



Our 7 core strands are Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge, and Well-Being, these are taught through Learning Opportunities.

The Pre Formal Curriculum is wholey person centred and based on the needs, interests and abilities of each individual learner. The below gives teachers ideas for Learning Opportunities based around the seven areas core strands but is not prescriptive. When planning teachers start with their knowledge of the learns and use EHCPs, MAPP targets to plan meaningful lessons and activities.

YEAR 1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Traditional Tales	Autumn/Winter	Food & drink	Colours	Jour	neys
					(including a p	re formal trip)
Suggested Sensory	3 little pigs sensory story	Frozen	Don't put your finger in the Jelly	RE Sensory stories – All classes	Henry's	s holiday
Stories	True Story of the Three Little Pigs	Snow bear	Picnic sensory story Stancake pancake	to use stories from this document.	It's Miles	to the Nile
	1 183	Autumn a multisensory	Stancake pancake	Holi (RMSS)	3 Go C	amping
	Jack and the Beanstalk	exploration	Charlie and the chocolate			
	2 . 12:1: 1/6		factory	Chinese New Year (RMSS)	Journey to S	pace (RMSS)
	Little Red Riding Hood (from Multisensory stories)		Chinese New Year sensory story		The Read	ch (RMSS)
	Widthsensory stories;		Race to the checkout		The beac	ii (KW33)
	Goldilocks and the 3 bears				A Train Ride Thro	ough India (RMSS)
	Wicked Sensory story		The Gingerbread Man (RMSS) The Farm (RMSS)		The Rainfo	rest (RMSS)
	There was a princess a long time					
	ago					
	Potion Poem					
Festivals & Celebrations	Harvest Festival (Christianity)	Hanukah (Jewish)	Chinese New Year	Eid-ul-fitr (Islam)	Shavuout (Jewish)	Bhodi (Buddism)
	Diwali (Hindu)	Christmas (Christianity)	Holi (Hindu)	Easter (Christian)		Hajj (pilgrimage to Mecca)
Gatherings	Music	Games	Messy Play and Art	Games	Sensology	Games
		(Party Games)		(Parachute)		(Bowling)
Including Music,						
Communication and						
interaction, community						
time and						
RRSA	Article 7 – I have the right to a	Article 28 – I have the right to an	Article 27 – I have the right to	Article 14 – I have the right to	Article 12 – I have the right to be	Article 31 – I have the right to
	name and to belong to a country	education (school is free,	have a proper house, food and	have my own thoughts and	listened to, and taken seriously	play and relax
	(knowing friends names, having	aspirational education goals, we	clothing	beliefs and to choose my	Autiala 42 I have the vielette	Anti-la 20 I have the night to an
	a class and department name	get to come to school while other children around the world	Article 24 – I have the right to	religion, with my parents' guidance (assemblies if we have	Article 13- I have the right to find out and share information	Article 29- I have the right to an education which develops my
	etc)	sometimes can't)	good quality health care to clean	them, talk about what was	(finding information on the	personality, respect for others
	Article 42- everyone should		water and good food	celebrated at Christmas, other	internet, freedom to	rights and the environment
	know about the UNCRC (when	Article 38- I am not allowed to	_	religious festivals)	communicate by talking, writing	(production, develop personality
	1	Leader the second could be seen	Australia 20 I barra Albarutalas sa		using communication aids	and talants work around the
	writing class charter your telling	join the army until I am 15	Article 39- I have the right to		using communication aids,	and talents, work around the
	writing class charter your telling pupils about rights)	(Remembrance Day, current conflicts)	help if I have been hurt, neglected or badly treated	Article 30 – I have the right to speak my own language and to	drawing to say how I am feeling, adulthood choice information)	natural environment – enjoying these spaces/ developing them,





