

Alfreton Park POST-14 Semi-formal 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 Semi-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	
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	Making snacks Using household tools & appliances Using cleaning products Skill: Knife skills (bridge hold, claw grip, peel, slice, dice and cut)	Making snacks Using household tools & appliances Using cleaning products Skill: Shaping and finishing dough (pizza, flatbreads, pinwheels)	Making snacks Using household tools & appliances Using cleaning products Skill: Water based methods using the hob (steaming, boiling/simmering, blanching, poaching)	Making snacks Using household tools & appliances Using cleaning products Skill: Use of equipment (microwave)	Making snacks Using household tools & appliances Using cleaning products Skill: Use of equipment (blender, food processor & mixer)	Making snacks Using household tools & appliances Using cleaning products Skill: Prepare combine and shape meat, fish & alternatives (burgers, meatballs, fishcakes etc)

	Rebound- www.reboundtherapy.org	Rebound www.reboundtherapy.org	Rebound www.reboundtherapy.org	Rebound www.reboundtherapy.org	Rebound www.reboundtherapy.org	Rebound www.reboundtherapy.org
SEM H	Forest School – Sound Bathing and environmental sounds Planned for by Marie, Wendy, Sam and Rich	Forest School – exploration of environments Planned for by Marie, Wendy, Sam and Rich	Forest School – Planned for by Marie, Wendy, Sam and Rich	Forest School - Planned for by Marie, Wendy, Sam and Rich	Forest School - Planned for by Marie, Wendy, Sam and Rich	Forest School - Planned for by Marie, Wendy, Sam and Rich
	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day	Thrive time in class- Question of the day, mini videos, song of the day
	Social Skills Room Making beds Drinks and snacks	Social Skills Room Making beds Drinks and snacks	Social Skills Room Using a dishwasher Using a washing machine	Social Skills Room Using a dishwasher Using a washing machine	Social Skills Room Using a dryer Hanging clothes	Social Skills Room Using a dryer Hanging clothes
RSHE (PSHE Association KS3-4 Areas)	Respectful relationships, including friendships PSHE Association: Changing and Growing (CG2 Friendships)	Mental Wellbeing PSHE Association: Managing feelings (MF1/MF2)	Physical health and Fitness PSHE Association: Healthy Lifestyles (HL1 Elements of Healthy Lifestyles)	Online and Media PSHE Association: The world I live in (WIL12 Managing online information)	Being safe PSHE Association: Self Awareness (SA3 Prejudice and Discrimination)	Intimate and sexual relationships, including sexual health PSHE Association: Self-care support and safety (SSS6 Private and Public)
Literacy	EQUALS LITERACY:	EQUALS LITERACY:	EQUALS LITERACY:	EQUALS LITERACY	EQUALS LITERACY	School events/ planning/

	Creating an interest a. Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs.	Literacy for Information a. Magazines and Newspapers The student will learn about and experience magazines and newspapers.	Literacy for life and leisure a. Using Leisure Facilities The student will learn about and experience using leisure facilities.	Literacy for the future a. Form Filling and Personal Details The student will learn about and experience form filling and personal details.	Sharing Information a. Letters and Postcards The student will learn about and experience letters and postcards.	advertising/ prep for prom summer fayre
C&I	What's in the news? Weekend news Sharing what we did last night Making choices Enrichment	What's in the news? Weekend news Sharing what we did last night Making choices Enrichment	What's in the news? Weekend news Sharing what we did last night Making choices Enrichment	What's in the news? Weekend news Sharing what we did last night Making choices Enrichment	What's in the news? Weekend news Sharing what we did last night Making choices Enrichment	What's in the news? Weekend news Sharing what we did last night Making choices Enrichment
	Where relevant: TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH
	Where relevant: Attention Autism – Bucket My senses	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket
Maths	EQUALS: Maths for design Repeating Patterns	EQUALS: Maths for life Shopping	EQUALS: Maths for the community	EQUALS:	EQUALS: Maths for design	EQUALS: Maths for life Domestic appliances

