

Semi-Formal Long-Term Plan – Birch (2024-25)

Subject Accreditations: ASDAN Personal Progress, AQA ELC English and Maths (where appropriate), Arts Award Discover and OCR Life & Living Skills						
Assessment: Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i>						
Semi-Formal Curriculum	Autumn Term		Spring Term		Summer Term	
English	<p><b>KS4 Learners:</b> ASDAN Personal Progress PPI – Providing personal information</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Providing Personal Information (B02) Or Encountering experiences: being a part of things (B06)</p>		<p><b>KS4 Learners:</b> ASDAN Personal Progress DCS – Developing communication skills &amp; DRS – Developing reading skills</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Developing communication skills (B07) &amp; Developing Reading Skills (B08) Or Making requests and asking questions in familiar situations (B01) &amp; Engaging in early reading activities (B04)</p>		<p><b>KS4 Learners:</b> ASDAN Personal Progress DWS – Developing Writing skills (B09)</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Developing Writing (B09) Or Interacting in a group situation (B04)</p>	
Maths Thinking & Problem Solving	<p><b>KS4 Learners:</b> ASDAN Personal Progress EMNS – early mathematics developing number skills TRE – recognising time through events</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J03) Recognising time through regular events (J01)</p>		<p><b>KS4 Learners:</b> ASDAN Personal Progress EMNS – early mathematics developing number skills EMS – early mathematics shape</p> <p><b>KS5 Learners:</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J03) Early mathematics sequencing &amp; sorting (J04)</p>		<p><b>KS4 &amp; KS5 Learners</b> Consolidation, application and portfolio preparation. Key skills building.  Functional skills project – my farm</p>	
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’s Day End of year gifts

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					Rewards from profits
Life Skills KS4 & KS5		<p><b>Daily Living Skills</b> Practical cookery skills – simple meals &amp; snacks Money &amp; methods of paying <b>Community and Travel</b> Shopping &amp; instore services Travel Training Staying safe Road Safety <b>Personal, Social &amp; Health</b> Personal care</p>	<p><b>Daily Living Skills</b> Food storage Food labels Practical cookery – simple meals Convenience cooking Home Management Skills <b>Community and Travel</b> Shopping &amp; instore services – unfamiliar shops &amp; stores Staying safe Recognising information signs &amp; meaning <b>Personal, Social &amp; Health</b> Healthy choices &amp; wellbeing Healthy Lifestyle</p>	<p><b>Daily Living Skills</b> Cooking instructions Practical cookery – store cupboard /freezer meals Adapting recipes Home Management Skills <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 <b>Personal, Social &amp; Health</b> Staying safe online Social media</p>	
		<p><b>KS4 ASDAN Personal Progress</b> <b>PDS – Preparing Drinks and Snacks</b> 1.1 Prepare a variety of drinks 1.2 Follow health and safety when making drinks 2.1 Prepare a variety of snacks 2.2 Follow health and safety rules when making snacks</p>			<p><b>KS5 OCR Life &amp; Living Skills E1/2</b> <b>Home Management - Follow a simple Recipe:</b> 1 Know how to select a recipe 2 Be able to follow a simple recipe 3 Know basic safety rules to ensure food preparation is safe <b>Travel within the Community – going places</b> 1 Travel within their own community</p>
Creativity	My 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.  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  Visit a local art exhibition  Dorin’s Got Talent Recycled Fashion Show</p>	
My Art		<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>	
My Music		<p><b>Music – Adventurer: Making and using instruments</b> – Various materials to create</p>	<p><b>Music – Adventurer: Making and using instruments</b> – See term 1</p>	<p><b>Music - Traveller - Traditional Music</b> –</p>	

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		different sounds. Using instruments and programmes through the whiteboard. Creating music collaboratively.	Study of different music genres: dance, rap, rock, Indie, pop, classical (see <b>Explorer – Classical music appreciation</b> )	Drumming workshops/ improvisation. Dance steps with pieces of traditional music. Traditional instruments. Expressing emotions and creating contrasts.		
<b>Storyhouse</b>		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. <b>Pupils will experience creativity out in the community</b> Creativity will be delivered to KS5 at college, with learners completing an Arts unit whilst based off site.				
<b>ICT</b>	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.	
<b>PE</b>	Invasion/ territory games Hockey Attacking and defending  Following rules and score keeping	<b>Target games</b> Archery Developing hand and eye co-ordination	<b>Net and ball games</b> Off-site PE Table cricket Wellbeing activities	<b>Target games</b>  Boccia and NAK skills and games	<b>Outdoor Adventures</b> Following a trail and a simple pictorial map and finding objects Treasure hunt <b>Sports Day</b> Obstacle course/races	<b>Over the net games</b>  Tennis  Backhand and forehand
<b>PSHCE</b>	<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	<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	<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	<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.	<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.	<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><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> <li>• Kahoot &amp; quizzes</li> </ul> </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>					
	<p><b>RE</b></p>	<p><b>RE Element only:</b></p> <p><b>Festivals</b> with a difference: Halloween and Bonfire night. Why do we celebrate Halloween and where does it come from? The significance of Bonfire night.</p>	<p><b>RE Element only:</b></p> <p><b>Festivals:</b> Hanukkah: Jewish festival of light sharing the Hanukkah story and traditions.</p> <p><b>Food for Festivals:</b> Food for festivals: Looking at food for different Christian countries and what they make in the run up to and during the Christmas period.</p>	<p><b>RE Element only:</b></p> <p><b>Festivals:</b> Bodhi: A Buddhist celebration of the enlightenment of Buddha.</p> <p>Chinese New Year: Celebrating and looking at the new year festival, sharing the story of the animals, trying Chinese food etc.</p>	<p><b>RE Element only:</b></p> <p><b>Festivals:</b> Ramadan/ Eid The Islamic festival of Ramadan and celebration of Eid-al-Fitr What happens during Ramadan? How do Muslims celebrate Eid</p>	<p><b>RE Element only:</b></p> <p><b>Festivals in different cultures:</b> Weddings. How are weddings celebrated in different cultures? Look at different religions including same sex marriages.</p>
<p><b>Work Skills</b></p>	<p><b>The Workplace</b> Job roles in school The Workplace Health &amp; Safety Complete work diary</p>		<p><b>Communication in the Workplace</b> ICT &amp; online safety Team work &amp; respect Complete work diary</p>		<p><b>The World of Work</b> Attendance &amp; timekeeping Appearance Complete work diary</p>	
<p>Off-site work experience Bridge Community Farm – horticulture</p>						
<p><b>Zones of Regulation</b></p>	<p>1.How are you Feeling?</p>		<p>1.How are you Feeling?</p>		<p>1.How are you Feeling?</p>	

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