			(school nurse, dentist/doctor, LD CAMHS links)	Article 15 – I have the right to meet with friends and to join groups (could you organise a group at lunchtime/ in class, golden time etc if you have this, older pupils could talk about groups they attend or find out about other groups locally)				
			•	therapy		•		
	Forest School		1 morning session p	er week for each class.				
	Forest School		Physic	therapy				
Physical Wellbeing			nost preformal pupil's school do therapists are followed in class	ay and is part of their educati				
2.7 Touch, Movement,	marriadar priystotriciapy	plans written by physic		l Curriculum for guidance	ewed and apaded by senior	or based priystottlerapists.		
Physiotherapy and				al Changes				
Hydrotherapy				nt to Music				
			Ma	ssage				
			Propriocep	tive Massage				
	Sherbourne							
	M.O.V.E (if appropriate)							
	Rebound therapy (if appropriate & Accessible)							
	Dance							
	TACPAC							
				sensory integration program	S			
				xation				
			Special Olympics – pathw	ay physio gathering weekly				
2.2 Commuincation				l Curriculum for guidance				
	All pre-formal classrooms will be 'total communication' environments and communication will be encouraged and developed throughout every aspect of the day.							
	Specific time is set aside for all pupils to work 1:1 with adults on their communication targets.							
	Communcation includes (but is not limited to) Intensive Interaction, PECS, eye gaze, switches and Individualised Sensory Environments (ISE).							
Communication is the ability to let someone know that you want or don't want something, to tell someone about an event, to describe an action or even to acknowledge an done either verbally or non-verbally. It can be accomplished through gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, sy Learners are encouraged to use whatever form of communication is appropriate for them as individuals.								
			Use EQUALS Pre-Forma	l Curriculum for Guidance				
Music			Music for the LTP are taken from		-			
2.3 Preformal Curriculum		Use 'encounte	r' and 'explore' from the Semi-	Formal My Music Curriculum	for teaching ideas.			
			es, especially if we get away from the ide the learner is playing because they want					
	Tempo	Rhythm	Timbre	Texture	Structure	Pitch		





			Lica FOLIALS Dra Formal	Curriculum for Cuidance				
Sensory Cookery			USE EQUALS Pre-Formai	Curriculum for Guidance				
2.4 Preformal Curriculum	based teaching and learning	pased activity that allows an infinite vather than product (skills) based tea correct amount of flour, pour process of exploring the materials, m	ching and learning and we can alwa r the correct amount of liquid into th ixing them together, touching them,	ys buy a cake to eat at the end of the ne bowl, or any other skill that might	e session. We are not concerned we be needed for baking a cake.	whether learners can measure the		
	Fairy Cakes	Celebration food -	Savory food	Celebration food – Easter	Summer salads	Food linked to chosen		
		Christmas				country		
Upper Classes Sensory Cookery/ILS	Fo	r pupils in Upper Classes that		y Cookery will also be linked le switch work.	to preparing and eating a	meal.		
Sensory Exploration				Curriculum for Guidance				
2.5 Preformal Curriculum		This may be covered as a	•	ugh sensory stories, sensory o	cooking, Art, TACPAC etc			
Call & Response		,		Curriculum for Guidance	<u> </u>			
2.8 Preformal Curriculum		This may be covered as a sta	_	circle time, pre-formal gather to topic.	ings, music and story telli	ng.		
Art	can, the process of bein	c movements through encouraging a g part of the rhythm of the group. an be acted out by staff through facia	al expression and body responses di	rectly to the learners involved. Curriculum for Guidance	e. 15, Taying Tearners on Sound Do	aras and enjoying in any way the		
2.9 Preformal Curriculum	Linked to topic and/or story							
	Art clearly has the potential to be a major vehicle for sensory and cognitive development. Care needs to be taken to ensure that learners are participants rather than merely observers (of the adults making the pretty picture!) or possibly worse, objects to do things to – making learners put their hands in paint in order to create a picture for example. Like music above – we need to move away from the idea of conventional paintings, and allow, encourage, facilitate our PMLD learners to make art for themselves.							
	This means setting up the Art session so that learners can affect the development of the work without adult intervention or support. Give time to learners to explore and manipulate the materials offered and remember, these don't have to include paint.							
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6		
	Textures/textiles	Painting	Sculpture	Collage	Mark Making	Natural Art		
Inclusive Community Awareness 2.10 Preformal	Primary: experiencing different places in school, spending time in different classrooms and outdoor areas (Sensory Garden, Outdoor Learning Area, Playgrounds, Halls).							
Curriculum				visits to the local community.				
	The very act of being outside ca	n be an unusual experience for many	regularly access the outside world	, in all weathers and in all seasons.				
		We need to ensure that all of learn	ers have many opportunities to lear	n about and play a part in their local	community and local communitie	es.		
Opportunities (KS4 Only)								





