

Birch & Rowan Yearly Planning Overview (2021-22)

| <b>Subject</b><br><i>Accreditations:</i><br><i>ASDAN Personal Progress (Entry 1)</i><br><i>OCR Life and Living Skills (Entry 1&amp;2)</i> | <b>Autumn Term</b>  |                      | <b>Spring Term</b>   |                               | <b>Summer Term</b>   |                         |
|---|---|----------------------|--|-------------------------------|--|-------------------------|
| <b>Life Skills</b>  | Cooking<br>Selecting & using cooking equipment<br>Shopping<br>Travel Training   |                      | Cooking<br>Healthy living<br>Managing money & budgets<br>Horticulture<br>Travel Training   |                               | Personal care<br>Going places<br>Safety<br>Horticulture<br>Travel Training   |                         |
| <b>Maths</b>  | <b>KS4 at Entry 1: ASDAN Person Progress</b><br>Developing number skills<br>Recognising time through regular events<br><br><b>KS5 at Entry 1: OCR LLS</b><br>Early mathematics: developing number skills<br>Recognising time through regular events<br><br><b>KS4/5 at Entry 2: OCR LLS</b><br>Working with whole numbers up to 100<br>Reading and recording time |                      | <b>KS4 at Entry 1: ASDAN Person Progress</b><br>Developing number skills<br>Understanding what money is used for<br><br><b>KS5 at Entry 1: OCR LLS</b><br>Early mathematics: developing number skills<br>Understanding what money is used for<br><br><b>KS4/5 at Entry 2: OCR LLS</b><br>Working with whole numbers up to 100<br>Using coins and notes |                               | <b>KS4 at Entry 1: ASDAN Person Progress</b><br>Developing number skills<br>Early measure<br><br><b>KS5 at Entry 1: OCR LLS</b><br>Early mathematics: developing number skills<br>Early mathematics: measure<br><br><b>KS4/5 at Entry 2: OCR LLS</b><br>Working with whole numbers up to 100<br>Estimating and measuring |                         |
| <b>English</b>  | Literacy for Information  | Creating an Interest | Sharing Information  | Literacy for Life and Leisure | Literacy for the Future  | Literacy for the Future |

