

Subject Accreditations: ASDAN Personal Progress Step up to English and Maths (where appropriate) Arts Award Discover			
	Autumn Term	Spring Term	Summer Term
Assessment:	Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i>		
English	Component 1 outcomes derived from the topic: Detectives	Component 1 outcomes derived from the topic: Volunteering	Arts Award with Literary Focus
	Component 2 outcomes derived from the topic: Adventure	Component 1 outcomes derived from the Speaking and Listening framework	
	<p style="text-align: center;">ASDAN Personal Progress – PPI - Providing Personal Information 1.1 Communicate personal information using own preferred method of information. DRS - Developing Reading Skills 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 DWS - Developing Writing Skills 1.1 Demonstrate that meaning can be conveyed by marks, symbols, signs or words 2.1 Communicate using marks, symbols, signs or words DCS - Developing Communication Skills 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.</p>		
Maths Thinking & Problem Solving	<p style="text-align: center;">Higher Learners: AQA ELC maths component 2 -Mathematics: The four operations</p> <p style="text-align: center;">AQA ELC maths component 4 - Mathematics: Money</p> <p style="text-align: center;">Other Learners: ASDAN Personal Progress: ASDAN Personal Progress, early mathematics developing number skills EMNS</p>	<p style="text-align: center;">Higher Learners: AQA ELC maths component 8 - Mathematics: Statistics</p> <p style="text-align: center;">AQA ELC maths component 6 - Mathematics: Measures</p> <p style="text-align: center;">Other Learners: ASDAN Personal Progress: ASDAN Personal Progress, early mathematics developing number skills EMNS</p>	<p style="text-align: center;">Higher Learners: Consolidation, application and exam preparation. Key skills building.</p> <p style="text-align: center;">Functional skills project – my farm</p> <p style="text-align: center;">Other Learners: ASDAN Personal Progress: Consolidation, application and portfolio preparation. Key skills building. Functional skills project – my farm</p>

Semi-Formal Long Term Plan – Laurel (2023-24)

	ASDAN Personal Progress, understanding what money is used for. UMF		ASDAN Personal Progress, early mathematics Measures EMM		
Business Enterprise	Selecting and planning a mini enterprise Research, costings and profits	Make items, advertise and promote Christmas events	Planning events for the next 3 months Research and costings	Purchase resources Spring fair Promote and advertise	Planning summer events Research and costings Purchase resources and start to make Father day End of year gifts Rewards from profits
Life Skills	<p>Daily Living Skills Food hygiene & Safety Practical cookery skills – simple snacks Using a recipe Money Budgets Methods of buying & paying for goods & services</p> <p>Community and Travel Shopping & instore services Identifying community services Staying safe Road Safety</p> <p>Personal, Social & Health Staying safe online Personal information</p>		<p>Daily Living Skills Food storage Food labels Practical cookery – simple meals e.g. pasta dishes Convenience cooking</p> <p>Community and Travel Shopping & instore services Staying safe Recognising information signs & meaning Visiting local colleges and other establishments such as hotels and Cheshire Oaks.</p> <p>Personal, Social & Health Staying safe online Cyber bullying Social media</p>		<p>Daily Living Skills Cooking instructions Practical cookery – store cupboard /freezer meals Adapting recipes</p> <p>Community and Travel Shopping & instore services Using community services e.g. make an appointments, cafes, parks, libraries Keeping self & possessions safe</p> <p>Personal, Social & Health Healthy choices & wellbeing Smoking & vaping</p>
	<p>ASDAN Personal Progress – 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>				
Creative Arts	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, including felting and collage. An understanding of how art forms connect to their own lives.		Spring 1/ 2 – Arts Award Discover- Part B: Find Out - Knowledge of at least one artist and their work		Summer 1/2 -Arts Award Discover - Part C: Share - What they enjoyed and learnt throughout the award. How they shared their experience with others Visit a local art exhibition

