ideas.

Follow instructions with two or three steps in the classroom.

Answer and begin to ask “what”, “where”, “who”, and simple “why” questions.

Take part in a short conversation, staying roughly on topic with support.

CLASSROOM ACTIVITIES

Use structured “show and tell” and picture-sequence retelling so children practise organising and sharing ideas in sentences.

Teach question words explicitly with visuals and games, then coach children to both answer and ask them.

Set up small-group talk tasks with clear roles and visual turn cues to build conversation and listening skills.

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- ✓ **Measure** Note the length, clarity, and purpose of the child's sentences and how well
- progress:** they follow multi-step classroom instructions.



Social & Emotional Development

LEARNING GOALS

Recognise and name a wider range of feelings in themselves and others.

Begin to form and keep a friendship with a preferred peer.

Understand and follow simple, fair classroom rules about kindness and sharing.

Ask for help from an adult or peer when needed.

CLASSROOM ACTIVITIES

Use emotion scales and social stories to help children link feelings to situations and to appropriate responses.

Structure cooperative games and partner tasks that reward sharing, encouraging, and problem-solving together.

Model and rehearse simple scripts for asking for help, joining in, and resolving small disagreements.

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- ✓ **Measure progress:** Observe the child's friendships, their ability to name and manage feelings, and how they seek help and follow shared rules.



Play & Social Interaction

LEARNING GOALS

Take part in cooperative and imaginative play with a small group.

Follow the rules of a simple game and cope with winning and losing.

Contribute ideas to shared play and accept others' ideas.

Sustain group activities such as circle time or a class project.

CLASSROOM ACTIVITIES

Provide rich role-play areas linked to topics (shop, hospital, post office) that invite cooperative, imaginative play.

Teach simple rule-based games and pre-teach how to cope with losing, praising effort and good sportsmanship.

Give small groups a shared goal — a model, a display, a performance — with clear roles so every child contributes.

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- ✓ **Measure progress:** Track how the child cooperates, follows game rules, and manages winning and losing within group play.



Cognitive & Academic Readiness

LEARNING GOALS

Recognise most letters and their sounds and begin to blend sounds to read simple words.

Write their name and form many letters, and write simple words or captions.

Count reliably to twenty, recognise numerals, and add and take away within small numbers using objects.

Sort, classify, and describe simple patterns and everyday shapes.

CLASSROOM ACTIVITIES

Deliver structured, multisensory phonics daily, linking each sound to a letter through seeing, saying, hearing, and doing.

Use concrete objects and number lines so children build addition and subtraction from real, hands-on experience.

Provide guided writing with letter-formation models, word banks, and sentence frames to scaffold early writing.

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- ✓ **Measure progress:** Track letter-sound knowledge, early reading and writing, and number skills against small, clearly defined steps.



Gross & Fine Motor Skills

LEARNING GOALS

Balance, hop, skip, and catch a ball with increasing control.

Hold a pencil with a functional grasp and form letters with growing accuracy.

Use scissors to cut along straight and curved lines.

Manage classroom tools such as glue, rulers, and construction sets.

CLASSROOM ACTIVITIES

Include daily physical activity and fundamental-movement games to develop balance, coordination, and core strength.

Run short, regular fine-motor and handwriting warm-ups (finger exercises, tracing, playdough) before writing tasks.

Teach and practise safe scissor and tool use step by step, offering adapted equipment where it helps.

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- ✓ **Measure progress:** Track gross-motor coordination and the child's pencil control, letter formation, and cutting accuracy over each term.



Self-Help & Independence

LEARNING GOALS

Manage toileting and handwashing independently.

Dress and undress, including managing coats and shoes, with growing independence.

Look after and organise their own belongings and equipment.

Follow classroom routines such as lining up and preparing for a task.

CLASSROOM ACTIVITIES

Use picture checklists for arrival, tidy-up, and pack-up routines so children can follow and complete them independently.

