

Alfreton Park POST-14 Long term Plan

At Alfreton Park we offer a curriculum for our POST-14 pupils which promotes independence, confidence and self-belief. All pupils work on developing appropriate knowledge skills and understanding based on their EHCP outcomes, which lies at the heart of our learning. Our pupils are encouraged to develop aspirational, yet attainable expectations for the future.

The school endeavours to ensure that all pupils from year 10 access a range of structured work experience opportunities; internal, external or a combination of both.

It is our intent that all our pupils develop physically, cognitively and emotionally in a space which encourages and promotes cultural capital and British values.

Prime Areas
Independent and daily living skills
Communication and Language
Personal and social development
Horticulture
Self-regulation
Building relationships
Physical development
Careers and Enterprise

POST 14 Formal Pathway - Cycle 1

EQUALS: ADVENTURER + EXPLORER

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment opportunities / WoW moments	Theme Park visit		Visit Yorkshire Sculpture Park		Summer trip	
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Assessment opportunities	ILP and B-squared ASDAN to record achievements					
Parental Involvement	Annual Reviews Parents' Evening Harvest Festival Charity events Class assemblies?		Charity events Class assemblies?		Charity events Meet and Greet Sports Day Class assemblies? Leavers' Assembly	
COOKING	Preparing a meal Using household tools & appliances Using cleaning products Skill: Knife skills (bridge hold, claw grip,	Preparing a meal Using household tools & appliances Using cleaning products Skill: Shaping and finishing dough (pizza,	Preparing a meal Using household tools & appliances Using cleaning products Skill: Water based methods using the hob	Preparing a meal Using household tools & appliances Using cleaning products Skill: Use of equipment (microwave)	Preparing a meal Using household tools & appliances Using cleaning products Skill: Use of equipment (blender, food	Preparing a meal Using household tools & appliances Using cleaning products Skill: Prepare combine and shape meat,

	peel, slice, dice and cut)	flatbreads, pinwheels)	(steaming, boiling/simmering, blanching, poaching)		processor & mixer)	fish & alternatives (burgers, meatballs, fishcakes etc)
PE	<p>Lunch-time or after school clubs (Adventurer)</p> <p>Pupils to experience or lead for others:</p> <ul style="list-style-type: none"> School lunch-time or after school clubs could include: Construction Bikes Art and Craft Dance Drama Sports Swimming Yoga Story Gardening Film Music Sign and Sing Sensory 	<p>Competitive sports (Globetrotter)</p> <p>Take part in competitive sport in school e.g.</p> <ul style="list-style-type: none"> football baseball Meldreth Games. Arrange Inter-School sports events. Visit a competitive sports event e.g. football match athletics ice hockey 	<p>Dance (Adventurer)</p> <ul style="list-style-type: none"> Dance warm up activities may include stretching exercises from head to toe. Use a theme as the basis for dance e.g. Rain Dance. Teach to a theme and bring the music in later on as a development or even as backdrop. Focus on quality of movement and the creativity involved. 	<p>Using the community for leisure (Traveller)</p> <p>Leisure facilities could include:</p> <p>Leisure Centre Park Cinema Ten Pin Bowling Lawn Bowls Country Parks and Gardens Gym</p>	<p>Team Sports</p> <p>Team Sports could include:</p> <p>Boccia New Age Kurling Goal ball Multi-skills Football Short cricket Tag Rugby</p>	<p>Athletics/Sports Day</p> <p>Individual races Jumping – height and distance Relays Throwing – distance</p>
RSHE	Respectful relationships, including friendships	Mental Wellbeing	Physical health and Fitness	Online and Media	Being safe	Intimate and sexual relationships, including sexual health