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	Christmas Performance and creating props		Dorin’s Got Talent Recycled Fashion Show			
	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. Pupils will experience creativity out in the community					
ICT	Planning and creating a radio news broadcast, using different software. Planning and creating an e-safety/literacy PowerPoint/activities – Will incorporate Christmas themes		Planning and designing a new app or game. Flowol/turtle computer programming – Other programming activities.		Searching the internet, film making and animation.	
	ASDAN Personal Progress - DIS Developing ICT Skills 1 Using ICT to control the environment 2 Use ICT as a source of information 3 Use ICT to communicate or to augment or enable communication.					
PE	Invasion/ territory games Football. Adapting skills to a small team game.	Invasion/ territory games Basketball- Skills and techniques, including foot work and shooting.	Net and ball games Table Tennis Yoga	Striking and field games Cricket- batting, running and wicket.	Athletics: jumping focus-level 1. Tennis- backhand and forehand.	Target games Tri golf- level 3
PSHCE	Being Me in My World: 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	Celebrating Difference: 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	Dreams and Goals: 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	Healthy Me: 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.	Relationships: Recognising how mental health can impact my wellbeing. Understanding ways to look after mental health. Understanding grief and its impact on people. Online safety.	Changing me: Puberty and body changes. Mental and Physical self-care Development of baby from conception to birth. Physical attraction and positive self-image.

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<p style="text-align: center;">RE</p>	<p>RE Element only:</p> <p>Food for Festivals: Harvest. What foods do we grow in our gardens and on our farms?</p>	<p>RE Element only:</p> <p>Festivals: 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>RE Element only:</p> <p>Festivals: Holi: Hindu festival of colour and welcoming of the Spring. Features of the festival and related stories.</p> <p>Easter</p>	<p>RE Element only:</p> <p>Festivals/ Food for festivals: Birthdays: How are birthdays celebrated in different religions and cultures? Do all people celebrate birthdays?</p>	<p>RE Element only:</p> <p>Festivals: World culture: Cinco de Mayo. The annual celebration observed on the 4th May in Mexico. Looking at reasons for the celebration, the food, clothing and culture.</p>	<p>RE Element only:</p> <p>Festivals: Pride. Pride festivals from around the world, why and how people celebrate pride. What happens at a pride festival.</p>
	<p style="text-align: center;">Work Skills</p>	<p>Looking at the different jobs in the immediate community and participating in different jobs/work on-site in school. Looking at the future and what I would like to do. Exploring skills.</p>	<p>Looking at the different jobs on a wider scale, experiencing visits from different people in the community including police/DPWP. Looking at the future and what I would like to do in more detail. Exploring skills in more detail.</p>	<p>Continuing with on-site work experience and taking part in some off-site work experience at the farm. Taking part in workshops/presentations delivered by outdoor speakers/employers. Looking at skills and qualities.</p>	<p>Continuing with on-site work experience and taking part in some off-site work experience at the farm. Taking part in workshops/presentations delivered by outdoor speakers/employers. Looking at skills and qualities and how these could be improved</p>	<p>Continuing with on-site work experience and taking part in some off-site work experience at the farm. Taking part in workshops/presentations delivered by outdoor speakers/employers. Looking at skills and qualities and how these could be improved and transferred into society and the workplace.</p>
		<p style="text-align: center;">The Work Place Job roles in school The Work Place Health & Safety</p>		<p style="text-align: center;">Communication in the workplace ICT & online safety Communicating with people Team work</p>		<p style="text-align: center;">The World of Work Attendance & timekeeping Appearance Types of jobs</p>
<p style="text-align: center;">Zones of Regulation</p>	<p style="background-color: yellow;">Exploring tools for calming</p> <p>Calming techniques that can utilized to</p>	<p style="background-color: yellow;">Exploring tools for calming</p>	<p style="background-color: yellow;">Exploring tools for calming</p> <p>Reflect on which tools are effective in regulating themselves</p>	<p style="background-color: yellow;">Exploring tools for calming</p> <p>Calming sequence</p>	<p style="background-color: yellow;">Exploring tools</p> <p>Size of the problem</p>	<p style="background-color: yellow;">Exploring tools</p> <p>Inner coach versus inner critic</p>

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	calm their body and mind	How calming techniques help regulate zones.				
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