YEAR 2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Senses/Textures	Weather	Animals	Spring/Summer	Holidays	Water
Sensory Literature Suggestions	Multi sensory rhyming stories: Listen	Winnie the pooh and tiger too Multi sensory rhyming stories: The Weather.	Going on a bear hunt	Spring a multisensory story	3 Go Camping It's Miles to the Nile	Bath time sensory session Commotion in the Ocean Sharing a Shell
Festivals & Celebrations	Harvest Festival (Christianity)	Hanukah (Jewish)	Chinese New Year	Holi	Father's Day	Water Festival
	Diwali (Hindu)	Christmas (Christianity)	Valentine's Day	Mother's Day	May Day	Pride Week
	Halloween	Bonfire Night		Easter (Christian)		
Gatherings	Music interaction Festival: Christmas	Games (Party Games – musical spots, fancy dress game)	Call and Response Festival: Chinese New Year	Games (Boccia) Festival: Easter	Sensology (Water) Festival: May Day	Games (Parachute)
RRSA	Article 7 – I have the right to a name and to belong to a country Article 42- everyone should know about the UNCRC	Festival: Halloween Article 28 – I have the right to an education. Article 38- I am not allowed to join the army until I am 15	Article 27 – I have the right to have a proper house, food and clothing Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated	Article 14 – I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance Article 30 – I have the right to speak my own language and to follow my family's way of life Article 15 – I have the right to meet	Article 12 – I have the right to be listened to, and taken seriously Article 13- I have the right to find out and share information	Festival: Pride Article 31 – I have the right to play and relax Article 29- I have the right to an education which develops my personality, respect for others rights
		1	Hvdrot	with friends and to join groups therapy		
	Forest School					
			Physiotherapy – Follow ind	lividual physiotherapy plans		
		Мо	Positiona	iculum) Individual for each p al Changes nt to Music	pupil	
Physical Wellbeing 2.7 Touch, Movement,			Mas	ssage tive Massage		
Physiotherapy and Hydrotherapy			Sherb	oourne appropriate)		
,			Rebound therapy (if ap	propriate & Accessible)		
			Da	nce		





			TAC	CPAC				
			Relax	kation				
			Special Olympics – pathwa	ay physio gathering weekly				
Commuincation	Use EQUALS Pre-Formal Curriculum for guidance							
2.2 Preformal Curriculum	All pre-formal classroo	ms will be 'total communication	on' environments and comm	unication will be encouraged	d and developed through	out every aspect of the day.		
•				L:1 with adults on their comr				
	Communcation include	des (but is not limited to) Inter	• •		•	ts (ISE), call and response.		
		,	, , ,	,	•	, ,,		
	I -	to let someone know that you want or er verbally or non-verbally. It can be ac	ccomplished through gestures, eye r		es, objects of reference, signs, sy			
		Learners are end	couraged to use whatever joint of co	ommunication is appropriate for their	ii us iriuiviuuuis.			
			Use EQUALS Pre-Formal	Curriculum for Guidance				
Music		Elements of Musi	ic for the LTP are taken from	EQUALS Semi-Formal Curric	ulum 'My Music'.			
2.3 Preformal Curriculum		Use 'encounter' ar	nd 'explore' from the Semi-F	ormal My Music Curriculum	for teaching ideas.			
	I -	r motivating learners of all abilities, es		-				
		order the notes are in as long as the lea						
	Tempo	Rhythm	Timbre	Texture	Structure	Pitch		
			Lica FOLIALS Dra Formal	Curriculum for Guidance				
Sensory Cookery			OSE EQUALS FIE-FOITIBLE	Curriculum for Guidance				
2.4 Preformal Curriculum	Sensory Cookery is a process based activity that allows an infinite variety of sensory exploration and experiences for learners with PMLD. The state of a finished cake is neither here nor there – this is process based teaching and learning rather than product (skills) based teaching and we can always buy a cake to eat at the end of the session. We are not concerned whether learners can measure the correct amount of flour, pour the correct amount of liquid into the bowl, or any other skill that might be needed for baking a cake. The process of cooking is the process of exploring the materials, mixing them together, touching them, smelling them, tasting them, looking at them, listening to the sounds they make when moved, shaken, stirred.							
	Cakes	Celebration food -	Savory food	Celebration food – Easter	Fresh ingredients	Smoothies and ice lollie		
		Christmas	Pizzas, pastry, tarts, cheese straws					
Sensory Exploration			Use EQUALS Pre-Formal	Curriculum for Guidance				
2.5 Preformal Curriculum		This may be covered as a	a stand alone lesson or throu	igh sensory stories, sensory o	cooking, Art, TACPAC etc			
Call & Response			Use EQUALS Pre-Formal	Curriculum for Guidance				
2.8 Preformal Curriculum		This may be covered as a sta		circle time, pre-formal gather to topic.	rings, music and story tell	ing.		
	 Learners are directly involved through being an essential part of the rhythm and affect of the words and lines repeated back by their supporting staff. 							
	They may use communication aids such as a BIGmack for example to call or respond to specific words or lines.							
	• Staff may assist rhythmic movements through encouraging and supporting rocking, stamping, clapping, banging, vocalising, using VOCAs, laying learners on sound boards and enjoying in any way they							
	 can, the process of being part of the rhythm of the group. Feelings and emotions can be acted out by staff through facial expression and body responses directly to the learners involved. 							
Art			Use EOUALS Pre-Formal	Curriculum for Guidance				
2.9 Preformal Curriculum			•	c and/or story				
	pretty picture!) or possibly wor	be a major vehicle for sensory and cog se, objects to do things to – making led ow, encourage, facilitate our PMLD led	arners put their hands in paint in ord	-				





