

Semi Formal Long-Term Plan – Juniper (2025-26)

Subject Accreditations: ASDAN Personal Progress, AQA ELC English and Maths (where appropriate), Arts Award Explore and OCR Life & Living Skills			
Semi Formal	Autumn Term	Spring Term	Summer Term
Curriculum			
Moving On EQUALS			
Accreditations			
Assessment:	Achieving Learning Outcomes linked directly to EHCP targets <i>Evidence for Learning (EFL) for capturing and recording progress made against EHCP Learning Outcomes</i>		
Maths	Maths in everyday life/ community <ul style="list-style-type: none">• Time• Using leisure activities ASDAN: Recognising time through regular events (TRE) Early maths number skills (EMNS)	Maths for the future <ul style="list-style-type: none">• Enterprise• Work• Financial Responsibility ASDAN: Understanding what money is used for (UMF) Early maths number skills (EMNS)	Maths in everyday life/ community <ul style="list-style-type: none">• Domestic appliances• Telephone and communication• Maps, travel and timetables Consolidation, application and portfolio preparation ASDAN: measures (EMM) Early maths number skills (EMNS)
English	<u>Literacy for the Future</u> Form filling and Personal Details This is Me and Personal Statements Group Discussions and Debate	<u>Creating an Interest</u> Poetry, Plays and Songs Books including Traditional Tales Films, Radio, T.V. and Theatre	<u>Sharing Information</u> Letters and Postcards People and Events Collecting and using information including surveys and opinions

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Art/ Music	Creativity	Part A – Take Part Participation in at least two arts activities What they have learnt about the arts through active participation Part B – Explore An exploration of the work of at least one artist An exploration of the work of at least one arts organisation Explore Arts Award sections to be delivered where seen fit throughout the year. Art - Taster sessions: textiles, collage, photography, painting, drawing, printing and sculpture and using different materials and mediums. Art from different countries. 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.		Part C- Create Participation in an arts activity, leading to the creation of artwork The application of arts skills through making artwork Explore Arts Award sections to be delivered where seen fit throughout the year. 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. Music – Voyager - Composing music – Using electronic instruments and computer technology to produce sounds and their own music in groups. (Such as GarageBand and Launchpad)		Part D – Share Identification of personal enjoyment and/ or achievements Communication of enjoyment and/ or achievements to others Explore Arts Award sections to be delivered where seen fit throughout the year. Art - Adventurer – Collaborative projects to use design and decoration within the school - making a mural, sculpture or 2D decoration, moulding and distorting everyday items. 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		. Drama based on pupils’ interests. Exploration of various genres through mediums such as Mantle of the Expert and other cross-curricular opportunities. Pupils will take part in mime and role play; movement and gesture; still image; freeze frame; soundscapes; drama games; conscience alley; hot seating and 3D living pictures. Pupils will research favourite actors and films. Pupils will create their own small drama based on interests in mixed groups. This could be based on TV, film or stories. Learners to perform this to others or film on the iPad to share with others. Explorer- Drama – Movement and gesture – use signing and movement to reinforce a piece of drama or an emotion. Based on current affairs or a topic of interest. Working collaboratively with peers to create short pieces of drama.					
Work Skills – Carousel Basis (Carousel involves rotation between Farm and Polytunnel)	The Workplace Emergencies First Aid Role Play – Different scenarios in the workplace		Communication in the Workplace Communication with people Telephone skills Writing letters		The World of Work types of jobs Opportunities after school		
Life Skills – Carousel Basis	Home Skills Personal Hygiene/ Care First Aid/ Emergency services Recycling Healthy Living and choices Gardening	In the Community Travel Training	Cooking Going to the shop Healthy living and eating	Home Skills Personal Hygiene/ Care First Aid/ Emergency services	In the Community Travel Training	Cooking Going to the shop Healthy living and eating	

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	Hobbies and Interests			Recycling Healthy Living and choices Gardening Recycling Hobbies and Interests		
RE	RE Element only: Food for Festivals: Harvest. What foods do we grow in our gardens and on our farms?	RE Element only: Festivals: Diwali: Hindu festival of light. Sharing the story of Rama and Sita, experiencing food and resources related to the festival. Christmas: The Nativity story	RE Element only: Festivals: Holi: Hindu festival of colour and welcoming of the Spring. Features of the festival and related stories. Easter	RE Element only: Festivals/ Food for festivals: Birthdays: How are birthdays celebrated in different religions and cultures? Do all people celebrate birthdays?	RE Element only: Festivals: World culture: Cinco de Mayo. The annual celebration observed on the 4 th May in Mexico. Looking at reasons for the celebration, the food, clothing and culture.	RE Element only: Festivals: Pride. Pride festivals from around the world, why and how people celebrate pride. What happens at a Pride festival?
ICT	Algorithms Instructions and everyday examples. Pupils will use online interactive activities and the beebots. KS3 Algorithms STEM	Creating an excel spreadsheet. To explore why spreadsheets are better than paper. Create an excel spreadsheet for the different disciplines in the Olympic games (topic might change).	How the internet works Networks and communications focused, exploring how data travels across the internet and IP addresses, searching the internet, and looking at how search engines work.	Digital Literacy & Internet Safety Digital rights and responsibilities and staying safe online.	Radio Station Podcast To include Script, Jingles, recording and advertising	Flowol Looking at how traffic light systems/similar technology work. (inputs and outputs). Creating basic charts/system using Flowol software
PE/ Wellbeing	Invasion games Tag rugby- use basic game principles of tag rugby and play within simpler rules Relaxation, massage and peer massage, yoga	Invasion games Basketball- defence and rebounding. Relaxation, massage and peer massage, yoga	Gymnastics Yoga. Developing strength, core, suppleness and stamina skills. Healthy eating and lifestyle	Dance Movement and dance. Creating own dance routine with support. Developing creativity strength, core, suppleness and stamina skills.	Athletics - Athletics Sports day	Target games Archery

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				Healthy eating and lifestyle		
PSHCE (Taken from Jigsaw SOW)	<u>Being Me in My World:</u> 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	<u>Celebrating Difference:</u> 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	<u>Dreams and Goals:</u> 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	<u>Healthy Me:</u> 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.	<u>Relationships:</u> Recognising how mental health can impact my wellbeing. Understanding ways to look after mental health. Understanding grief and its impact on people. Online safety.	<u>Changing me:</u> Puberty and body changes. Mental and Physical self-care Development of baby from conception to birth. Physical attraction and positive self-image.
Relationships and Sex Education	Families and people who care for me	Online and media	Respectful relationships including friendships	Changing adolescent body	Intimate and sexual relationships	Being safe