

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>Maths Thinking &amp; Problem Solving</b>	<p><b>KS4 Learners:</b> ASDAN Personal Progress, early mathematics developing number skills EMNS</p> <p>ASDAN Personal Progress, understanding what money is used for. UMF</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J3)</p> <p>OCR Life &amp; Living Skills Understanding what money is used for (J5)</p>		<p><b>KS4 Learners:</b> ASDAN Personal Progress, early mathematics developing number skills EMNS</p> <p>ASDAN Personal Progress, early mathematics Measures EMM</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J3)</p> <p>OCR Life &amp; Living Skills Early mathematics measures (J2)</p>		<p><b>KS4 &amp; KS5 Learners</b> Consolidation, application and portfolio preparation. Key skills building.</p> <p>Functional skills project – my farm</p>	
<b>English</b>	<p><b><u>Literacy for the Future</u></b> Form filling and Personal Details This is Me and Personal Statements Group Discussions and Debate</p>		<p><b><u>Creating an Interest</u></b> Poetry, Plays and Songs Books including Traditional Tales Films, Radio, T.V. and Theatre</p>		<p><b><u>Sharing Information</u></b> Letters and Postcards People and Events Collecting and using information including surveys and opinions</p>	
<b>Business Enterprise</b>	<p>Selecting and planning a mini enterprise</p> <p>Research, costings and profits</p>	<p>Make items, advertise and promote</p> <p>Christmas events</p>	<p>Planning events for the next 3 months</p> <p>Research and costings</p>	<p>Purchase resources</p> <p>Spring fair</p> <p>Promote and advertise</p>	<p>Planning summer events</p> <p>Research and costings</p>	<p>Purchase resources and start to make</p> <p>Father day</p> <p>End of year gifts</p> <p>Rewards from profits</p>
<b>Life Skills</b>	<p><b><u>Daily Living Skills</u></b> Practical cookery skills – simple meals &amp; snacks Money &amp; methods of paying Home Management Skills</p>		<p><b><u>Daily Living Skills</u></b> Food storage Food labels Practical cookery – simple meals</p>		<p><b><u>Daily Living Skills</u></b> Cooking instructions Practical cookery – store cupboard /freezer meals Adapting recipes</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>                  Personal care</p>	<p>Convenience cooking                  Home Management Skills</p> <p><b>Community and Travel</b>                  Shopping &amp; instore services - unfamiliar shops &amp; stores                  Staying safe                  Recognising information signs &amp; meaning</p> <p><b>Personal, Social &amp; Health</b>                  Healthy choices &amp; wellbeing                  Healthy Lifestyle</p>	<p>Home Management Skills</p> <p><b>Community and Travel</b>                  Shopping &amp; instore services                  Using community services e.g. make an appointment, cafes, parks, libraries                  Keeping self &amp; possessions safe</p> <p><b>Personal, Social &amp; Health</b>                  Staying safe online                  Social media</p>	
		<p><b>KS4 ASDAN Personal Progress</b>                  LOE 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>		<p><b>KS5 OCR Life &amp; Living Skills E1</b>                  Participating in Household Tasks                  1Be able to participate in completing household tasks                  2 Be able to participate in using household appliances to complete household tasks                  Health Living                  1Recognise what is needed to lead a healthy lifestyle                  2Demonstrate how they can contribute to a healthy lifestyle</p>	
<b>Creativity</b>	<b>My Creativity</b>	<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>	
<b>My Art</b>		<p><b>Art</b> - Taster sessions: textiles, collage, photography, painting, drawing, printing and sculpture and using different materials and mediums. Art from different countries.</p>	<p><b>Art- Explorer – 2D representations</b> – Choose an artist to investigate and reproduce their style of work or use the same medium. Mini project based around their individual arts inspiration.</p>	<p><b>Art- Voyager - Abstract art techniques</b> – colours and brush movements to mood and emotions. Digital photography to distort photographs or randomly chosen images. Or <b>Traveller</b> - Graffiti art</p>	
<b>My Music</b>		<p><b>Music – Adventurer: Making and using instruments</b> – Various materials to create different sounds. Using instruments and programmes through the whiteboard. Creating music collaboratively.</p>	<p><b>Music – Adventurer: Making and using instruments</b> –                  See term 1                  Study of different music genres: dance, rap, rock, Indie, pop, classical (see <b>Explorer – Classical music appreciation</b>)</p>	<p><b>Music - Traveller - Traditional Music</b> –                  Drumming workshops/ improvisation. Dance steps with pieces of traditional music.                  Traditional instruments. Expressing emotions and creating contrasts.</p>	