	This means setting up the Art session so that learners can affect the development of the work without adult intervention or support. Give time to learners to explore and manipulate the materials offered and remember, these don't have to include paint.					
Inclusive Community Awareness 2.10 Preformal Curriculum	Primary: experiencing different places in school, spending time in different classrooms and outdoor areas (Sensory Garden, Outdoor Learning Area, Playgrounds, Halls). Middle and Upper: Weekly visits to the local community.					
The very act of being outside can be an unusual experience for many on the PMLD spectrum and therefore forms an ideal learning environment. We MUST ensure that all learners have regularly access the outside world, in all weathers and in all seasons. We need to ensure that all of learners have many opportunities to learn about and play a part in their local community and local communities.						
Opportunities (KS4 Only)						



YEAR 1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Traditional	Autumn/Winter	Food & Drink	Colours	Animals	Journeys
	Tales					-
Sensory Stories		See suggeste	ed book lists on	Shared for ea	ach topic	
Festivals &	Diwali (Hindu)	Christmas	Chinese New	Easter	Mayday	Pride
Celebrations		(Christianity)	Year	(Christianity)		
RRSA	Article 7 – I	Article 28 – I have	Article 27 – I	Article 14 – I	Article 12 – I	Article 31 – I
1113/1	have the right	the right to an	have the right to	have the right	have the right to	have the right
	to a name and	education (school is	have a proper	to have my	be listened to,	to play and
	to belong to a	free, aspirational	house, food and	own thoughts	and taken	relax
	country	education goals, we	clothing	and beliefs	seriously	
	(knowing	get to come to		and to choose		Article 29- I
	friends names,	school while other	Article 24 – I	my religion,	Article 13- I have	have the right
	having a class	children around the	have the right to	with my	the right to find	to an
	and	world sometimes	good quality	parents'	out and share	education
	department	can't)	health care to	guidance	information	which
	name etc)	_	clean water and	(assemblies if	(finding	develops my
	_	Article 38- I am not	good food	we have them,	information on	personality,
	Article 42-	allowed to join the		talk about	the internet,	respect for
	everyone	army until I am 15	Article 39- I have	what was	freedom to	others rights
	should know	(Remembrance Day,	the right to help	celebrated at	communicate by	and the
	about the	current conflicts)	if I have been	Christmas,	talking, writing	environment
	UNCRC (when		hurt, neglected		using	(production,



writing class	or badly treated	other religious	communication	develop
charter your	(school nurse,	festivals)	aids, drawing to	personality
telling pupils	dentist/doctor,		say how I am	and talents,
about rights)	LD CAMHS links)	Article 30 – I	feeling,	work around
		have the right	adulthood	the natural
		to speak my	choice	environment –
		own language	information)	enjoying these
		and to follow		spaces/
		my family's		developing
		way of life		them,
				respecting
		Article 15 – I		others)
		have the right		
		to meet with		
		friends and to		
		join groups		
		(could you		
		organise a		
		group at		
		lunchtime/ in		
		class, golden		
		time etc if you		
		have this,		
		older pupils		
		could talk		
		about groups		



PSHE Relationships Education KS1 and KS2 Please use PSHE Association in the first instance, then use EQUALS if needing extra ideas. LIs are on O Track and in Word Document folders on Shared in Resources- PSHE/RSE	Self Awareness 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others EQUALS: My Relationships and Sex Education Knowing Me	Self Care, Support and Safety 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private EQUALS: My Relationships and Sex Education Public and Private	Managing Feelings 1. Identifying and expressing feelings. 2. Managing strong feelings. EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	they attend or find out about other groups locally) Changing and Growing 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships (and families, LGBT embedded) EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.	Healthy Lifestyles 1. Healthy Eating 2. Taking care of physical health 3. Keeping well EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	The World I Live in 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community EQUALS: The World About Me People Recycling
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PSHE	PSHE Association:	PSHE Association: Self Care, Support and Safety	PSHE Association:	PSHE Association:	PSHE Association:	PSHE Association:
Relationships	Self Awareness		Managing Feelings	Changing and	Healthy Lifestyles	The World I Live in
Association in the first instance, then use EQUALS if needing extraideas. LIs are on O Track and in Word Document folders on Shared in Resources-PSHE/RSE	1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling EQUALS: My Relationships and Sex Education Public and Private	1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	Growing 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/ parenthood EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another	1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances EQUALS: The World About Me People Recycling