	<ul style="list-style-type: none"> • Copy and continue a simple pattern for e.g. clapping, printing, movement, threading, blocks, colour (use Makey Makey). • 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"> • Making a shopping list using personal methods for e.g. photos, symbols, iPad. • 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. 	Maps, travel and timetables <ul style="list-style-type: none"> • Plan a route to different venues • Plan an individual timetable using personal communication system for e.g. pictures, symbols, objects of reference. • 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 	Maths in everyday life Measurement and volume <ul style="list-style-type: none"> • Prepare drinks, snacks and meals, using jugs, cups and spoons to measure liquids and dry ingredients. • 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. 	Shape, colour and space <ul style="list-style-type: none"> • Explore a range of different shaped and coloured objects from within different environments, including fantasy type to support story telling. • 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 	<ul style="list-style-type: none"> • Using a range of appliances to set temperature, time, speed of programme for e.g. microwave, cooker, washing machine, food processor. • 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.
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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. 	Internet shopping such as amazon, iTunes or eBay.	grounds and plan routes.	<ul style="list-style-type: none"> • Record data from a weather station, for e.g. rainfall, temperature and wind speed. 	and directions. Movement: Scottish dancing, boccia, team games, parachute, cooperband.	
Creativity EQUALS	Making and using musical instruments <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. • Using a variety of containers and add pulses and small objects to make different sounds. 	Classical music appreciation Invite a local school orchestra or attend a concert at their school. Arrange to take part in rehearsals and experience a range of instruments. <ul style="list-style-type: none"> • Regular visits from music students from schemes such as Live Music Now, or individual classical musicians. • Borrow a range of instruments which require different techniques to make sounds and play in response to music. • Theatre visit to the ballet. Visit a local church to hear an organ being played. <ul style="list-style-type: none"> • Use Sound Beam to create an individual 	Sculpture Visits to community galleries or sculpture park. <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 	Art – 2D representation 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. <ul style="list-style-type: none"> • Produce paper collages or prints using a variety of techniques. • Look at decorative methods and design on traditional pottery or china from studied countries. Use 2D decoration on items as a basis for a mini enterprise such as personalised mugs or plates.	Mime and role play As part of a literacy project, act out using mime to tell the story. <ul style="list-style-type: none"> • Mime everyday activities and play a team guessing game in association with chosen creativity. • Use hats and masks to enhance mime and story telling. • 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. 	Class performance for Leavers' Assembly /talent show

		learning experience.				
ICT	ICT and Creativity The student will learn about and experience: Film making	ICT and keeping in touch The student will learn about and experience: Exchanging Information; E-mail, Dojo	ICT and Creativity The student will learn about and experience: Creating stories	ICT and keeping in touch The student will learn about and experience: News sharing	ICT and Creativity The student will learn about and experience: Creating music/sounds	ICT in Enterprise The student will learn about and experience: Animation.
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 Loving 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 Semi-Formal Pathway Cycle 2

EQUALS: Voyager and Globetrotter

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment opportunities / WoW moments	Museum/Science Museum Level Christmas trip Pupils' choice		Butterfly World Zoo Level Pupils' choice		Sea Life Centre Space Centre Level Pupils' choice	
TOPIC/ ANCHOR (Taken from EQUALS Humanities themes)	The human body/all about me May include: How does my body work? What does my body need? Look at the different parts of the body.	Climates and the world around me May include: Tropical, rainforests, polar and deserts. Animals that live in different climates – how are they suited to their climate?	The Solar System May include: Where are we in the solar system? The different planets. Space travel.	Famous buildings and landmarks May include: 'Around the world in...' Eiffel Tower Taj Mahal Great Wall of China Statue of Liberty Stonehenge *Link to Literacy topic – Traditional Tales (from around the world)*	Habitats on land and sea May include: Under the sea/coral reef Habitats under the ground Woodlands	My family (history) May include: Who is in my family? My family tree. Extended families. Learning about different types of families.

