

Occupational Therapy

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



ALL Occupational Therapy is formed of 6 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Gross motor skills	All	14
2 Fine motor skills	All	14
3 Visual perception	All	14
4 Handwriting	All	14
5 Executive functioning/organisation	All	14
6 Activities of daily living	All	14



3. Lessons

Unit 1 Gross motor skills

14 Lessons

Lesson number	Lesson question	About the lesson
1.	Super Strong Core	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will build understanding of weak gross motor skills and work towards developing a super strong core to help us for activities in daily life, school and play.
2.	Tummy Strength	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be strengthening our core muscles and working on our tummies. <p>Equipment</p> <ul style="list-style-type: none">• game to do on the floor such as a puzzle

3. Strong on all fours

Pupils will learn

- In this lesson, we will be strengthening our core muscles and working in a crawling position.

Equipment

- game to do on the floor such as a puzzle, small bean bag, something to use as a target
-



4. Standing tall

Pupils will learn

- In this lesson, we will be strengthening our core muscles and working in a standing position.

Equipment

- chair, small toy such as a bean bag or teddy
-

5. Two foot balance in standing

Pupils will learn

- In this lesson, we will work on our balance whilst standing on both feet.

Equipment

- masking tape, something wobbly to stand on, simple game to do on the floor
-

6.

Balance Ninjas: One foot balance

Pupils will learn

- In this lesson, we will work on our balance whilst standing on one foot.

Equipment

- small toy such as a ball or bean bag, puzzle or card game
-



7.

Balance Ninjas: Moving on two feet

Pupils will learn

- In this lesson, we will work on our balance whilst moving on two feet.

Equipment

- several targets to aim your jumps at, a long line to walk along like a tightrope
-

8.

Balance Ninjas: Moving on just one foot

Pupils will learn

- In this lesson, we will work on our balance whilst moving on one foot.

Equipment

- several targets to aim your hoops at, a long line to hop over
-

9.

Directionality

Pupils will learn

- In this lesson, we will learn what directionality is, why it is useful, and what games can help us learn our left and right.

Equipment

- printed arrows, scissors

Guidance warnings

- Equipment requiring safe usage.
-



10.

Ball skills: Throwing

Pupils will learn

- In this lesson, we will be learning to throw to a target.

Equipment

- small object to throw, target, sellotape
-

11.

Ball skills: Catching

Pupils will learn

- In this lesson, we will be learning to catch a ball.

Equipment

- small object to throw, bouncy ball
-

12.

Ball skills: Kicking

Pupils will learn

- In this lesson, we will be learning to kick a ball.

Equipment

- medium or small ball, objects to use as goal posts
-



13.

Ball skills: Dribbling

Pupils will learn

- In this lesson, we will be dribbling a ball with our hands and feet.

Equipment

- small bouncy ball, medium sized ball such as a football
-

14.

An epic obstacle course

Pupils will learn

- In this lesson, we will participate in running an obstacle course. We'll be putting all previous lessons together and practising our gross motor skills.

Equipment

- selection of games and toys like balls and small toys to throw and catch, masking tape
-



Lesson number	Lesson question	About the lesson
1.	Strong shoulders for strong hands	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will introduce the concept of fine motor skills and why we need strong shoulders for school and play. <p>Equipment</p> <ul style="list-style-type: none">• large ball, chair, inflated balloon
2.	Animal walks	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be walking like animals! Walking like animals gives us strong arms and shoulders.
3.	Arms up for strong shoulders	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be working on a vertical surface and keeping arms raised. <p>Equipment</p> <ul style="list-style-type: none">• easel or chalkboard, paints, pens or pencils, playdough, shaving foam, mirror

4.

Push and pull

Pupils will learn

- In this lesson, we will do some pushing and pulling activities to strengthen our core, shoulder and back muscles.

Equipment

- skipping rope or similar
-



5.

Strong hands

Pupils will learn

- In this lesson, we will learn why it's important to make our hands strong.

Equipment

- soft ball, tweezers, small objects such as coins or pom poms, small box
-

6.

Big strong muscles

Pupils will learn

- In this lesson, we will strengthen the larger muscles in our hands.

Equipment

- newspaper, playdough
-

7.

Little strong muscles

Pupils will learn

- In this lesson, we will strengthen the small muscles in our hands.

Equipment

- small objects to count such as beads or coins, clay or playdough
-



8.