(PSHE Association KS3-4 Areas)	PSHE Association: Changing and Growing (CG2 Friendships)	PSHE Association: Managing feelings (MF1/MF2)	PSHE Association: Healthy Lifestyles (HL1 Elements of Healthy Lifestyles)	PSHE Association: The world I live in (WIL12 Managing online information)	PSHE Association: Self Awareness (SA3 Prejudice and Discrimination)	PSHE Association: Self-care support and safety (SSS6 Private and Public)
Literacy	EQUALS LITERACY: Creating an interest a. Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Functional Skills: See break down on Pearson Edexcel	EQUALS LITERACY: Literacy for Information a. Magazines and Newspapers The student will learn about and experience magazines and newspapers. Functional Skills: See break down on Pearson Edexcel	EQUALS LITERACY: Literacy for life and leisure a. Using Leisure Facilities The student will learn about and experience using leisure facilities. Functional Skills: See break down on Pearson Edexcel	EQUALS LITERACY Literacy for the future a. Form Filling and Personal Details The student will learn about and experience form filling and personal details. Functional Skills: See break down on Pearson Edexcel	EQUALS LITERACY Sharing Information a. Letters and Postcards The student will learn about and experience letters and postcards. Functional Skills: See break down on Pearson Edexcel	School events/ planning/ advertising/ prep for prom summer fayre Functional Skills: See break down on Pearson Edexcel
Maths	EQUALS: Maths for design Repeating Patterns <ul style="list-style-type: none"> Copy and continue a simple pattern for e.g. 	EQUALS: Maths for life Shopping <ul style="list-style-type: none"> Making a shopping list using personal methods for e.g. photos, symbols, iPad. 	EQUALS: Maths for the community Maps, travel and timetables <ul style="list-style-type: none"> Plan a route to different venues Plan an individual timetable using 	EQUALS: Maths in everyday life Measurement and volume <ul style="list-style-type: none"> Prepare drinks, snacks and meals, using jugs, cups and spoons 	EQUALS: Maths for design Shape, colour and space <ul style="list-style-type: none"> Explore a range of different shaped and 	EQUALS: Maths for life Domestic appliances <ul style="list-style-type: none"> Using a range of appliances to set temperature, time, speed of

	<p>clapping, printing, movement, threading, blocks, colour (use Makey Makey).</p> <ul style="list-style-type: none"> • Create your own repeating patterns for e.g. with colours, by printing, with objects around the class or in the environment such as a leaf or twig. • Research and present a project on repeating patterns in the environment for e.g. flower petals, snake skin or shells. • Use printing methods to design decorative items such as fabric or wall paper. 	<ul style="list-style-type: none"> • Compare prices of items in different shops, for e.g. Poundland, Aldi and Asda. • Participate in work experience activity in a shop. • Using different types of shops providing a range of services for e.g. served and self-service. • Using different types of checkouts within shops and supermarkets. • Exchanging money while shopping and checking change. <p>Internet shopping such as amazon, iTunes or eBay.</p>	<p>personal communication system for e.g. pictures, symbols, objects of reference.</p> <ul style="list-style-type: none"> • Using different ways of travelling in the local and wider area for e.g. bus, train, tram. • Plan a day's activity to include the use of a map, timetable and travel arrangements. • Make a sensory map of the classroom, school grounds, routes around school. • Specialist bikes to find way around the school grounds and plan routes. <p>Functional Skills:</p>	<p>to measure liquids and dry ingredients.</p> <ul style="list-style-type: none"> • Bake a cake! • Participate in leisure activities such as Boccia or Kurling, and use different equipment for e.g. tape measure, ruler, digital measure, string to record distances scored. • Make a map of your classroom or school using measuring equipment. • Record distances travelled using a pedometer/trundle wheel. • Record data from a weather station, for e.g. rainfall, temperature and wind speed. <p>Functional Skills: See break down</p>	<p>coloured objects from within different environments, including fantasy type to support story telling.</p> <ul style="list-style-type: none"> • Find shapes in the environment. • Create patterns and build objects using different 2D and 3D shapes (junk models). • Experience the effects of rotation and reflection of shape for e.g. using mosaics and mirrors. • Understand positional language for e.g. queuing by playing games with objects/people in different positions and 	<p>programme for e.g. microwave, cooker, washing machine, food processor.</p> <ul style="list-style-type: none"> • Using switches to operate appliances via a timed controller. • Using number and arrow keys on remote controls to activate home appliances and games consoles for e.g. TV. • Playing games on iPad, Touch screen, computer, Wii or playstation. • Switching appliances on and off. <p>Functional Skills: See break down on</p>
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	<ul style="list-style-type: none"> • Use stencils to create a repeated design. • Use rhythm patterns in music to create a tune for e.g. African drum music. <p>Functional Skills: See break down on Pearson Edexcel</p>	Functional Skills: See break down on Pearson Edexcel	See break down on Pearson Edexcel	on Pearson Edexcel	<p>directions. Movement: Scottish dancing, boccia, team games, parachute, cooperband.</p> <p>Functional Skills: See break down on Pearson Edexcel</p>	Pearson Edexcel
Creativity EQUALS + Arts Award led by Treg	<p>Making and using musical instruments</p> <ul style="list-style-type: none"> • Use commercially available computer interactive programmes through whiteboard. • Garden based activities using a variety of pipes in the wind or hitting with a beater. 	<p>Classical music appreciation</p> <p>Invite a local school orchestra or attend a concert at their school. Arrange to take part in rehearsals and experience a range of instruments.</p> <ul style="list-style-type: none"> • Regular visits from music students from schemes such as 	<p>Sculpture</p> <p>Visits to community galleries or sculpture park.</p> <ul style="list-style-type: none"> • Use wire frame to construct a sculpture for a garden display to a theme. • Mould and distort everyday items, for example, kitchen equipment or toys 	<p>Art – 2D representation</p> <p>Choose an artist to investigate and reproduce their style of work, or use the same medium. Enhance reproductions of the pictures with the appropriate medium.</p> <ul style="list-style-type: none"> • Produce paper collages or prints using a variety of techniques. 	<p>Mime and role play</p> <p>As part of a literacy project, act out using mime to tell the story.</p> <ul style="list-style-type: none"> • Mime everyday activities and play a team guessing game in association with chosen creativity. • Use hats and masks 	Class performance for Leavers' Assemblies /talent show