Practise fastenings — zips, buttons, and shoes — through games and real transitions such as going outside.

Give children small classroom responsibilities (monitors, helpers) to build independence and belonging.

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- ✓ **Measure** Record how independently the child manages self-care, belongings, and
- progress:** daily routines, reducing prompts step by step.



Behaviour, Attention & Self-Regulation

LEARNING GOALS

Sit and attend to a group task for a growing period with support.

Follow classroom expectations and respond to agreed signals.

Recognise early signs of frustration and use a taught calming strategy.

Wait for a turn and cope with small changes to routine.

CLASSROOM ACTIVITIES

Use clear visual expectations, timers, and consistent signals so children know what good attention and behaviour look like.

Teach a simple set of self-regulation strategies (breathing, a break card, a calm corner) and rehearse them regularly.

Prepare children for changes in advance and use positive behaviour support to reinforce calm, focused choices.

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- ✓ **Measure** Observe the child's attention span, use of calming strategies, and how they
- progress:** cope with waiting and changes to routine.

Primary · 7–9 years

Consolidating core literacy and numeracy while building independence, friendships, and confident self-management.



Communication & Language

LEARNING GOALS

Explain ideas, retell events in order, and give reasons using sentences or their communication system.

Follow longer, multi-step instructions and note key information.

Ask and answer a range of questions, including “why” and “how”.

Adjust how they talk for different listeners and take part in group discussion.

CLASSROOM ACTIVITIES

Use structured discussion frames and sentence starters so children can explain, justify, and build on each other's ideas.

Teach barrier and instruction games where children give and follow multi-step directions precisely.

Practise simple social scripts for different situations (asking a teacher, talking with friends) and role-play them.

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- ✓ **Measure** Note how clearly the child explains and sequences ideas and how well they
- progress:** follow longer instructions and join discussions.



Social & Emotional Development

LEARNING GOALS

Identify feelings and their causes and begin to describe how to manage them.

Maintain friendships and take another person's point of view with support.

Resolve minor conflicts using words and agreed strategies.

Show a growing, realistic sense of their own strengths and areas to work on.

CLASSROOM ACTIVITIES

Teach explicit lessons on feelings, coping strategies, and problem-solving, then coach their use in real moments.

Use collaborative projects and structured social groups to practise perspective-taking, compromise, and repair.

Hold short, regular check-ins where children reflect on how they feel and set one small personal goal.

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- ✓ **Measure** Observe how the child manages feelings, sustains friendships, and
- progress:** resolves conflicts with less adult intervention.



Play & Social Interaction

LEARNING GOALS

Play cooperative games with rules, negotiating and taking fair turns.

Work with a partner or small team toward a shared goal.

Include others and respond flexibly when plans change.

Take part in structured clubs, sports, or shared-interest groups.

CLASSROOM ACTIVITIES

Offer team games and cooperative challenges that require planning, negotiating roles, and adapting when things change.

Set up interest-based clubs (games, art, building) so children connect over shared enjoyment with light adult support.

Coach inclusive play explicitly — how to invite others in, share ideas, and handle disagreement fairly.

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- ✓ **Measure** Track how the child negotiates, cooperates in a team, and includes others
- progress:** across games and group activities.



Cognitive & Academic Readiness

LEARNING GOALS

Read fluently at their level and show understanding by answering questions about a text.

Write simple, organised sentences and short pieces with basic punctuation.

Add, subtract, and begin multiplication and division within meaningful numbers.

Apply number and reasoning skills to solve simple, practical problems.

CLASSROOM ACTIVITIES

Use guided reading with comprehension questions and visual organisers to build both fluency and understanding.

Scaffold writing with planning frames, word banks, and clear models, then gradually reduce the support.

Teach maths through concrete materials and real-life problems before moving to pictures and then symbols.

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- ✓ **Measure progress:** Track reading fluency and comprehension, writing organisation, and number skills against small, clearly defined steps.