<p><b>Storyhouse</b></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> <p>Creativity will be delivered to KS5 at college, with learners completing an Arts unit whilst based off site.</p>					
<p><b>ICT</b></p>	<p>Planning and creating a radio news broadcast, using different software.</p> <p>Planning and creating an e-safety/literacy PowerPoint/activities – Will incorporate Christmas themes</p>		<p>Planning and designing a new app or game.</p> <p>Flowol/turtle computer programming – Other programming activities.</p>		<p>Searching the internet, film making and animation.</p>	
<p><b>PE</b></p>	<p><b>Invasion/ territory games</b> Football. Adapting skills to a small team game.</p>	<p><b>Invasion/ territory games</b> Netball- foot work and shooting.</p>	<p><b>Net and ball games</b> Table Tennis Yoga</p>	<p><b>Striking and field games</b> Cricket- batting, running and wicket.</p>	<p><b>Athletics-</b> jumping focus-level 1.  Tennis- backhand and forehand.</p>	<p><b>Target games</b>  Tri golf- level 3</p>
<p><b>PSHCE</b></p>	<p><b>Being Me in My World:</b> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children</p>	<p><b>Celebrating Difference:</b> I understand there are different perceptions about what normal means I understand that everyone has a right to be who they are I can give examples of people with disabilities who lead amazing lives</p>	<p><b>Dreams and Goals:</b> 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) I can identify problems in the world that concern me and talk to other people about them</p>	<p><b>Healthy Me:</b> I recognise ways to keep myself safe and healthy including recognising unsafe practices and the dangers of drugs, smoking and alcohol. 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> Recognising how mental health can impact my wellbeing. Understanding ways to look after mental health. Understanding grief and its impact on people. Online safety.</p>	<p><b>Changing me:</b> Puberty and body changes. Mental and Physical self-care Development of baby from conception to birth. Physical attraction and positive self-image.</p>
<p><b>Social &amp; Leisure</b></p>	<p><b>Social &amp; leisure will provide opportunities for pupils to discover and refine skills related to leisure pursuits:</b></p> <ul style="list-style-type: none"> <li>• Free Choice</li> <li>• Functional &amp; structures play – board games, card games             <ul style="list-style-type: none"> <li>• Socialising &amp; communication</li> <li>• Mindfulness and relaxation                 <ul style="list-style-type: none"> <li>• ICT</li> </ul> </li> <li>• Outdoor &amp; sport</li> </ul> </li> </ul>					

	<ul style="list-style-type: none"> <li>• Kahoot &amp; quizzes</li> </ul> <p>Staff roles will vary from direction, participation or allowing pupils to make their own choices.</p> <p>Pupils may be paired or put into groups to encourage social interaction. Activities will be age appropriate as possible. Pupils will be expected to make suggestions/choices and find resources</p> <p><b>Life Skills: pupils will learn how to access social and leisure opportunities in the wider community</b></p>					
<b>RE</b>	<p><b>RE Element only:</b></p> <p><b>Food for Festivals:</b> Harvest. What foods do we grow in our gardens and on our farms?</p>	<p><b>RE Element only:</b></p> <p><b>Festivals:</b> Diwali: Hindu festival of light. Sharing the story of Rama and Sita, experiencing food and resources related to the festival.</p> <p>Christmas: The Nativity story:</p>	<p><b>RE Element only:</b></p> <p><b>Festivals:</b> Holi: Hindu festival of colour and welcoming of the Spring. Features of the festival and related stories.</p> <p>Easter</p>	<p><b>RE Element only:</b></p> <p><b>Festivals/ Food for festivals:</b> Birthdays: How are birthdays celebrated in different religions and cultures? Do all people celebrate birthdays?</p>	<p><b>RE Element only:</b></p> <p><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.</p>	<p><b>RE Element only:</b></p> <p><b>Festivals:</b> Pride. Pride festivals from around the world, why and how people celebrate pride. What happens at a pride festival.</p>
<b>Work Skills</b>	<p><b>The Work Place</b> Exploring job roles through in person interviews Emergencies First Aid</p>		<p><b>Communication in the workplace</b> Communication with people Telephone skills Writing letters</p>		<p><b>The World of Work</b> Types of jobs Opportunities after school</p>	
	<p>Onsite work experience will include some of the following – with site team, Birch Café, Primary classes, (Hygiene bank Uniform swap shop at planning stage) Off-site work experience will include some of the following – ELS Winsford, Allotments Ellesmere Port, working with The Pledge (Hospitality Sector)</p>					
<b>Zones of Regulation</b>	<p><b>Exploring tools for calming</b> Calming techniques that can utilized to calm their body and mind</p>	<p><b>Exploring tools for calming</b> How calming techniques help regulate zones.</p>	<p><b>Exploring tools for calming</b> Reflect on which tools are effective in regulating themselves</p>	<p><b>Exploring tools for calming</b> Calming sequence</p>	<p><b>Exploring tools</b> Size of the problem</p>	<p><b>Exploring tools</b> Inner coach versus inner critic</p>