

Subject Accreditations: ASDAN Personal Progress, AQA ELC Step Up to English and Maths (where appropriate), 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	<p>KS4 students: <u>AQA ELC Step Up to English Silver</u> Component 1 outcomes derived from the topic: <b>Celebrities</b></p> <p>Component 2 outcomes derived from the topic: <b>Sport</b></p> <p>KS5 students: <u>Edexcel Functional Skills English Entry Level 1&amp;2</u> <b>Writing Skills</b></p>	<p>KS4 students: <u>AQA ELC Step Up to English Silver</u> Component 1 outcomes derived from the topic: <b>Exhibitions</b></p> <p>Component 2 outcomes derived from the topic: <b>Transport</b></p> <p>KS5 students: <u>Edexcel Functional Skills English Entry Level 1&amp;2</u> <b>Reading Skills</b></p>	<p>KS4 students: <u>AQA ELC Step Up to English Silver</u> Component 2 outcomes derived from the topic: <b>Education</b></p> <p>Consolidation and revision for both components</p> <p>KS5 students: <u>Edexcel Functional Skills English Entry Level 1&amp;2</u> <b>Speaking and Listening Skills</b></p>
Maths Thinking & Problem Solving	<p><b>Higher Learners: Year 12</b> Edexcel functional skills Entry Level 1 Pupils to work through personalised work station style activities on following topics at Entry Level 1 Using numbers and the number system – whole numbers Using common measures, shape and space Handling information and data</p> <p><b>Other Learners: Year 12</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J3) Recognising time through regular events (J1)</p> <p><b>Other Learners: Year 11</b> ASDAN Personal Progress Early mathematics developing number skills EMNS</p>	<p><b>Higher Learners: Year 12</b> Edexcel functional skills Entry Level 2 Pupils to work through personalised work station style activities on following topics at Entry Level 2 Using numbers and the number system – whole numbers Using common measures, shape and space Handling information and data</p> <p><b>Other Learners: Year 12</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J3) Early mathematics sequencing and sorting (J4)</p> <p><b>Other Learners: Year 11</b> OCR Life &amp; Living Skills Early mathematics developing number skills (J3)</p>	<p><b>Higher Learners: Year 12</b> Edexcel functional skills Entry Level 2 Pupils to work through personalised work station style activities on following topics at Entry Level 2 Using numbers and the number system – whole numbers Using common measures, shape and space Handling information and data</p> <p><b>Other Learners: Year 12</b> Consolidation, application and portfolio preparation. Key skills building. Carousel of skills Functional skills project</p> <p><b>Other Learners: Year 11</b> Consolidation, application and portfolio preparation. Key skills building.</p>

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	Recognising time through regular events. TRE		Early mathematics measures (J2)		Carousel of skills Functional skills project	
<b>Business Enterprise</b>	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
<b>Life Skills</b>	<p><b>Community and Travel</b></p> <p>Using public transport/travel training Shopping for cooking Budgeting/Using money Identifying community services Staying safe/Safe Strangers Road Safety</p> <p><b>Daily Living Skills/Home Management</b></p> <p>Food hygiene &amp; Safety Practical cookery skills – simple snacks Using a recipe Different jobs at home Dangers at home</p> <p><b>Personal, Social &amp; Health</b></p> <p>Looking after myself, including personal hygiene</p>		<p><b>Daily Living Skills/Home Management</b></p> <p>Food storage Food labels Practical cookery – Planning a simple meal with support to include pasta dishes and Convenience cooking</p> <p><b>Community and Travel</b></p> <p>Planning a journey with support Using public transport/travel training Shopping for cooking Budgeting/Using money Identifying community services Staying safe/Safe Strangers Road Safety</p> <p><b>Personal, Social &amp; Health</b></p> <p>Staying safe online Cyber bullying Social media</p>		<p><b>Daily Living Skills</b></p> <p>Cooking instructions Practical cookery – store cupboard /freezer meals Adapting recipes and being more independent</p> <p><b>Community and Travel</b></p> <p>Shopping &amp; instore services Using community services e.g. make an appointments, cafes, parks, libraries Keeping self &amp; possessions safe</p> <p><b>Personal, Social &amp; Health</b></p> <p>Healthy choices &amp; wellbeing Smoking &amp; vaping</p>	
				<p><b>ASDAN Personal Progress – Entry 1</b> PDS 3 Preparing drinks and snacks <b>OCR Life and Living Skills – Entry 2</b> Following a Recipe - D10</p>		
<b>Creative</b>						