	<ul style="list-style-type: none"> • Using a variety of containers and add pulses and small objects to make different sounds. 	<p>Live Music Now, or individual classical musicians.</p> <ul style="list-style-type: none"> • Borrow a range of instruments which require different techniques to make sounds and play in response to music. • Theatre visit to the ballet. <p>Visit a local church to hear an organ being played.</p> <ul style="list-style-type: none"> • Use Sound Beam to create an individual learning experience. 		<ul style="list-style-type: none"> • Look at decorative methods and design on traditional pottery or china from studied countries. <p>Use 2D decoration on items as a basis for a mini enterprise such as personalised mugs or plates.</p>	<p>to enhance mime and story telling.</p> <ul style="list-style-type: none"> • As part of a job study, role play tasks associated with that job. • Role play an aspect of family life or being with friends, possibly linked to an aspect in P.S.H.E. 	
ICT	<p>Purple Mash Year 4 Writing for different audiences</p> <p>FS: Interact with ICT for a purpose</p> <p>1.1 use computer hardware</p> <p>1.2 use software applications</p>	<p>Purple Mash Year 4 Online Safety</p> <p>FS: follow recommended safe practices</p> <p>2.1 minimise physical stress</p> <p>2.2 keep access information</p>	<p>Purple Mash Year 4 Research project – pupil choice</p> <p>(pupils have already completed the Year 4 effective searching unit)</p> <p>FS: use ICT-based sources of information</p>	<p>Purple Mash Year 4 Spreadsheets</p> <p>enter and edit information for a simple given purpose</p> <p>5.1 use simple editing and formatting techniques</p>	<p>Class newsletter</p> <p>bring together two given types of information</p> <p>6.1 for print and viewing on-screen</p> <p>6.2 identify and correct simple errors</p>	<p>Creating a leaflet about the school for new pupils – consolidating skills learnt</p>

	for a purpose 1.3 recognise and use interface features	secure by using password 2.3 understand the need to stay safe	4 find specified information from ICT-based sources 4.1 Use simple search engines			
Enterprise	Bambino lessons across both half terms Focus: Christmas Fayre		Bambino lessons across both half terms Focus: Easter		Bambino lessons across both half terms Focus: Summer Fayre	
Careers	Talentino (Amy to lead)					
Daily Living Skills	House/Indoor Gardening Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry		Preparing Snacks Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry		Cleaning Routines Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry	