		Sw	imming (inc. drown	ning prevention)			
My Physical	E	Exercise/Physical Activity as appropriate to class/individual needs *min 1 hr per week					
Wellbeing		Sens	sory Integration and	d Sensory Circuits			
		0	T Plans – Individual	for each pupil			
	Activities must have a focus on success and progress which are personalised to meet the needs of each of the individual learners, thus fostering the right attitude so that physical exercise is enjoyed for its own sake. This means keeping an open mind about what might be described as physical activity remembering that physical activity simply means any movement of the body that uses energy. Walking, riding a bike, climbing the stairs, playing on a swing, or bouncing on a trampoline are all good examples of being active. For health benefits, physical activity should be of moderate or vigorous intensity.						
My Creativity –	Painting	Drawing	Printing	Digital Media	Textiles	Collage	
Art							
Elements of Art							
for the LTP are							
taken from							
EQUALS Semi-							
Formal							
Curriculum 'My							
Art'.							
Use 'encounter'							
and 'explore'							
from the Semi-							
Formal My Art							
Curriculum for							
teaching ideas.							
My Creativity –	Dynamic	Tempo	Rhythm	Timbre	Texture	Pitch	
Music							



Elements of						
Music for the LTP						
are taken from						
EQUALS Semi-						
Formal						
Curriculum 'My						
Music'.						
Use 'encounter'						
and 'explore'						
from the Semi-						
Formal My Music						
Curriculum for						
teaching ideas.						
	Follow EQUALs Informal Curriculum (will be individual for each pupil)					
	Imperative Communications					
	Declarative Communications					
Му	Formal Social Interactions with Familiar People					
Communication	Non-Verbal Behavioural Communications					
	Peer to Peer communications					
	Alternative Augmentative Communications					
	Communication is the ability to let someone know that you want or don't want something, to tell someone about an event, to describe an action or even to acknowledge another person's presence. This can be done either verbally or non-verbally. It can be accomplished through					
	gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, symbols or words. Learners are encouraged to use whatever form of communication is appropriate for them as individuals.					
	Follow EQUALs Informal Curriculum (will be individual for each pupil)					
	Solitary Play					



My Sensory Play	Parallel Play						
	Shared Play						
	Turn taking Play						
	Co-operative Play						
	When working with children, young people and adults with CLD, we may choose to be deliberately 'unambitious' about moving through the levels of play. This is because it is for the learner to decide the level that is interesting, exciting and motivational for him/her self, and we know that those with CLD are likely to be most comfortable with sensorimotor and (possibly) relational forms of play. We can however (because we are educators) concentrate on offering opportunities which might enable learners to expand the social dimensions of their play SHOULD THEY CHOOSE TO DO SO. They may of course, choose not to do so, and we must respect this choice because this is process based teaching where children, young people and adults with CLD learn by doing, and we can't make someone do what they don't want to do. REMEMBER, this is FREE play. We can offer, but we cannot force.						
	My Dressing and Undressing						
	Follow EQUALs Informal Curriculum – Section 1 (will be individual for each pupil)						
My Independence	IT IS VERY IMPORTANT TO REMEMBER that dressing and undressing needs to be contextualised as early as possible if we are to aid understanding of appropriate contextual based clothing. Every single time we are preparing to leave the confines of the building we must talk about the weather so that choices of appropriate clothing can be made. That is, talking about the weather becomes a contextualized conversation.						
	My Travel Training						
	Follow EQUALs Informal Curriculum – Section 2 (will be individual for each pupil)						
	Travel by Pedestrian						
	Travel by Bus						
	TT should as much as possible be self-motivational, that is, it will work best when the learner has a reason for wanting to go from one place to another in the sense that something which is important to the individual learner is gained or achieved by the process of travelling. This may however be going for a walk with the class, going to a park, going to the local library etc.						
	My Shopping						
	Follow EQUALs Informal Curriculum - Section 3 (will be individual for each pupil)						



Money
Shopping for a Snack
Shopping for Cooking
Other Shopping

We should encourage all learners with CLD to be as independent as they possibly can be. It is the intention of this curriculum that all learners are enabled to be the best that they can be and do the best that they can do, whatever that might be. The goal is always to achieve as complete a level of independence that the individual is able to achieve in shopping, in each individual shop.

