

Scheme of Learning Autumn 1 2025

Unit: Social Thinking	Number of Weeks/Learning Sessions: 6
Year Group/Ability Range: <i>Whole School</i>	Adaptive Teaching/Access Arrangements: - <i>Consistent routines and predictable structures</i> - <i>Use of visuals and simplified language to support learners with SLCN</i> - <i>Scaffolded tasks with clear, step-by-step instructions</i>
Skills, Knowledge & Learning: <i>All speech and language therapy intervention offered must focus on the well-being, communication and the sensory needs of all the children and young people in our services. The “teaching” of neurotypical behaviour / social skills is ableist and behaviourist and therefore cannot be aligned with OFG’s Neurodiversity or Trauma Informed Practice strategies. The interventions and support we offer and provide to our students must be strength based and focus on supporting the skills listed below.</i>	Curriculum End Point / Goals: <i>All activities and sessions have been created by the Speech & Language Therapist, designed to be delivered by school staff. The activities aim to promote:</i> - <i>Teamwork</i> - <i>Group collaboration</i> - <i>Communication Skills</i>
Key Concepts & Terminology: The interventions and support we offer and provide to our students must be strength based and focus on supporting: - <i>receptive understanding</i> - <i>self-awareness / self-advocacy</i> - <i>perspective taking</i> - <i>flexible thinking and problem solving</i> - <i>increasing social understanding / awareness</i> - <i>building confidence and self-esteem</i> - <i>emotional regulation</i>	Skills for Life/Vocational links Safeguarding: <i>N/A</i> Groveside Values: - <i>Responsibility: students are required to follow instructions, manage resources and complete tasks collaboratively. The planned activities include opportunities for students to reflect on their contributions to group successes or challenges.</i> - <i>Kindness: The planned activities are designed to support opportunities for active listening, turn-taking and respectful communication. The activities are also designed to encourage students to have positive interactions with peers.</i> British Values: <i>N/A</i> SMSC Links/Enriching experiences: <i>N/A</i> <i>The activities are particularly relevant at this point, as it supports students during a transitional period in the school year, when new tutor groups have been formed, new staff and students have joined, and pupils benefit from structured opportunities to build relationships, develop trust, and get to know one another in a fun, engaging, and purposeful way.</i>
NC / Qualification Objectives: <i>N/A</i>	Reading Ages: <i>N/A</i>

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Week	Learning Objectives	Planned Learning Experiences for Progression of Skills & Knowledge	Assessment Opportunities & Learning Outcomes	Resources
1	Tall Towers To develop teamwork, communication, and problem-solving skills by collaboratively building a tall, stable Lego tower that can support a small object for at least one minute.	Students will work in small groups to design and build the tallest tower using Lego bricks. The tower must be free-standing and able to hold a small object (e.g., rubber duck, toy car, or eraser) on top for 60 seconds without collapsing.	Conversation skills – listening to and responding to others, taking turns, contributing to discussions Perspective taking – recognising and/or tolerating other's ideas Expressive language – sharing thoughts and ideas clearly and coherently Emotional regulation – managing feelings relating to the task	- Lego base plate - Lego bricks (variety of sizes and shapes) - Measuring tape or ruler for height comparison - Small test objects (one per group) - Timer or stopwatch - PowerPoint presentation for Week 1
2	Spaghetti and Marshmallow Tower To develop teamwork, communication, and problem-solving skills by building the tallest possible tower using spaghetti and marshmallows	Students work in small groups to build the tallest free-standing tower using only uncooked spaghetti and marshmallows. The structure must remain upright for at least 5 seconds after completion.	Conversation skills – listening to and responding to others, taking turns, contributing to discussions Perspective taking – recognising and/or tolerating other's ideas and approaches Expressive language – sharing thoughts and ideas clearly and coherently Emotional regulation – managing feelings relating to the task	- Uncooked spaghetti (approx. 20 sticks per group) - Marshmallows (approx. 10 per group) - Timer or stopwatch - Measuring tape or ruler - PowerPoint presentation for Week 2
3	Aqua Build To develop teamwork, communication, and problem-solving skills by designing and building a floating paper structure that can support a small object without sinking	Students work in small groups to create a structure using paper that can float on water and hold a small object (e.g., coin, rubber duck, or toy figure, rubber) for at least 1 minutes.	Conversation skills – listening to and responding to others, taking turns, contributing to discussions Perspective taking – recognising and/or tolerating other's ideas and approaches Expressive language – sharing thoughts and ideas clearly and coherently Emotional regulation – managing feelings relating to the task	- Plastic tub or tray filled with water - Paper - Tape - Paperclips - Small test object (e.g., rubber / coin) - Timer / stopwatch - PowerPoint presentation for Week 3

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Week	Learning Objectives	Planned Learning Experiences for Progression of Skills & Knowledge	Assessment Opportunities & Learning Outcomes	Resources
4	Speedy Racers To develop teamwork, communication, and problem-solving skills by designing and building a car from recycled materials that travels the furthest distance when released.	Students work in teams to build a simple car using recycled materials (e.g., plastic bottles, cardboard, bottle caps). The car must be powered by gravity or a push—no motors allowed. After building, teams race their cars to see which one travels the furthest.	Conversation skills – listening to and responding to others, taking turns, contributing to discussions Perspective taking – recognising and/or tolerating other’s ideas and approaches Expressive language – sharing thoughts and ideas clearly and coherently Emotional regulation – managing feelings relating to the task	- Empty bottles with caps - Wooden sticks - Cardboard - Tape - Glue - A ring binder folder - PowerPoint presentation for Week 4
5	Marble Maze To develop teamwork, communication, and problem-solving skills by designing and building a functional marble maze using playdough.	Students work in small groups to create a maze using playdough that successfully guides a marble from start to finish. The maze must include at least 10 corners.	Conversation skills – listening to and responding to others, taking turns, contributing to discussions Perspective taking – recognising and/or tolerating other’s ideas and approaches Expressive language – sharing thoughts and ideas clearly and coherently Emotional regulation – managing feelings relating to the task	- Flat Cardboard - Marbles - Playdough - Blindfold (note: this is aspect of the task is optional for students) - PowerPoint presentation for Week 5
6	Build and Share To encourage self-expression, emotional reflection, and positive group interaction by creating a model that represents something students are proud of or that brings them joy.	Students create a model using any medium—drawing, playdough, LEGO, recycled materials, or a mix—that represents something meaningful to them. It could be a hobby, a personal achievement, a favourite place, or a person they care about. After building, students share their creations with the group, explaining why it matters to them.	Self-awareness – giving students the opportunity to reflect on what matters to them personally Celebrating individuality and diversity Empathy skills during active listening and sharing	- Variety of materials: paper, pens/pencils, playdough, LEGO, recycled items - Scissors, tape, glue - Optional: display table or “gallery walk” setup - PowerPoint presentation for Week 6