Gross & Fine Motor Skills

LEARNING GOALS

Take part in team games and physical activities with developing coordination and stamina.

Write legibly for a sustained period with a comfortable grasp.

Use tools and equipment accurately across subjects such as art, science, and technology.

Develop everyday skills such as tying laces and using cutlery well.

CLASSROOM ACTIVITIES

Provide regular physical education and active games that build stamina, coordination, and teamwork.

Continue targeted handwriting and fine-motor practice, offering pencil grips, sloped boards, or typing where helpful.

Teach the safe, accurate use of subject tools step by step, adapting equipment to each child's needs.

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- ✓ **Measure progress:** Track coordination and stamina in physical activity alongside handwriting endurance and accurate tool use.



Self-Help & Independence

LEARNING GOALS

Organise their own equipment, work, and belongings across the school day.

Manage personal care, dressing for weather and activities independently.

Follow a simple plan or checklist to complete a multi-step task.

Begin to manage money, time, and simple choices in practical situations.

CLASSROOM ACTIVITIES

Teach the use of checklists, timetables, and labelled trays so children organise their own work and materials.

Practise real-life independence tasks — packing a bag, changing for PE, following a recipe — with fading support.

Use structured practical activities (a class shop, timing an activity) to build early money and time skills.

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- ✓ **Measure** Record how independently the child organises themselves and completes
- progress:** multi-step tasks using plans and checklists.



Behaviour, Attention & Self-Regulation

LEARNING GOALS

Sustain attention on independent and group work for a growing period.

Recognise their own emotional signals and choose a calming strategy independently.

Follow expectations across different settings and cope with transitions.

Begin to take responsibility for choices and repair after a mistake.

CLASSROOM ACTIVITIES

Chunk tasks with clear goals, timers, and movement breaks to help children sustain and return to focus.

Coach a personal toolkit of self-regulation strategies and a discreet way to ask for a break when needed.

Use restorative, supportive approaches so children reflect on behaviour, make amends, and try again.

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- ✓ **Measure** Observe attention span, independent use of regulation strategies, and how
- progress:** the child manages transitions and repairs mistakes.

Upper Primary · 9–11 years

Deepening academic skills and independence while preparing socially and emotionally for the move toward secondary and beyond.



Communication & Language

LEARNING GOALS

Express opinions, explain reasoning, and give short talks using sentences or their communication system.

Understand and use more abstract language, including simple idioms and inference.

Follow and take notes from longer spoken instructions or explanations.

Adapt communication confidently for different people and social situations.

CLASSROOM ACTIVITIES

Run structured debates, presentations, and group problem-solving so children explain, persuade, and respond to others.

Teach inference and figurative language directly through discussion of stories, comics, and real situations.

Practise self-advocacy scripts so children can explain their needs, ask questions, and seek help clearly.

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- ✓ **Measure progress:** Note how well the child explains reasoning, handles abstract language, and adapts communication across situations.



Social & Emotional Development

LEARNING GOALS

Understand and manage more complex feelings and the pressures of friendships.

Show empathy and take others' perspectives more independently.

Recognise unkindness or bullying and know how to respond and seek help.

Reflect on personal strengths, set goals, and cope with setbacks.

CLASSROOM ACTIVITIES

Teach lessons on friendships, peer pressure, and online and offline safety, with role-play and real discussion.

Use structured reflection and goal-setting so children track their own progress and build a realistic self-image.

Coach problem-solving and help-seeking for social difficulties, making clear who to go to and how.

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- ✓ **Measure** Observe how the child manages complex feelings and friendships and how
progress: independently they seek help and set goals.



Play & Social Interaction

LEARNING GOALS

Take part in and help organise team games, clubs, and shared projects.

Negotiate roles, compromise, and lead or follow as a situation requires.

Build friendships around shared interests and include a range of peers.

Handle competition, disagreement, and changing group dynamics constructively.