POST 14 Formal Pathway Cycle 2

EQUALS: Globetrotter & Voyager

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment opportunities / WoW moments	Pupil choice Christmas themed trip Art gallery/Museum The Level		Pupil choice Music event The Level		Pupil choice Theme Park Zoo	
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Assessment opportunities	ILP and B-squared ASDAN to record achievements					
Parental Involvement	Annual Reviews Parents' Evening Harvest Festival Charity events Class assemblies Pop-Up Cafe		Charity events Class assemblies Farmers' market Gardening Week Pop-Up Cafe		Charity events Meet and Greet Sports Day Class assemblies Leavers' Assembly Pop-Up Cafe	
ASDAN	*Developing skills for the workplace: Growing and caring for plants *Preparing drinks and snacks *Developing skills for the workplace: Following instructions *Developing skills for the workplace: getting things done *Taking part in daily routine activities *Planning and preparing food for an event (Macmillan Cake Day?)		*Developing skills for the workplace: looking after your own environment *Developing independent living skills: Personal Care *Developing independent living skills: being healthy *Understanding what money is used for *Dealing with problems *Developing Community participation skills: Participating in sporting activities		Complete and check through all units and add any additional evidence needed	Final moderations and amendments/ send off for external moderation

	*Developing skills for the workplace: looking after and caring for animals *Participating in a mini-enterprise project 6 completed units to be handed in for internal moderation at end of term – also use evidence from previous year		*Developing Community participation skills: Getting out and about *Engaging in new creative activities All completed units to be handed in for moderation 1 week before the end of term			
COOKING	Preparing a meal Using household tools & appliances Using cleaning products Skill: Use measuring jugs and scales accurately & independently	Preparing a meal Using household tools & appliances Using cleaning products Skill: Use the bridge hold and claw grip for cutting accurately & independently	Preparing a meal Using household tools & appliances Using cleaning products Skill: Safely use a kettle & toaster to prepare snack	Preparing a meal Using household tools & appliances Using cleaning products Skill: Safely use a kettle & grill to prepare snack	Preparing a meal Using household tools & appliances Using cleaning products Skill: To follow a simple recipe independently	Preparing a meal Using household tools & appliances Using cleaning products Skill: To carry out simple modifications to recipes
PE						
RSHE (PSHE Association KS3-4 Areas)	NSPCC – Speak out, Stay safe	PSHE Association: The world I live in (WIL15 Managing finances)	PSHE Association: Self-care, Support and Safety (SSS4 Keeping safe online)	PSHE Association: Self-awareness (SA2 Skills for learning)	PSHE Association: Managing feelings (MF3 Romantic feelings and sexual attraction)	PSHE Association: Changing and growing (CG4 Intimate relationships, consent and contraception)
Literacy	Priority: Functional Skills:	Priority: Functional Skills:	Priority: Functional Skills:	Priority: Functional Skills: See break	Priority: Functional Skills:	Priority: Functional Skills:

	<p>See break down on Pearson Edexcel</p> <p>Link to EQUALS if needed:</p> <p>Literacy for the future b. This is me</p> <ul style="list-style-type: none"> • Using personal information to create a This Is Me PowerPoint (include info on family, friends, preferences making basic choices of favourite colours, friends etc.). • Students to choose favourite photos of themselves from Earwig • Students to draw/paint/collage pictures of their family. • Staff to help create a 	<p>See break down on Pearson Edexcel</p> <p>Link to EQUALS if needed:</p> <p>Literacy for Information b. Using a library</p> <p>Sharing books pupils have chosen back in class and whilst in the library</p> <ul style="list-style-type: none"> • Visit the local library, schools library van or library within school and choose a book. • Join the library and experience using the self-service points or librarian at the desk. • Identify fiction and non-fiction books. • Use library for community events 	<p>See break down on Pearson Edexcel</p> <p>Link to EQUALS if needed:</p> <p>Literacy for life and leisure c. Social Sight and Information, Signs including Shopping and Travel</p> <p>The student will learn about and experience social sight and information, signs including shopping and travel.</p> <ul style="list-style-type: none"> • Go on a walk in local area or nearest town and look at/respond to different signs/symbols, take photos, discuss their meaning in class. • Create signs for classroom/school. • Identify different buildings in local area and their 	<p>down on Pearson Edexcel</p> <p>Link to EQUALS if needed:</p> <p>Creating an interest b. Traditional Tales</p> <p>Read and create sensory stories using props, costumes, masks, puppets and scenery.</p> <ul style="list-style-type: none"> • Explore books with versions in written text, audio tape or video and make comparisons. • Create a story by using photos/pictures with PowerPoint/ Slideshow Maker. • Explore books and traditional tales from different countries. • Put together a class book to read or recite together. • Identify basic story elements and summarise the plot 	<p>See break down on Pearson Edexcel</p> <p>Link to EQUALS if needed:</p> <p>Sharing Information b. People and events</p> <ul style="list-style-type: none"> • Use appropriate greetings for different people: greet peers, greet staff and visitors. Greet informally and formally. • Initiate conversations with friends about their interests and what they did on weekends. Use cue cards if needed. • Communicate every day and routine events and news through personal diaries, slideshow or recorded Voca. 	<p>See break down on Pearson Edexcel</p> <p>Link to EQUALS if needed:</p> <p>School events/ planning/ advertising/ prep for prom summer fayre</p>
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	<p>PowerPoint with students. Students to choose the colour of slides and effects. Staff to insert photos that the student has chosen.</p> <ul style="list-style-type: none"> • Students to present This Is Me PowerPoint to the class and answer questions. <p>Students to use a switch to move to the next slide.</p> <ul style="list-style-type: none"> • Practice speaking and recording personal information (DOB, address, full name, school name). • Activities on likes/dislikes / strengths / weaknesses • Write about past experiences and major events, previous schools, homes 	<p>for e.g. music sessions and/or art exhibitions.</p> <ul style="list-style-type: none"> • Locate and use facilities within library, e.g. photocopier, computers. • With help look up a book on the computer library catalogue 	<p>purpose for e.g. church, shop, doctors surgery etc.</p> <ul style="list-style-type: none"> • Road safety - recognise safe places to cross the road and how to use for e.g. school crossing, Zebra crossing, Pelican crossing. • Locate bus stops in local area, read timetable/ destination • Shop in local shop/ supermarket, locate different food isles and purchase food using checkout and self-checkout. • Recognise and locate emergency exit signs in a variety of environments for e.g. school, bus, train, cinema, café. • Recognise mens/ladies toilets in a variety of environments. • Social sign bingo – first to get a full house wins a prize. 	<p>using 'beginning-middle-end'.</p> <ul style="list-style-type: none"> • Explore alternative endings for the same story. • Create books for different audiences for e.g. sensory books, symbolised books and the written word. • Visit the library or bookshop to explore different types of books 	<ul style="list-style-type: none"> • Share personal information and achievements through a PowerPoint presentation at an Annual Review, an Accreditation file, or a Progress File with family members and transition workers • Respond appropriately to questions. • Use Skype or webcam to speak to other people. • Create your own family tree. • Google yourself – how many others share your name? What do they do? Are they famous? 	
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	<p>LINK TO CAREERS FOR HA PUPILS:</p> <ul style="list-style-type: none"> • Put personal information into a simple CV using pictures, symbols and writing. • Present CV to the group. • Interview preparation – clothes, conduct, how to sit, eye contact etc. • Prepare answers to interview questions about themselves. • Take part in a mock interview, video it and view back. • Share a favoured activity with a friend – students to be offered a range of activities and photos of friends. 					
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Speaking and listening	Weekend News Individual targets, link to FS Sharing new, asking others, linking to own experiences etc.					
Phonics	*where relevant* Read Write Inc. personalised to individuals Read exception words/increasing number of symbols					
Maths	Follow Functional Skills scheme of work					
Creativity	Music Brass instrument lessons	Music Brass instrument lessons	Brass instruments led by Ed	Music Tech	Starting a band	Music Studies
	Art Arts Award Pupil led projects	Art Arts Award Pupil led projects	Art Arts Award Pupil led projects	Art Arts Award Pupil led projects	Art Arts Award Pupil led projects	Art Arts Award Pupil led projects
ICT	Computer science Purple mash Unit 5.5 Game creator (including 2DIY 3D)	Information Technology Purple mash Unit 5.8 Word processing (including MS Word or Google Docs)	Digital Literacy Purple mash Unit 4.2 & 5.2 Online Safety	Computer science Purple mash Unit 5.1 Coding (including 2Code)	Information Technology Purple mash Unit 5.3 Spreadsheets (including 2Calculate)	Consolidating ICT skills learnt to create independent work, e.g., recipe book, newsletter, leaflet
Enterprise	Focus: Christmas Fayre and/or making staff lunches		Focus: Easter and/or making staff lunches		Focus: Summer Fayre and/or making staff lunches	
Careers	*****					

