

Subject Accreditations: ASDAN Personal Progress, AQA ELC English and Maths (where appropriate), Arts Award Discover						
	Autumn Term		Spring Term		Summer Term	
<b>Assessment:</b>	Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i>					
<b>English</b>	<b>Literacy for the Future</b> Form filling and Personal Details This is Me and Personal Statements Group Discussions and Debate		<b>Creating an Interest</b> Poetry, Plays and Songs Books including Traditional Tales Films, Radio, T.V. and Theatre		<b>Sharing Information</b> Letters and Postcards People and Events Collecting and using information including surveys and opinions	
	<b>ASDAN Personal Progress –</b> <b>PPI - Providing Personal Information</b> 1.1 Communicate personal information using own preferred method of information. <b>DRS - Developing Reading Skills</b> 1.1 Demonstrate an interest in words, pictures or symbols 2.1 Demonstrate some understanding of what is being read 3.1 Recognise and match objects to symbols, letters or words <b>DWS - Developing Writing Skills</b> 1.1 Demonstrate that meaning can be conveyed by marks, symbols, signs or words 2.1 Communicate using marks, symbols, signs or words <b>DCS - Developing Communication Skills</b> 1.1 Demonstrate an understanding in their response to what they have heard or seen. 2.1 Use an appropriate method to communicate with other people. 3.1 Demonstrate sharing ideas or preferences with others.					
<b>Maths Thinking &amp; Problem Solving</b>	ASDAN Personal Progress, early mathematics developing number skills EMNS		ASDAN Personal Progress, early mathematics developing number skills EMNS		Consolidation, application and portfolio preparation. Key skills building.	
	ASDAN Personal Progress, understanding what money is used for UMF		ASDAN Personal Progress, early mathematics Measures EMM		Functional skills project – my farm	
<b>Business Enterprise</b>	Selecting and planning a mini enterprise	Make items, advertise and promote  Christmas events	Planning events for the next 3 months	Purchase resources	Planning summer events	Purchase resources and start to make
	Research, costings and profits		Research and costings	Spring fair  Promote and advertise	Research and costings	Father day End of year gifts

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			Rewards from profits
Life Skills	<p><b>Daily Living Skills</b>                      Food hygiene &amp; Safety                      Practical cookery skills – simple snacks                      Using a recipe                      Money                      Budgets                      Methods of buying &amp; paying for goods &amp; services</p> <p><b>Community and Travel</b>                      Shopping &amp; instore services                      Identifying community services                      Staying safe                      Road Safety</p> <p><b>Personal, Social &amp; Health</b>                      Staying safe online                      Personal information</p>	<p><b>Daily Living Skills</b>                      Food storage                      Food labels                      Practical cookery – simple meals e.g. pasta dishes                      Convenience cooking</p> <p><b>Community and Travel</b>                      Shopping &amp; instore services                      Staying safe                      Recognising information signs &amp; meaning</p> <p><b>Personal, Social &amp; Health</b>                      Staying safe online                      Cyber bullying                      Social media</p>	<p><b>Daily Living Skills</b>                      Cooking instructions                      Practical cookery – store cupboard /freezer meals                      Adapting recipes</p> <p><b>Community and Travel</b>                      Shopping &amp; instore services                      Using community services e.g. make an appointments, cafes, parks, libraries                      Keeping self &amp; possessions safe</p> <p><b>Personal, Social &amp; Health</b>                      Healthy choices &amp; wellbeing                      Smoking &amp; vaping</p>
	<p><b>ASDAN Personal Progress –</b>                      ILOE Developing independent living skills: looking after your own environment                      1 Know the importance of keeping their own environment clean and safe                      2 Be involved in keeping their own environment clean and safe.                      ILPC Developing independent living skills: personal care                      1 Know the importance of personal care                      2 Be involved in personal care activities</p>		
Creativity	<p>Autumn 1 / 2 – Arts Award Discover - Part A: Discover - An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar. Participation in arts activities. An understanding of how art forms connect to their own lives.</p> <p>Christmas Performance</p>	<p>Spring 1/ 2 – Arts Award Discover- Part B: Find Out - Knowledge of at least one artist and their work</p>	<p>Summer 1/2 -Arts Award Discover - Part C: Share - What they enjoyed and learnt throughout the award. How they shared their experience with others</p> <p>Visit a local art exhibition</p> <p>Dorin’s Got Talent                      Recycled Fashion Show</p>
	<p>Storyhouse works closely alongside different classes half termly, completing various workshops, differentiated according to ability, and led by the creative learning Practitioner. Pupils develop techniques such as storytelling, action and speech. Pupils develop their skills through multi-sensory opportunities. Further opportunities are given throughout the year in conjunction with Storyhouse.</p> <p><b>Pupils will experience creativity out in the community</b></p>		
ICT	<p>Planning and creating a radio news broadcast, using different software.</p>	<p>Planning and designing a new app or game.                      Flowol/turtle computer programming – Other programming activities.</p>	<p>Searching the internet, film making and animation.</p>