ASDAN	<ul style="list-style-type: none"> *Developing Communication Skills *Developing skills for the workplace: Growing and caring for plants *Preparing drinks and snacks PREFORMAL UNITS: <ul style="list-style-type: none"> *Engaging with the World around You: Sensory Story *Engaging with the World around You: People and friendships 	<ul style="list-style-type: none"> *Developing skills for the workplace: looking after and caring for animals *Participating in a mini-enterprise project PREFORMAL UNITS: <ul style="list-style-type: none"> *Engaging with Self-help and Independent Skills: dressing and undressing *Encountering experiences: Creativity 4 completed units to be handed in for internal moderation at end of term	<ul style="list-style-type: none"> *Developing skills for the workplace: looking after your own environment *Taking part in daily routine activities *Developing independent living skills: Personal Care PREFORMAL UNITS: <ul style="list-style-type: none"> *Engaging with the World around You: Objects *Engaging with Self-help and Independent Skills: eating or drinking 	<ul style="list-style-type: none"> *Developing Community participation skills: Getting out and about *Engaging in new creative activities PREFORMAL UNITS: <ul style="list-style-type: none"> *Engaging with the World around You: Natural Environment *Encountering experiences: being a part of things All completed units to be handed in for moderation	Complete and check through all units and add any additional evidence needed	Final moderations and amendments/ send off for external moderation
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		Annual Reviews Charity events Class assemblies Pop-Up Cafe		Charity events Meet and Greet Sports Day Class assemblies Leavers' Assembly/Prom Pop-Up Cafe	
COOKING	Spreading and cutting e.g., preparing snacks including sandwiches	Setting of a mixture e.g., preparing snacks, jelly, mousse etc.	Judge & manipulate sensory properties e.g., cultural food, herbs & spices etc.	Using equipment on the hob e.g., frying pan Bacon, eggs, stir fry	Water based methods that use the hob e.g., steaming, boiling, blanching & poaching	Threading – preparing fruit & vegetables e.g., fruit kebabs, vegetable skewers
P&S	PE Fundamentals Follow cards in school. *If there are key areas that pupils need to work on then use this to inform planning for Autumn 2	PE Using Technology for leisure (Voyager) Use switches to play electronic games on the Internet or from software. Use a variety of technologies e.g. • Wii • Game Boy Visit leisure facilities that involve using technology e.g. • fitness centre • bowling at Genesis	PE Competitive Sport (Globetrotter) Take part in competitive sport in school e.g. • football • hockey • tennis • basketball • baseball • Meldreth Games Arrange Inter-School sports events. Visit a competitive sports event e.g.	PE Dance 'Through the decades' (Twinkl Unit) The Decades unit covers the 1960s to the 2010s, looking at key dance styles from each decade. These dances and the associated music genres, provide the stimulus for children's dance learning. Children will learn about using characteristics and elements of particular dance	PE Sport in the Community (link with David Naepier?) (Voyager) Visit from local sports men/ women Attend a local or regional sports event. Take part in a local or regional sports event. Make a display of the local sports events in the local community.	PE Athletics *Link to Sports Day* Take part in athletics activities: • throwing • jumping – height • jumping – distance • running – speed • running – distance • relay Develop skills in the above areas and prepare for Sports Day.

	Independent Living Skills Social Skills Room: Preparing drinks and snacks Community: Road safety and awareness of others. Using cafes – ordering our own food.	Independent Living Skills Social Skills Room: Domestic appliances (link to Maths) Community: Using a library (link to Literacy)	Independent Living Skills Social Skills Room: Looking after own environment – cleaning products Wiping/sweeping/mopping Community: Using cafes – handling money. *links to Literacy – signs in the Community	Independent Living Skills Social Skills Room: Looking after own environment – keeping things clean Fridge/microwave/cupboards/windows Community: Visiting the bank and Post Office (link to RSHE)	Independent Living Skills Social Skills Room: Inviting friends over – preparing for their arrival and making drinks and snacks for them Community: Using cafes – ordering for myself and others.	Independent Living Skills Social Skills Room: ***** Community: Visiting shops in the community – personal care items.
RSHE	Basic First Aid PSHE Association: Self-care, support and safety (SSS1 Feeling unwell)	Families PSHE Association: The world I live in (WIL11 Diversity/rights and responsibilities)	Internet safety and harms PSHE Association: Self-awareness (SA2 Skills for learning)	Economic awareness and understanding PSHE Association: The world I live in (WIL15 Managing finance)	Health and Prevention PSHE Association: Healthy Lifestyles (HL2 Mental wellbeing)	Healthy eating PSHE Association: Healthy Lifestyles (HL4 Healthy Eating)

Literacy	EQUALS LITERACY: Literacy for the future b. This is me <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 PowerPoint with students. Students to choose the colour of slides and effects. Staff to insert photos that 	EQUALS LITERACY: Literacy for Information b. Using a library <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 for e.g. music sessions and/or art exhibitions. Locate and use facilities within library, e.g. 	EQUALS LITERACY: Literacy for life and leisure c. Social Sight and Information, Signs including Shopping and Travel <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 purpose for e.g. church, shop, doctors surgery etc. 	EQUALS LITERACY Creating an interest b. Traditional Tales <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 	EQUALS LITERACY Sharing Information b. People and events <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. Share personal information and achievements through a PowerPoint 	School events/ planning/ advertising/ prep for prom & summer fayre <p>Prom choices and making food lists Helping with advertising the summer fayre Goodbye messages for the leavers</p>
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	<p>the student has chosen.</p> <ul style="list-style-type: none"> • Students to present This Is Me PowerPoint to the class and answer questions. Students to use a switch to move to the next slide. • 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>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. 	<p>photocopier, computers.</p> <ul style="list-style-type: none"> • With help look up a book on the computer library catalogue 	<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, symbolled books and the written word. • Visit the library or bookshop to explore different types of books 	<p>presentation at an Annual Review, an Accreditation file, or a Progress File with family members and transition workers</p> <ul style="list-style-type: none"> • 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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	Making choices Enrichment	Making choices Enrichment	Making choices Enrichment	Making choices Enrichment	Making choices Enrichment	Making choices Enrichment
	Where relevant: TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH	TAC PAC - different pieces of music / songs with linked resources presented on different body parts SOUND BATH
	Where relevant: Attention Autism – link to topic	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket	Attention Autism – Bucket