Daily Living Skills	Preparing Drinks and Snacks Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry	House/Indoor Gardening Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry	Cleaning Routines Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry
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ASDAN UNITS:

Employment Units

Academic Skills

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

Developing ICT Skills

- 1.1 Effect change in their own environment, using ICT
- 2.1 Gain information through ICT
- 3.1 Communicate using ICT

Developing Learning Skills: Learning to Learn

- 1.1 Recognise what they are good at
- 1.2 Recognise what they find difficult
- 2.1 Communicate what they like in relation to learning
- 2.2 Communicate what they dislike in relation to learning
- 3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it
- 4.1 Show they know where and from whom they can get support with their learning
- 5.1 Contribute to setting and monitoring targets for their own learning

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

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

Early Mathematics: Developing Number Skills

- 1.1 Demonstrate an interest in counting whole numbers
- 2.1 Recognise the use of numbers in familiar contexts

Early Mathematics: Measure

1.1 Demonstrate an awareness of common measures

Early Mathematics: Position

1.1 Demonstrate an awareness of position

Early Mathematics: Sequencing and Sorting

1.1 Recognise aspects of a sequence

2.1 Demonstrate sorting data by a single criterion

Early Mathematics: Shape

1.1 Demonstrate an awareness of shape

Workplace Skills

Developing Skills for the Workplace: Following Instructions

1.1 Follow clearly conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace.

Developing Skills for the Workplace: Getting Things Done

1.1 Take part in activities which require simple decisions to be made

2.1 Take part in activities which require straightforward problems to be solved

3.1 Engage in straightforward activities which require them to interact with other people

Developing Skills for the Workplace: Growing and Caring for Plants

- 1.1 Take part in activities to grow and care for plants
- 1.2 Follow basic safety rules when growing and caring for plants

Developing Skills for the Workplace: Health and Safety

- 1.1 Demonstrate an awareness of health and safety in a workplace
- 1.2 Demonstrate observing a health & safety rule or guideline

Developing Skills for the Workplace: Looking After and Caring for Animals

- 1.1 Take part in activities to help look after and care for an animal
- 1.2 Follow basic safety rules when looking after and caring for an animal

Developing Skills for the Workplace: Looking and Acting the Part

- 1.1 Present themselves in a manner appropriate to the workplace
- 1.2 Demonstrate appropriate timekeeping and attendance

Participating in a mini-enterprise project

- 1.1 Take part in selecting a mini-enterprise project to be involved in
- 1.2 Take part in planning an identified mini-enterprise project
- 2.1 Engage in straightforward activities that are part of an identified mini-enterprise project

Independent Living Units

Independent Living Skills

Developing Independent Living Skills: Having Your Say

- 1.1 Take part in making choices about aspects of their own life

2.1 Take part in decision-making about how they spend their time

Developing Independent Living Skills: Keeping Safe

1.1 Recognise ways they can keep themselves safe

2.1 Demonstrate they can follow simple personal safety routines

Developing Independent Living Skills: Looking after Your Own Environment

1.1 Recognise ways they can keep their own environment clean and safe

2.1 Take part in activities to keep their own environment clean and safe

2.2 Demonstrate they can follow basic safety rules to keep their own environment safe

Planning and Preparing Food for an Event

1.1 Take part in planning food for an event

2.1 Take part in preparing different foods for an event

2.2 Follow basic safety rules when preparing food for an event

3.1 Take part in clearing up after preparing food

Preparing Drinks and Snacks

1.1 Take part in preparing different drinks

1.2 Follow basic safety rules when preparing drinks

2.1 Take part in preparing different snacks

2.2 Follow basic safety rules when preparing snacks

Recognising Time through Regular Events

- 1.1 Relate familiar events to times in the day
- 1.2 Relate familiar events to times in the week
- 1.3 Relate familiar events to seasons in the year