My Cooking

Follow EQUALs Informal Curriculum – Section 4(will be individual for each pupil)

Spreading

Opening and replacing lids

Fetching and putting away equipment

Washing and drying utensils

Washing and drying hands

Slicing and cutting soft food

Making a sandwich

Making a soft drink

Preparing breakfast cereal

Making angel delight

With My Cooking, there is not an obvious single starting point and there is certainly no end point. Learners will therefore probably start at several 'starting points' at once and may well go off in very different directions because what they cook may well depend on what they like to eat, as well of course, on the individual learners' possible physical and cognitive barriers, their individual skill level (for instance what they are able to cook independently and then able to cook with support and guidance) and home circumstances. It is nonetheless, very important that learners are taught and experience as wide a range of different skills/cooking activities as possible whatever their cognitive level or physical disability. It is however likely that most learners will achieve and become competent in the basics at least and we need to remember that we are aiming for the highest levels of independence that the learner can achieve by the time they leave school or college.



My Outdoor	Forest Schools - Every class will take part in a Forest Schools session once a week.					
School	Staff and learner preparation					
	Learner preparation					
	Starting out					
	Orienteering					
	Shelter building					
	Using an open fire					
	Cooking outdoors					
	There are very many reasons for adopting My Outdoor School as a regular part of your Informal curriculum and as a weekly activity in every group timetable – promoting independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting thinking and problem solving; not to mention, having fun!					

YEAR 2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6	
Topic	Food and Drink	Space	Mini Beasts	Spring/Summer	Dinosaurs	Water	
Sensory Stories		See suggested book lists on Shared for each topic					



Festivals & Celebrations	Diwali (Hindu)	Christmas (Christianity)	Chinese New Year	Easter (Christian)	Mayday	Pride
RRSA	Article 7 – I	Article 28 – I	Article 27 – I	Article 14 – I have	Article 12 – I	Article 31 – I
	have the right	have the right to	have the right to	the right to have my	have the right to	have the righ
	to a name	an education	have a proper	own thoughts and	be listened to,	to play and
	and to belong	(school is free,	house, food and	beliefs and to	and taken	relax
	to a country	aspirational	clothing	choose my religion,	seriously	
	(knowing	education goals,		with my parents'		Article 29- I
	friends	we get to come	Article 24 – I	guidance	Article 13- I have	have the righ
	names,	to school while	have the right to	(assemblies if we	the right to find	to an
	having a class	other children	good quality	have them, talk	out and share	education
	and	around the	health care to	about what was	information	which
	department	world	clean water and	celebrated at	(finding	develops my
	name etc)	sometimes	good food	Christmas, other	information on	personality,
		can't)		religious festivals)	the internet,	respect for
	Article 42-		Article 39- I have		freedom to	others rights
	everyone	Article 38- I am	the right to help	Article 30 – I have	communicate by	and the
	should know	not allowed to	if I have been	the right to speak	talking, writing	environment
	about the	join the army	hurt, neglected	my own language	using	(production,
	UNCRC (when	until I am 15	or badly treated	and to follow my	communication	develop
	writing class	(Remembrance	(school nurse,	family's way of life	aids, drawing to	personality
	charter your	Day, current	dentist/doctor,		say how I am	and talents,
	telling pupils	conflicts)	LD CAMHS links)	Article 15 – I have	feeling,	work around
	about rights)			the right to meet	adulthood	the natural
				with friends and to		environment



				join groups (could you organise a group at lunchtime/ in class, golden time etc if you have this, older pupils could talk about groups they attend or find out about other groups locally)	choice information)	enjoying these spaces/ developing them, respecting others)
PSHE Relationships Education KS1 and KS2 Please use PSHE Association in the first instance, then use EQUALS if needing extra ideas. LIs are on O Track and in Word Document folders on	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others EQUALS: My Relationships and Sex Education Knowing Me	Self Care, Support and Safety 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private EQUALS: My Relationships and Sex Education Public and Private	1. Identifying and expressing feelings. 2. Managing strong feelings. EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships (and families, LGBT embedded) EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another	1. Healthy Eating 2. Taking care of physical health 3. Keeping well EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	The World I Live in 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community EQUALS: The World About Me People Recycling



Resources- PSHE/RSE						
PSHE Relationships and Sex Education KS3 and KS4 Please use PSHE Association in the first instance, then use EQUALS if needing extra	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure	PSHE Association: Self Care, Support and Safety 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private	PSHE Association: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse	PSHE Association: Changing and Growing 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/ parenthood EQUALS: My	PSHE Association: Healthy Lifestyles 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco	PSHE Association: The World I Live in 1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances
ideas. LIs are on O Track and in Word Document folders on Shared in Resources- PSHE/RSE	EQUALS: My Relationships and Sex Education Knowing Me	7. Gambling EQUALS: My Relationships and Sex Education Public and Private	EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.	EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	EQUALS: The World About Me People Recycling
My Physical Wellbeing	Swimming (inc. drowning prevention) Exercise/Physical Activity as appropriate to class/individual needs *min 1 hr per week Sensory Integration and Sensory Circuits					



