

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

Subject Accreditations: ASDAN Personal Progress and Arts Award Discover						
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	Literacy for Life and Leisure Using Leisure Facilities Using the Internet Social Sight and Information, Signs including Shopping and Travel		Literacy for the Future Form filling and Personal Details This is Me and Personal Statements Group Discussions and Debate		Literacy for Information Magazines and Newspapers Using a Library Bibliography and Factual Literature	
	ASDAN Personal Progress 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.					
Maths Thinking & Problem Solving	ASDAN Personal Progress: Early Mathematics: Developing Number Skills (EMNS) Recognising time through regular events (TRE)		ASDAN Personal Progress: Early Mathematics: Developing Number Skills (EMNS) Early Mathematics: Shape (EMS)		Consolidation, application and portfolio preparation Key skills building. Functional skills project – Willy Wonka.	
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	Daily Living Skills		Daily Living Skills		Daily Living Skills	

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	<p>Food hygiene & Safety Practical cookery skills – simple snacks Using a recipe Money Budgets Methods of buying & paying for goods</p> <p>Community and Travel Shopping & instore services Identifying community services Staying safe Road Safety</p> <p>Personal, Social & Health First Aid</p>	<p>Practical cookery – simple meals and snacks e.g., pasta dishes Convenience cooking</p> <p>Community and Travel Shopping & instore services Staying safe</p> <p>Recognising information signs & meaning Staying safe Road Safety Using community services</p> <p>Personal, Social & Health Personal Hygiene</p>	<p>Cooking instructions Adapting recipes</p> <p>Community and Travel Shopping & instore services</p> <p>Personal, Social & Health Healthy choices & wellbeing Smoking & vaping</p>	
	<p>ASDAN Personal Progress</p> <p>UMF E1: Understanding what money is used for:</p> <ol style="list-style-type: none"> 1. Show awareness of money <ol style="list-style-type: none"> 1.1 Identify Money 2. Show awareness of where money can be used <ol style="list-style-type: none"> 2.1 Identify uses of money 3. Engage in using money <ol style="list-style-type: none"> 3.1 Use money in realistic settings <p>PDS E1 Preparing drinks and snacks:</p> <ol style="list-style-type: none"> 1. Be involved in preparing drinks safely <ol style="list-style-type: none"> 1.1 Take part in preparing different drinks 1.2 Follow basic safety rules when preparing drinks 2. Be involved in preparing snacks safely <ol style="list-style-type: none"> 2.1 Take part in preparing different snacks 2.2 Follow basic safety rules when preparing snacks 			
Art	My Creativity	<p>Art - Taster sessions: textiles, collage, photography, painting, drawing, printing and sculpture and using different materials and mediums. Art from different countries.</p>	<p>Art - Explorer – 2D representations – choose an artist to investigate and reproduce their style of work or use the same medium. Create collages or prints, using a variety of techniques.</p>	<p>Art - Adventurer – Collaborative projects to use design and decoration within the school - making a mural, sculpture or 2D decoration, moulding and distorting everyday items.</p> <p>Candidates to be entered for their Arts Award – Discover</p>

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Music	Music - Voyager - Composing music - Learning how to use electronic instruments. Beginning to create their own music collaboratively to express themselves. Looking at genres of music they enjoy.		Music – Voyager - Composing music – Using electronic instruments and computer technology to produce sounds and their own music in groups. (Such as GarageBand and Launchpad).		Music – Voyager - Composing music – Make a composition to express emotions and use as contrasts e.g., bad temper and happiness. Edit and revise work.	
Drama	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 History Presentation about the Titanic. PowerPoint/activities – Will incorporate Christmas/Halloween themes Coding/Algorithms		Online Searchers and Surfers, children will learn about what the Internet is and how the Internet works They will then look at if a web page can be trusted whilst also ensuring that they know how to stay safe online. Creating an E-Safety Webpage/Site To include – Cyberbullying, Secure websites and People online.		Podcasting and Radio Station Planning and recording a broadcast with jingles, using Audacity Software	
PE	Invasion games Hockey - leading and positioning. Deception. Jab and Poke.	Target Games Boccia NAK	Net and Ball games Table Cricket Table Tennis ASDAN Entry Level 1 1:1 Recognise appropriate clothing and footwear to suit different sporting activities. 2:1 Select appropriate clothing and footwear to suit at least two different sporting activities	Net and ball games Badminton/Tennis ASDAN Entry Level 1 2:2 Taking part in different sporting activities. 2:3 Follow basic safety rules when taking part in different sporting activities.	Striking and field games Cricket-batting, running and wicket-secure the skill.	Orienteering Light green level: navigation skills needed; longer again.
PSHCE	Being Me in My World: I understand who is in my school community, the roles they play and howl fit in	Celebrating Difference: I understand that, sometimes, we make assumptions based on what people look like	Dreams and Goals: I understand that sometimes hopes and dreams do not come true and that this can hurt	Healthy Me: I recognise how different friendship groups are formed, how I fit into them and	Relationships: I can recognise situations which can cause jealousy	Changing me: I recognise that babies are made by the joining of a sperm and an egg.

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

	<p>I understand that my actions affect myself and others; I care about other people’s feelings</p> <p>I understand how groups come together to make decisions</p>	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure</p> <p>I can identify what is special about me and value the ways in which I am unique</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I can identify the contributions made by myself and others to the group’s achievement</p>	<p>the friends I value the most</p> <p>I understand the facts about smoking and drinking alcohol and its effects on health, and also some of the reasons some people start to smoke and drink</p> <p>I can recognise when people are putting me under pressure</p>	<p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>
RE	<p>Festivals with a difference:</p> <p>Halloween and Bonfire night.</p> <p>Why do we celebrate Halloween and where does it come from?</p> <p>The significance of Bonfire night.</p>	<p>Festivals:</p> <p>Hanukkah: Jewish festival of light sharing the Hanukkah story and traditions.</p> <p>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>Festivals:</p> <p>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>Festivals:</p> <p>Ramadan/ Eid The Islamic festival of Ramadan and celebration of Eid-al-Fitr</p> <p>What happens during Ramadan? How do Muslims celebrate Eid?</p>	<p>Festivals in different cultures:</p> <p>Weddings. How are weddings celebrated in different cultures?</p> <p>Look at different religions including same sex marriages.</p>	<p>Festivals:</p> <p>Pride. Pride festivals from around the world, why and how people celebrate pride.</p> <p>What happens at a pride festival?</p>
Work Skills	<p>The Work Place</p> <p>Emergencies</p> <p>First Aid</p>		<p>Communication in the Workplace</p> <p>Communication with people</p> <p>Telephone skills</p> <p>Writing letters</p>		<p>The World of Work</p> <p>Types of jobs</p> <p>Opportunities after school</p>	
Work Experience	<p>Onsite – with site team, sensory garden, Birch Café, Primary classes, (Hygiene bank Uniform swap shop at planning stage)</p> <p>Off-site – ELS Winsford, Allotments Ellesmere Port</p>					
Zones of Regulation	Exploring tools	The Tool Box	The Tool Box Tools for each of my Zones	When to use yellow zone tools	When to use yellow zone tools	When to use yellow zone tools

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	Thinking strategy- superflex vs. rock brain	Engage in different strategies to change their zone and self-regulate.		Review what the yellow zone looks like in them	Recognise when to self-regulate and what type of tool they need	Understand that the more they stay in the green zone, the more successful they are socially and academically
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