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<b>Arts</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>					
<b>Communication</b>	Pupils will work on developing their communication skills throughout the year, taking part in different activities that focus on body language, conversation skills and assertiveness.					
<b>ICT</b>	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			
	<b>ASDAN Personal Progress</b> - 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.					
<b>PE</b>	<b>Offsite PE Invasion games Hockey</b> Learning and developing basic hockey skills to adapt to a team game. Following rules and being a team player.	<b>Offsite PE Target games Archery</b> Developing hand and eye co-ordination	<b>Offsite PE Wellbeing</b> Aqua fit, yoga	<b>Offsite PE Boccia and NAK</b> Developing aiming skills under arm, a lob. Being a team player, following rules.	<b>Offsite PE Outdoor Adventures</b> Orienteering – woods Learning simple map reading skills, using a compass, following a trail.	<b>Offsite PE Net and Wall games.</b> Tennis Hoole tennis courts.
<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 and that some	<b>Celebrating Difference:</b> I understand there are different perceptions about what normal means and why people may stereotype others	<b>Dreams and Goals:</b> I know my learning strengths and can set challenging but realistic goals for myself and identify how I can meet these. College and work experience options.  I can identify problems in the world that concern	<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 and the effects that they have on your body, long and short term.  Have an awareness of gangs and some of the	<b>Relationships:</b> Recognising how mental health can impact my wellbeing and where to get help to support my mental health.  Understanding ways to look after mental health.  Understanding grief and its impact on people.	<b>Changing me:</b> Puberty and body changes. Mental and Physical self-care including personal hygiene  Development of baby from conception to birth.  Physical attraction and positive self-image.

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	children may not have these rights met.	I understand that everyone has a right to be who they are  I can give examples of people with disabilities who lead amazing lives.  LGBT Community	me and talk to other people about them	dangers involved in being a part of a gang and why people may get involved, recognising the signs of gang involvement.	Online safety and my online profile.	Standalone RSE lessons: contraception, consent, safe sex.
<b>RE</b>	<b>RE Element only:</b>  Paganism and Halloween. Pagan Festivals and Gods. How does Paganism link to Halloween?	<b>RE Element only:</b>  <b>Festivals:</b> Hanukkah: Jewish festival of light sharing the Hanukkah story and traditions.  <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.	<b>RE Element only:</b>  <b>Festivals:</b> Bodhi: A Buddhist celebration of the enlightenment of Buddha.  Chinese New Year: Celebrating and looking at the new year festival, sharing the story of the animals, trying Chinese food etc.	<b>RE Element only:</b>  <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	<b>RE Element only:</b>  <b>Festivals in different cultures:</b> Weddings. How are weddings celebrated in different cultures? Look at different religions including same sex marriages.	<b>RE Element only:</b>  <b>Food for festivals:</b> Planning a summer celebration. Explore different types of festivals: music festivals, family festivals, food festivals, summer fairs etc. Pupils to plan their own summer festival.
<b>Work Skills</b>	Looking at the different jobs in the immediate community and participating in different jobs/work on-site in school, including site maintenance and Juniper Garden.	Looking at the different jobs on a wider scale, experiencing visits from different people in the community including police/DPWP.	Continuing with on-site work experience and taking part in some off-site work experience at the farm. (For some pupils) Taking part in workshops/presentations delivered by outdoor speakers/employers.	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.	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.	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.

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	Looking at the future and what I would like to do. Exploring skills.	Looking at the future and what I would like to do in more detail. Exploring skills in more detail.	Looking at skills and qualities.	Looking at skills and qualities and how these could be improved	Looking at skills and qualities and how these could be improved and transferred into society and the workplace.	Looking at next year and transition to another class, college or work.
<b>Zones of Regulation</b>	Exploring tools for calming Calming techniques that can utilized to calm their body and mind	Exploring tools for calming How calming techniques help regulate zones.	Exploring tools for calming Reflect on which tools are effective in regulating themselves	Exploring tools for calming Calming sequence	Exploring tools Size of the problem	Exploring tools Inner coach versus inner critic