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	Planning and creating an e-safety/literacy PowerPoint/activities – Will incorporate Christmas themes					
	<p><b>ASDAN Personal Progress</b> - DIS Developing ICT Skills</p> <p>1 Using ICT to control the environment</p> <p>2 Use ICT as a source of information</p> <p>3 Use ICT to communicate or to augment or enable communication.</p>					
<b>PE</b>	<p><b>Invasion/ territory games</b></p> <p>Football.</p> <p>Adapting skills to a small team game.</p>	<p><b>Invasion/ territory games</b></p> <p>Netball- foot work and shooting.</p>	<p><b>Net and ball games</b></p> <p>Table Tennis</p> <p>Yoga</p>	<p><b>Striking and field games</b></p> <p>Cricket- batting, running and wicket.</p>	<p><b>Athletics</b>- jumping focus-level 1.</p> <p>Tennis- backhand and forehand.</p>	<p><b>Target games</b></p> <p>Tri golf- level 3</p>
<b>PSHCE</b>	<p><b>Being Me in My World:</b></p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children</p>	<p><b>Celebrating Difference:</b></p> <p>I understand there are different perceptions about what normal means</p> <p>I understand that everyone has a right to be who they are</p> <p>I can give examples of people with disabilities who lead amazing lives</p>	<p><b>Dreams and Goals:</b></p> <p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)</p> <p>I can identify problems in the world that concern me and talk to other people about them</p>	<p><b>Healthy Me:</b></p> <p>I recognise ways to keep myself safe and healthy including recognising unsafe practices and the dangers of drugs, smoking and alcohol.</p> <p>Have an awareness of gangs and some of the dangers involved in being a part of a gang and why people may get involved.</p>	<p><b>Relationships:</b></p> <p>Recognising how mental health can impact my wellbeing.</p> <p>Understanding ways to look after mental health.</p> <p>Understanding grief and its impact on people.</p> <p>Online safety.</p>	<p><b>Changing me:</b></p> <p>Puberty and body changes.</p> <p>Mental and Physical self-care</p> <p>Development of baby from conception to birth.</p> <p>Physical attraction and positive self-image.</p>

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<b>RE</b>	<b>RE Element only:</b>  <b>Food for Festivals:</b> Harvest. What foods do we grow in our gardens and on our farms?	<b>RE Element only:</b>  <b>Festivals:</b> Diwali: Hindu festival of light. Sharing the story of Rama and Sita, experiencing food and resources related to the festival.  Christmas: The Nativity story	<b>RE Element only:</b>  <b>Festivals:</b> Holi: Hindu festival of colour and welcoming of the Spring. Features of the festival and related stories.  Easter	<b>RE Element only:</b>  <b>Festivals/ Food for festivals:</b> Birthdays: How are birthdays celebrated in different religions and cultures? Do all people celebrate birthdays?	<b>RE Element only:</b>  <b>Festivals:</b> World culture: Cinco de Mayo. The annual celebration observed on the 4 <sup>th</sup> May in Mexico. Looking at reasons for the celebration, the food, clothing and culture.	<b>RE Element only:</b>  <b>Festivals:</b> Pride. Pride festivals from around the world, why and how people celebrate pride. What happens at a pride festival.
	<b>Job Focus:</b> Looking at the different jobs around <b>school</b>	<b>Job Focus:</b> Looking at the different jobs within a <b>garden centre</b>	<b>Job Focus:</b> Looking at the different jobs in the <b>local library</b>	<b>Job Focus:</b> Looking at the different jobs <b>emergency services</b>	<b>Job Focus:</b> Looking at the different jobs in <b>cafes</b>	<b>Job Focus:</b> Looking at the different jobs in <b>supermarkets and charity shops</b>
<b>Work Skills</b>	<b>The Work Place</b> Job roles in school The Work Place Health & Safety		<b>Communication in the workplace</b> ICT & online safety Communicating with people Team work		<b>The World of Work</b> Attendance & timekeeping Appearance Types of jobs	
	<b>Exploring tools for calming</b> Calming techniques that can be utilized to calm their body and mind	<b>Exploring tools for calming</b> How calming techniques help regulate zones.	<b>Exploring tools for calming</b> Reflect on which tools are effective in regulating themselves	<b>Exploring tools for calming</b> Calming sequence	<b>Exploring tools</b> Size of the problem	<b>Exploring tools</b> Inner coach versus inner critic
<b>Zones of Regulation</b>						