CLASSROOM ACTIVITIES

Give small groups genuine responsibility for planning and running an activity, event, or project together.

Support interest-based and peer-mentoring clubs where children lead, collaborate, and welcome newcomers.

Debrief group activities to reflect on cooperation, leadership, and how disagreements were handled.

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- ✓ **Measure** Track how the child negotiates roles, leads and follows, and manages
progress: competition and conflict within groups.



Cognitive & Academic Readiness

LEARNING GOALS

Read a range of texts fluently and summarise, infer, and find information.

Plan, write, and edit longer pieces for different purposes and audiences.

Work confidently with larger numbers, fractions, measures, and multi-step problems.

Apply thinking and study skills to research, plan, and present work.

CLASSROOM ACTIVITIES

Teach reading strategies — skimming, questioning, summarising — across subjects, not only in reading lessons.

Scaffold the full writing process (plan, draft, edit) with checklists, then gradually hand it over to the child.

Set real-life problem-solving tasks in maths and support research projects that build planning and study skills.

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- ✓ **Measure progress:** Track reading comprehension, extended writing, and problem-solving against small, clearly defined steps.



Gross & Fine Motor Skills

LEARNING GOALS

Take part in a range of sports and physical activities with coordination and stamina.

Write or type fluently enough to record longer pieces of work.

Use tools and equipment accurately and safely across the curriculum.

Manage practical life tasks that need coordination, such as simple cooking or crafts.

CLASSROOM ACTIVITIES

Offer varied physical activities and personal-best challenges that build fitness, coordination, and confidence.

Support fluent recording through handwriting practice and, where needed, secure keyboard and assistive-technology skills.

Teach practical, hands-on projects (cooking, design, science) that develop safe, coordinated tool use.

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- ✓ **Measure progress:** Track physical coordination and stamina alongside fluent recording and safe, accurate use of tools and equipment.



Self-Help & Independence

LEARNING GOALS

Organise their belongings, homework, and time with growing independence.

Manage personal care and health routines appropriate to their age.

Plan and carry out multi-step tasks and follow them through to completion.

Practise practical life skills such as handling money, travel awareness, and staying safe.

CLASSROOM ACTIVITIES

Teach organisation and time-management systems — planners, checklists, reminders — and coach their daily use.

Build life-skills sessions covering money, road and online safety, and personal care linked to real situations.

Give children genuine responsibilities and multi-step projects that they plan, manage, and complete themselves.

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- ✓ **Measure progress:** Record how independently the child manages time, belongings, and personal care, and completes multi-step tasks.



Behaviour, Attention & Self-Regulation

LEARNING GOALS

Sustain focus on longer and more demanding tasks with increasing independence.

Use a personal set of self-regulation strategies to manage stress and frustration.

Take responsibility for behaviour and understand its impact on others.

Prepare for and cope with change, including the transition toward secondary school.

CLASSROOM ACTIVITIES

Teach planning, goal-setting, and self-monitoring so children manage longer tasks and notice when to refocus.

Help each child build and use a personal regulation toolkit and a clear, agreed way to ask for support.

Use transition programmes, visits, and social stories to prepare children for the move to secondary school.

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- ✓ **Measure progress:** Observe sustained focus, independent use of regulation strategies, and how the child prepares for and copes with change.



Need it tailored to your students?

This standard curriculum works as-is, but every school and every group of students is different. If you have particular needs or requirements, we assess your students and design or adapt the curriculum — and train your teachers to deliver it — as a proper consultancy engagement, online or in person.

 **Talk to us about a custom curriculum**

 **Educational information, not a diagnosis.** Our guidance follows standard, research-based practice (CDC, NHS, ASHA and WHO), is written by our therapy team and **medically reviewed by a GMC-registered doctor**. Every child is different, so we can't promise specific results — always use your own judgement and speak to a qualified professional about your child. **Read our full disclaimer.**