Taking Part in Daily Routine Activities

- 1.1 Identify activities carried out every day
- 2.1 Actively engage in own daily routine activities

Understanding What Money is Used For

- 1.1 Identify money
- 2.1 Identify uses of money
- 3.1 Use money in realistic settings

Self Help Skills

Dealing with Problems

- 1.1 Recognise when they have a problem
- 2.1 Identify sources of help
- 2.2 Engage when dealing with a problem

Good Health Units

Personal Care Skills

Developing Community Participation Skills: Participating in Sporting Activities

- 1.1 Recognise appropriate clothing and footwear to suit different sporting activities
- 2.1 Select appropriate clothing and footwear to suit different sporting activities
- 2.2 Take part in different sporting activities
- 2.3 Follow basic safety rules when taking part in different sporting activities
- 3.1 Make use of a community sports facility

Developing Independent Living Skills: Being Healthy

- 1.1 Recognise ways they can keep themselves healthy
- 2.1 Take part in activities to keep themselves healthy

Developing Independent Living Skills: Personal Care

- 1.1 Recognise items used for personal care
- 1.2 Recognise personal care activities
- 2.1 Take part in personal care activities

Developing Independent Living Skills: Personal Presentation

- 1.1 Recognise clothing and footwear for different activities
- 1.2 Recognise clothing and footwear for different weather conditions
- 2.1 Present themselves in appropriate clothing for different activities
- 2.2 Present themselves in appropriate clothing for different weather conditions

Developing Self-Awareness: All About Me

1.1 Recognise what makes them individual

1.2 Express their individuality

2.1 Recognise how they relate to others

Engaging in New Creative Activities

1.1 Recognise new creative activities they can take part in

2.1 Take part in different new creative activities

Using Local Health Services

1.1 Recognise health services available in their local area

2.1 Show that they can access local health services appropriate to their needs

Community Inclusion Units

Community Participation Skills

Developing Community Participation Skills: Caring for the Environment

1.1 Identify different harmful effects that people can have on the environment

2.1 Take part in activities to improve their local environment

Developing Community Participation Skills: Getting Out and About

1.1 Recognise aspects of their relationship as an individual to the community/ies to which they belong

2.1 Show that they can use local facilities

3.1 Show that they can use local shops

4.1 Show that they can use local eating and drinking places

Developing Community Participation Skills: Personal Enrichment

1.1 Take part in an activity of personal interest

1.2 Take part in an event or visit to a place of interest

Getting on With Other People

1.1 Demonstrate an awareness of others

1.2 Communicate with others

2.1 Follow instructions from others

2.2 Accept, ask for or offer help

2.3 Engage in an activity involving two or more people

2.4 Take account of other group members

Making Requests and Asking Questions in Familiar Situations

1.1 Make requests using own preferred method of communication

2.1 Ask questions using own preferred method of communication

Providing Personal Information

1.1 Communicate personal information using own preferred method of communication

Rights and Responsibilities: Everybody Matters

- 1.1 Identify some of their basic rights as an individual
- 2.1 Take some responsibility for themselves
- 2.2 Identify some responsibilities that they have towards others

Travel Within the Community: Going Places

- 1.1 Recognise different methods of available transport in their local community
- 2.1 Make journeys within their local community

Using a Community Facility Over a Period of Time

- 1.1 Take part in selecting a community facility to use
- 2.1 Take part in using a community facility over a period of time

Using Interpersonal Skills to Contribute to Positive Relationships

- 1.1 Demonstrate appropriate use of personal space
- 1.2 Demonstrate how they co-operate with others