Bilateral integration

Pupils will learn

- In this lesson, we will get better at using both hands together.

Equipment

- string, beads or something to thread onto the string, knife and fork, playdough, lacing board
-

9.

Crossing over

Pupils will learn

- In this lesson, we will cross over our midline and learn to do different things with the different sides of our body.

Equipment

- piggy bank, selection of coins,
-

10.

Using a ruler

Pupils will learn

- In this lesson, we will learn how to use both hands to draw lines.

Equipment

- ruler



11.

Folding paper

Pupils will learn

- In this lesson, we will learn how to use both hands to fold paper.

Equipment

- paper with lines drawn on it

12.

Straight cuts

Pupils will learn

- In this lesson, we will learn how to use both hands to snip and cut straight lines.

Equipment

- scissors, thick marker pen

Guidance warnings

- Equipment requiring safe usage.
-

13.

Wavy cuts

Pupils will learn

- In this lesson, we will cut wavy lines with scissors to improve our fine motor skills.

Equipment

- scissors, thick marker pen

Guidance warnings

- Equipment requiring safe usage.
-

14.

Making a paper box

Pupils will learn

- In this lesson, we will summarise all the fine motor skills lessons, with an activity to make your own paper box.

Equipment

- ruler, pencil, scissors, sellotape

Guidance warnings

- Equipment requiring safe usage.
-





Lesson
number

Lesson question

About the lesson

1.

What is visual perception?

Pupils will learn

- In this lesson, we will understand how our eyes and brain interact together to create our ability of visual perception. We explore quick exercises like spot the difference, word searches and grid drawings to enhance our visual perception.

Equipment

- spot the difference sheets or books, assorted toys and something to cover them

2.

Form constancy

Pupils will learn

- In this lesson, we will learn about our ability to recognise familiar objects when they are different sizes or when we see them from a different angle and / or see them in a different place.

Equipment

- bag that you cannot see through, toys and objects of various shapes

3.

Visual discrimination

Pupils will learn

- In this lesson, we will learn about our ability to see and recognise the differences and similarities between things. We will practise this ability through games like spot the difference and dominoes as well as matching and sorting games and activities.

Equipment

- a large selection of toys and objects of various types, 'spot the difference' puzzles, dominoes



4.

Visual spatial relations

Pupils will learn

- In this lesson, we will focus on our ability to see objects and be able to figure out where they are, or which direction they are going, compared to other objects and/or ourselves. This ability helps us judge distance and follow directions.

Equipment

- printed worksheets, scissors, glue

5. Figure-ground perception

Pupils will learn

- In this lesson, we will develop the ability to see an object as separate from its surroundings and focus on it. Enhancing this skill will help with reading and scanning an environment for particular objects.

Equipment

- tray, bottle or box, dry rice or beans, small toys or objects, hidden picture game
-

6. Visual Closure

Pupils will learn

- In this lesson, we will learn about our ability to recognise familiar objects when we only see a part of them. Adult support is needed for this lesson.

Equipment

- assorted objects, jigsaw puzzle, several pictures, cloth or blanket
-



7.

Visual Memory

Pupils will learn

- In this lesson, we will develop our ability to remember what we have just seen. Playing memory games is a good way to improve short term memory and improving our short term memory will improve our long term memory.

Equipment

- assorted objects, jigsaw puzzle, several pictures, matching cards game



8.

Visual Sequential Memory

Pupils will learn

- In this lesson, we learn about and further develop the ability to remember the order of things or events that we have seen.

Equipment

- beads or small objects, magnetic letters or numbers

9.

Scanning

Pupils will learn

- In this lesson, we will learn about and further develop our ability to control our muscles around our eyes to look in specific directions. We use this ability to search for things in our surroundings as well as when we read.

Equipment

- small beads of different colours on a string, large letters or numbers

10.

Mazes

Pupils will learn

- In this lesson, we will solve maze problems. This improves our visual motor integration which in turn helps us have better control when writing and performing other fine motor coordination activities.

Equipment

- mazes of different types
-



11.

Writing in columns

Pupils will learn

- In this lesson, we will practise writing in columns to improve our writing skills and to improve controlling our eye muscles when we move our eyes downwards.

Equipment

- graph paper, lined paper, plain paper
-

12.

Copying shapes

Pupils will learn

- In this lesson, we will be learning to write letters through copying shapes.
-

13.