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| <p><b>Work Skills</b></p>  | <p><b>KS4: ASDAN Personal Progress (Entry 1)</b><br/> <i>To be aware of different methods of applying for a job</i><br/>                     To list different ways of applying for a job</p> <p><b>KS5 OCR LLS (Entry 1 &amp; 2)</b><br/> <i>Recognising work areas in the wider community</i><br/>                     What we mean by the word role and work<br/>                     Identify how own interests fit the selected work role</p> | <p><b>KS4: ASDAN Personal Progress (Entry 1)</b><br/> <i>Identify the information necessary to complete a simple job application form</i><br/>                     Complete a job application form<br/>                     Recognise different job roles in the community (NP)</p> <p><b>KS5 OCR LLS (Entry 1 &amp; 2)</b><br/> <i>Names and roles of jobs in the community</i><br/>                     How we can work in the work place safely</p> | <p><b>KS4: ASDAN Personal Progress (Entry 1)</b><br/> <i>Identify methods of communication</i><br/>                     Choosing appropriate communication methods for the workplace<br/> <b>Understand how to follow instructions</b><br/>                     Follow a given set of instructions<br/>                     Searching for job vacancies</p> <p><b>KS5 OCR LLS (Entry 1 &amp; 2)</b><br/> <i>List different ways of applying for a job</i><br/>                     Identify the information necessary to complete a job application form</p> |
| <p><b>Creativity</b></p>   | <p><b>World Music – Blues music</b><br/>                     Focus on 12 bar blues, improvisation, blues songs, syncopation.</p>   | <p><b>KS4: ASDAN Personal Progress (Entry 1)</b><br/> <i>Engaging in new creative activities</i><br/> <b>KS5 OCR LLS (Entry 1)</b><br/> <i>Engaging in new creative activities</i></p> <p><b>Keyboard skills / Musical Futures</b><br/>                     Carousel of trying different instruments and using these to arrange a popular piece of music and performing as a band.</p>   | <p><b>Film Music</b><br/>                     An exploration of how music can convey ideas and enhance visual images, and an investigation into how music can create an effect and how various musical devices can convey a message.</p>   |
| <p><b>Business Enterprise</b></p>  | <p>Selecting and planning a mini-enterprise to be involved in.<br/>                     Look at costings and potential profits and losses.<br/>                     Make items, advertise and promote.<br/>                     Christmas event.<br/>                     Evaluate.</p>  | <p>Planning – events for next 3 months.<br/>                     Research and costings.<br/>                     Purchase resources and start to make.<br/>                     Advertise and promote.<br/>                     Evaluate.</p>  | <p>Planning summer term events.<br/>                     Research and costings.<br/>                     Purchase resources and start to make.<br/>                     Advertise and promote.<br/>                     Evaluate.<br/> <b>Reward with profits!</b></p>   |
| <p><b>PE</b><br/> <i>(Offsite: Birch at Northgate Arena<br/>                     Rowan at Frodsham Leisure Centre)</i></p> | <p><b>Football/Handball</b><br/>                     Positional play.<br/>                     Defending one to one and zonal.<br/>                     Range of passing correct techniques.</p>   | <p><b>Tennis/Badminton</b><br/>                     Strokes: forehand, backhand and lob.<br/>                     Striking, directing and aiming.<br/>                     Match-play doubles.</p>   | <p><b>Cricket/Basketball</b><br/>                     Cricket skills: batting, bowling, throwing, aiming and fielding.<br/>                     Passing, attack and defend,<br/>                     1 v 1 progress to 2 v 2, gameplay.<br/>                     Teamwork, communication.</p>  |
| <p><b>PHSCE</b><br/> <i>(Jigsaw programme)</i></p>   | <p><b>BM</b> (Being Me in My World)<br/>                     Who am I and how do I fit?</p>  | <p><b>DG</b> (Dreams and Goals)</p>  | <p><b>RL</b> (Relationships)<br/>                     Building positive, healthy relationships.</p>  |

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|                            | <p><b>CD (Celebrating Difference)</b><br/>Respect for similarity and difference.<br/>Anti-bullying and being unique.</p>  | <p>Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <p><b>HM (Healthy Me)</b><br/>Being and keeping safe and healthy.</p>  | <p><b>CM (Changing Me)</b><br/>Coping positively with change.</p>  |
| <b>RE</b>                  | <p><b>Christianity – Harvest festival:</b><br/>Identifying and trying fruit and vegetables, exploring food that grows, making bread, singing songs related to harvest.</p> <p><b>Hinduism – Diwali (Festival of lights):</b><br/>Planning a Diwali party, mehndi, making Diwali sweets and diwas.</p> <p><b>Christianity – The Christmas Story.</b></p> | <p><b>Buddhism – Buddhist Beliefs:</b><br/>The life of Buddha, the Buddhist temple, exploring mindfulness and relaxation. The Tipitaka – looking at special books.</p> <p><b>Christianity – The Easter Story:</b><br/>Pancake day, Lent / giving things up that we like. Palm Sunday (making palm crosses). Retelling the story of the Crucifixion.</p> | <p><b>Islam – Ramadan and Eid-al-Fitr:</b><br/>Visiting the Mosque, looking at and designing our own prayer mats, making Eid biscuits.</p> <p><b>Christianity – Bible stories:</b><br/>Noah and the Ark, Joseph and his dream coat: Collaborative art and craft activities (designing and making a dream coat).<br/>Zoo visit.</p> |
| <b>Zones of Regulation</b> | <p><b>Introduction of the four zones</b><br/>Learning activities designed to teach our learners to recognise their zone at any given time, to gain insight into how their behaviour changes, and to recognise how others think and feel about them.</p>   | <p><b>Introduction of the tools</b><br/>These tools include sensory supports, calming techniques, and thinking strategies.</p>  | <p><b>When, why and how to use the tools</b><br/>Learning how to integrate the use of the tools into everyday life.</p>  |