			OT Plans – Indi	ividual for each pupil				
	Activities must have a focus on success and progress which are personalised to meet the needs of each of the individual learners, thus fostering the right attitude so that physical exercise is enjoyed for its own sake. This means keeping an open mind about what might be described as physical activity remembering that physical activity simply means any movement of the body that uses energy. Walking, riding a bike, climbing the stairs, playing on a swing, or bouncing on a trampoline are all good examples of being active. For health benefits, physical activity should be of moderate or vigorous intensity.							
My Creativity –	Painting	Drawing	Collage	Textiles	Digital media	Sculpture		
Art								
Elements of Art								
for the LTP are								
taken from								
EQUALS Semi-								
Formal								
Curriculum 'My								
Art'.								
Use 'encounter'								
and 'explore' from the Semi-								
Formal My Art								
Curriculum for								
teaching ideas.								
My Creativity –	Tempo	Rhythm	Timbre	Texture	Structure	Pitch		
Music								
Elements of								
Music for the LTP								
are taken from								



EQUALS Semi-							
Formal							
Curriculum 'My							
Music'.							
Use 'encounter'							
and 'explore'							
from the Semi-							
Formal My Music							
Curriculum for							
teaching ideas.							
	Follow EQUALs Informal Curriculum (will be individual for each pupil)						
	Imperative Communications						
	Declarative Communications						
My	Formal Social Interactions with Familiar People						
Communication	Non-Verbal Behavioural Communications						
	Peer to Peer communications						
	Alternative Augmentative Communications						
	Communication is the ability to let someone know that you want or don't want something, to tell someone about an event, to describe an						
	action or even to acknowledge another person's presence. This can be done either verbally or non-verbally. It can be accomplished through gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, symbols or words.						
	Learners are encouraged to use whatever form of communication is appropriate for them as individuals.						
	Follow EQUALs Informal Curriculum (will be individual for each pupil)						
	Solitary Play						
My Sensory Play	Parallel Play						
	Shared Play						
	Turn taking Play						



	Co-operative Play
	When working with children, young people and adults with CLD, we may choose to be deliberately 'unambitious' about moving through the levels of play. This is because it is for the learner to decide the level that is interesting, exciting and motivational for him/her self, and we know that those with CLD are likely to be most comfortable with sensorimotor and (possibly) relational forms of play. We can however (because we are educators) concentrate on offering opportunities which might enable learners to expand the social dimensions of their play SHOULD THEY CHOOSE TO DO SO. They may of course, choose not to do so, and we must respect this choice because this is process based teaching where children, young people and adults with CLD learn by doing, and we can't make someone do what they don't want to do. REMEMBER, this is FREE play. We can offer, but we cannot force.
	My Dressing and Undressing
	Follow EQUALs Informal Curriculum – Section 1 (will be individual for each pupil)
My Independence	IT IS VERY IMPORTANT TO REMEMBER that dressing and undressing needs to be contextualised as early as possible if we are to aid understanding of appropriate contextual based clothing. Every single time we are preparing to leave the confines of the building we must talk about the weather so that choices of appropriate clothing can be made. That is, talking about the weather becomes a contextualized conversation.
	My Travel Training
	Follow EQUALs Informal Curriculum – Section 2 (will be individual for each pupil)
	Travel by Pedestrian
	Travel by Bus
	TT should as much as possible be self-motivational, that is, it will work best when the learner has a reason for wanting to go from one place to another in the sense that something which is important to the individual learner is gained or achieved by the process of travelling. This may however be going for a walk with the class, going to a park, going to the local library etc.



My Shopping

Follow EQUALs Informal Curriculum - Section 3 (will be individual for each pupil)

Money

Shopping for a Snack

Shopping for Cooking

Other Shopping

We should encourage all learners with CLD to be as independent as they possibly can be. It is the intention of this curriculum that all learners are enabled to be the best that they can be and do the best that they can do, whatever that might be. The goal is always to achieve as complete a level of independence that the individual is able to achieve in shopping, in each individual shop.