Colouring within the lines

Pupils will learn

- In this lesson, we will be colouring within the lines as it is a helpful tool that helps us learn what pressure to apply when we write or draw and how to use a pen or pencil in various directions.

Equipment

- plain paper of different thicknesses, coloured pens or pencils
-

14.

Summary of our visual perception

Pupils will learn

- In this lesson, we will summarise all the lessons involving visual perception and improving this ability.

Equipment

- coloured pens or pencils
-





Lesson number	Lesson question	About the lesson
1.	The basics of handwriting	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will go through the basics of handwriting - sitting correctly, posture and positioning. We will use a writing sample and checklist. <p>Equipment</p> <ul style="list-style-type: none">• chair and table, writing equipment
2.	Developing good pencil grip	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be developing a good pencil grip - how to hold your pencil for good writing. <p>Equipment</p> <ul style="list-style-type: none">• tweezers, small objects such as pom poms, chalk, chalk board, playdough, small toys such as beads or marbles

3. Strong shoulders for control

Pupils will learn

- In this lesson, we will learn the importance of strong shoulders for handwriting and practise fluidity patterns for control.

Equipment

- vertical surface to write on, pens or chalk
-

4. Strong shoulders for speed

Pupils will learn

- In this lesson, we will learn the importance of strong shoulders for handwriting and practise fluidity patterns for speed.

Equipment

- A3 paper, tennis ball, tennis racket
-

5. Small, tall and tail letters

Pupils will learn

- In this lesson, we will learn about small, tall and tail letters. We will be grouping letters and seeing which you find easier.

Equipment

- whiteboard and marker, bubble wrap, sandpaper, playdough
-



6. Magic C letters

Pupils will learn

- In this lesson, we will learn all about Magic C letters - a good foundation for writing many letters.



7. One armed robot letters

Pupils will learn

- In this lesson, we will learn about one armed robot letters. These letters start high (or in the middle), go down, and jump back up - like robots doing a dance!

8. Tall ladder letters

Pupils will learn

- In this lesson, we will learn about tall ladder letters - l, i, j, t, f. These letters start high, slide down, and end with a little flick.

9. Down-up-down letters

Pupils will learn

- In this lesson, we will learn about down-up-down letters - these start in the middle go down and then jump up again.

10. Odd one out letters

Pupils will learn

- In this lesson, we will learn about odd-one-out letters - these do a dance of their own!
-

11.

Making words

Pupils will learn

- In this lesson, we will be making words - now the fun begins!

Equipment

- card, scissors
-

12.

Basic cursive writing

Pupils will learn

- In this lesson, we will introduce basic cursive writing and why sometimes cursive is easier to do.
-

13.

Writing sentences and speeding up

Pupils will learn

- In this lesson, we will focus on writing sentences and speeding up your writing.
-

14.

Handwriting: Putting it all together

Pupils will learn

- In this lesson, we will summarise our learning about handwriting. We will write a sentence and use the checklists made in previous lessons.
-



Unit 5 Executive functioning/organisation

14 Lessons



Lesson number	Lesson question	About the lesson
1.	Executive functioning	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn about executive functioning and how it helps to be more organised?
2.	Making and using lists	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be making and using lists.
3.	Using a planner or diary	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn to use a planner/diary effectively. <p>Equipment</p> <ul style="list-style-type: none">• your planner
4.	Organising your workspace	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will focus on organising your work space. <p>Equipment</p> <ul style="list-style-type: none">• lever-arch file, storage box or tray

5. Planning your homework

Pupils will learn

- In this lesson, we will explore how to plan and prioritise your homework.

Equipment

- your homework planner, your weekly planner, highlighter
-

6. Routines

Pupils will learn

- In this lesson, we will learn the benefits of having a routine.
-

7. Time management

Pupils will learn

- In this lesson, we will learn about time management. How long will things take?
-

8. Goal setting

Pupils will learn

- In this lesson, we will be setting goals with realistic time limits.

Equipment

- diary or planner
-



9.

Starting and finishing tasks

Pupils will learn

- In this lesson, we will develop the skills for starting and finishing a task.

Equipment

- diary or planner



10.

Packing your bags for the next school day: why and how?

Pupils will learn

- In this lesson, we will learn to use your timetable to pack your school bag and plan your day.

Equipment

- bin or a bin bag, diary or planner, school bag

11.

Where should we keep our things?