Maths	<p>EQUALS Maths for life</p> <p>a. shopping</p> <p>Skills to be worked on through the POP-UP CAFÉ</p> <ul style="list-style-type: none"> • Stock- checks • Making a shopping list using personal methods for e.g. photos, symbols, iPad. • Compare prices of items in different shops, for e.g. Aldi/B&M/Parfitts • Using the iPad/card reader to take payments • Exchanging money and checking change. 	<p>EQUALS: Maths for life</p> <p>b. Domestic Appliances</p> <ul style="list-style-type: none"> • Using a range of appliances to set temperature, time, speed of programme for e.g. microwave, cooker, washing machine, food processor. • 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>EQUALS: Maths for the future</p> <p>c. Financial Responsibility</p> <ul style="list-style-type: none"> • Budgeting for an event. • Using cash machines. • Having a school enterprise bank account administered by students. • Budgeting own pocket money or allowances. • Paying for own entrances, fares, personal items for e.g. toiletries. • Designing and budgeting menus for their own meals. • Carrying your own money safely for e.g. in a wallet, purse etc. • Different methods of payment such as cash card, cash, PayPal and gift token/cards. 	<p>EQUALS: Maths for the community</p> <p>c. Money</p> <ul style="list-style-type: none"> • Use money and arrange a practical activity in school such as enterprise. • Students raise money for a local charity, national theme days or in response to an international crisis. • Students develop control over own pocket money including paying for leisure activities, paying for meals, using vending machines and bus fares. • Sort and recognise coins and notes. • Simulated shopping activities. • Exchange money in shops and school based money enterprises. 	<p>EQUALS: Maths in everyday life</p> <p>b. Weighing and cooking</p> <p>*Link to an Enterprise Project*</p> <ul style="list-style-type: none"> • Using different types of weighing scales for e.g. digital, balance, mechanical, talking. • Weighing ingredients required for a recipe. • Setting the temperature on different appliances for e.g. cooker, microwave or grill. • Using different kitchen appliances for e.g. slow cooker, George Foreman Grill, soup maker, ice cream maker. • Using different types of timers for e.g. digital and mechanical. • Calculating the 	<p>EQUALS: Maths in everyday life</p> <p>c. Time</p> <ul style="list-style-type: none"> • Keeping individual diaries and calendars of personal important dates. • Personal timetables. • Identify special holidays and events throughout the year, for e.g. Christmas, Valentine's Day, Bonfire Night or Saints Days and religious festivals. • Create displays and sensory experiences to show the differences in the seasons. • Set personal targets to a time scale. • Time activities for e.g. cookery or completing tasks.
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					<p>amount of ingredients for multiple recipes.</p> <ul style="list-style-type: none"> • Making a meal for yourself or a set number of people. • Dividing provisions between different storage containers for e.g. bun tins, jam jars and plastic boxes. • Estimate amount of food needed for e.g. grated cheese for cheese on toast. • Using other electrical equipment such as Multichef and hand blender. 	<ul style="list-style-type: none"> • Recognise where you can find out what time it is for e.g. clock, watch, computer screen, phone and iPad.
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Creativity EQUALS	Contemporary Art (Equals Globetrotter World Studies) Print and repeat Pathway: Simple Printmaking (accessart.org.uk) Holly Class to take part in Six Pillars Project	Contemporary Art (Equals Globetrotter World Studies) Collage	Contemporary Art (Equals Globetrotter World Studies) Music and Art Pathway: Music And Art (accessart.org.uk)	Frida Kahlo Whole school focus	Abstract Art (Equals Voyager World Studies) Pathway: Expressive Painting (accessart.org.uk)	*****
	ICT	Digital literacy Purple mash 2Type	Online safety Purple mash 2email Practice composing sending & replying to emails	Digital literacy Purple mash 2Explore, 2Beat & 2Sequence	Information Technology Purple mash 2Paint, 2Paint and picture or 2Create a story	Consolidating ICT skills learnt to either play games safely or create a document e.g., poster

Careers and 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
Daily Living Skills	<p>Container Gardening – our own space Eating out</p> <p>Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry</p>	<p>Time management Looking after my own environment</p> <p>Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry</p>	<p>Caring for animals</p> <p>Alongside: recycling, hoovering, cleaning windows, wiping surfaces, stacking chairs, sweeping, tidying and laundry</p>

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