Pupils will learn

- In this lesson, we will ask who is responsible for your things? Where should you keep them?

Equipment

- storage bins / boxes / drawers / plastic wallets, your diary / planner

12.

Keeping your room tidy

Pupils will learn

- In this lesson, we will learn how to keep our room tidy.

Equipment

- storage bins / boxes / drawers / plastic wallets
-

13.

Planning for exams and tests

Pupils will learn

- In this lesson, we will learn how to effectively plan for exams - why and how?



14.

Summary: Putting it all together

Pupils will learn

- In this lesson, we will practise our executive functioning and organisation skills by planning an event.



Lesson number	Lesson question	About the lesson
1.	Being independent	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn why it is important to be able to do as much as possible for ourselves, no matter what our difficulties are.
2.	Getting dressed	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn about getting dressed. Being able to plan what we wear for different occasions is very important; we have to think about the weather, our preferences and style, as well as the occasion. <p>Equipment</p> <ul style="list-style-type: none">• playdough or putty, coins or tokens, clothes with small buttons, shoes with laces or some ribbon and card, coat / jumper with a zip

3. Fastenings

Pupils will learn

- In this lesson, we will navigate different fastenings. We need very good fine motor skills as well as touch skills to be able to quickly fasten our clothes.

Equipment

- playdough or putty, coins or tokens, clothes with small buttons, shoes with laces or some ribbon and card, coat / jumper with a zip



4. Opening containers and packets

Pupils will learn

- In this lesson, we will practise opening different containers and packets. Opening containers and packets is important to help us be more independent.

Equipment

- sandwich bags, snack bags and pots, sticky tape or masking tape

5. Opening drinks

Pupils will learn

- In this lesson, we will practise opening different types of drinks containers.

Equipment

- sandwich bags, snack bags and pots, sticky tape or masking tape
-

6. Making a sandwich

Pupils will learn

- In this lesson, we will use the coordination skills needed to make a sandwich. Being able to make your own sandwich means you can eat when you're hungry and have the toppings you want.

Equipment

- paper and pen or scissors, glue, worksheets
-

7. Making a packed lunch

Pupils will learn

- In this lesson, we will go through the many steps involved in making a packed lunch.
-

8. Showering

Pupils will learn

- In this lesson, we will learn about the steps involved in having a shower safely.

Equipment

- paper and pen or scissors, glue, worksheets
-



9. Hair washing

Pupils will learn

- In this lesson, we will learn about how to wash your hair. Washing your hair all by yourself means you can be independent when you do many sports and fun activities.

Equipment

- paper and pen or scissors, glue, worksheets



10. Drying and styling hair

Pupils will learn

- In this lesson, we will learn the basic ways to dry and style and your hair.

11. Personal grooming

Pupils will learn

- In this lesson, we will learn the importance of grooming tasks involving our nails, teeth, face and deodorant.

12. Going shopping

Pupils will learn

- In this lesson, we will learn how shopping with friends is very different to shopping with an adult or carer. In this lesson you explore what you can do to make shopping with friends a more enjoyable experience.
-

13.

Having a meal out

Pupils will learn

- In this lesson, we will learn that going out for a meal does not have to be stressful or worrying. We will talk about strategies to help you when you go out for a meal.



14.

Summary: Putting it all together

Pupils will learn

- In this lesson we will summarise what we have learned together. We will complete this unit by learning about doing and completing different chores. Remember, chores can be fun and are rewarding. By doing chores, we are more independent!
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4. Learn More



Contents

Section number	Section contents
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	An introduction to occupational therapy
4.	Additional information about sequence

1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.

Developmental Stages

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

Domains of learning

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Sensory Integration



Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.



2. Specialist curriculum principles

Supported learning

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

Subject domains

Our specialist curriculum is structured by subject domains: Communication and Language. Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

Content selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from across the entire Oak curriculum and therapy modules that best suit their children's starting points.

Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support

this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.



Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

3. An introduction to occupational therapy

Occupational Therapy is an important provision for many of our learners within the Specialist sector. Through Occupational Therapy, learners can develop key functional skills for self-care, school work and independent living. In our commitment to inclusion, the provision of Occupational Therapy intervention will be a critical component to supporting the learning of our most vulnerable learners.

4. Additional information about sequence

Lessons will be delivered in a 2 week block per module. Consideration has been given to the order of the modules: moving from the foundational aspects of the topic (maintaining attention) through to more complex tasks.