My Cooking

Follow EQUALs Informal Curriculum – Section 4(will be individual for each pupil)

Spreading

Opening and replacing lids

Fetching and putting away equipment

Washing and drying utensils

Washing and drying hands

Slicing and cutting soft food

Making a sandwich

Making a soft drink

Preparing breakfast cereal

Making angel delight

With My Cooking, there is not an obvious single starting point and there is certainly no end point. Learners will therefore probably start at several 'starting points' at once and may well go off in very different directions because what they cook may well depend on what they like to eat, as well of course, on the individual learners' possible physical and cognitive barriers, their individual skill level (for instance what they are able to cook independently and then able to cook with support and guidance) and home circumstances. It is nonetheless, very important that learners are taught and experience as wide a range of different skills/cooking activities as possible whatever their cognitive level or physical



	disability. It is however likely that most learners will achieve and become competent in the basics at least and we need to remember that we are aiming for the highest levels of independence that the learner can achieve by the time they leave school or college.
My Outdoor	Forest Schools - Every class will take part in a Forest Schools session once a week.
School	Staff and learner preparation
	Learner preparation
	Starting out
	Orienteering
	Shelter building
	Using an open fire
	Cooking outdoors
	There are very many reasons for adopting My Outdoor School as a regular part of your Informal curriculum and as a weekly activity in every group timetable – promoting independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting
	thinking and problem solving; not to mention, having fun!



-YEAR 1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
World About Me	People	Seasons &	Recycle	Lifecycle of Plants	Photography	Passage of Time
_		Weather				
Topic		Autumn Winter				
,						
Festivals &		Remembrance Day		Holi	May day celebration	
Celebrations		Christmas	Valentines Day	Easter	Makaton day	
RRSA	Article 7 – I have the	Article 28 – I have the	Article 27 – I have the	Article 14 – I have the	Article 12 – I have the	Article 31 – I have the
	right to a name and to	right to an education	right to have a proper	right to have my own	right to be listened to,	right to play and relax
	belong to a country	(school is free,	house, food and	thoughts and beliefs and	and taken seriously	
	(knowing friends	aspirational education	clothing	to choose my religion,		Article 29- I have the
	names, having a class	goals, we get to come		with my parents'	Article 13- I have the	right to an education
	and department name	to school while other	Article 24 – I have the	guidance (pathway	right to find out and	which develops my
	etc)	children around the	right to good quality	gatherings, talk about	share information	personality, respect
		world sometimes	health care to clean	what was celebrated at	(finding information on	for others rights and
	Article 42- everyone	can't)	water and good food	Christmas, other religious	the internet, freedom	the environment
	should know about the	Article 38- I am not	Article 39- I have the	festivals)	to communicate by	(production, develop
	UNCRC (when writing class charter your	allowed to join the	right to help if I have	Article 30 – I have the	talking, writing using communication aids,	personality and talents, work around
	telling pupils about	army until I am 15	been hurt, neglected	right to speak my own	drawing to say how I	the natural
	rights)	(Remembrance Day,	or badly treated	language and to follow	am feeling, adulthood	environment –
	rights)	current conflicts)	(school nurse,	my family's way of life	choice information)	enjoying these spaces/
		current connects)	dentist/doctor, LD	my family 3 way of me	choice information)	developing them,
		Article 22 – if I am a	CAMHS links)	Article 15 – I have the	Article 17 – I have the	respecting others)
		refugee, I have the	Gravino mino,	right to meet with friends	right to get information	respecting others,
		same rights as	Article 19- I have the	and to join groups (could	in lots of ways, so long	
		children born in that	right to be protected	you organise a group at	as its safe (how can you	
		country (what are	from being hurt or	lunchtime/ in class ,	tell the source of	
		refugees)	badly treated	golden time etc if you	information, online	
				have this, older pupils	safety, access to news I	
		Article 32- I should	Article 26- my family	could talk about groups	can understand)	
		not be made to do	should get the money	they attend or find out		
		dangers work	I need to help bring	about other groups locally		
		(employability	me up)		
		lessons, health and				
		safety)				



Number	Place Value	Addition & Subtraction	Place Value	Addition & Subtraction	Place Value / Multiplication &	Fractions		
Taken from White					Division (To 50+)			
Rose SOW								
<u>MATHS</u>								
Functional Maths	Measurement	Time	Money	Geometry	Time	Money		
Taken from White								
Rose SOW								
<u>MATHS</u>								
Phonics			Twinkl Scl	neme of Work				
			Swimming (inc. o	Irowning prevention				
Physical Health	Forest School	Dance -	Sport &	Sport & Exercise	Sport & Exercise	Sport & Exercise		
		Sequencing	Exercise (My	(My Play &	(My Play &	(My Play &		
		movement	Play & Leisure)	Leisure) – Team	Leisure) – Ball	Leisure) - Races		
			– Ball Games	Games	Games /			
					Playgrounds			
	Structured Play	Structured Play	Structured Play	Structured Play -	Structured Play -	Structured Play		
	,	-	-	,	,	-		
	Free Play - F	ollow EQUALs Sem	i Formal Curriculu	m My Play & Leisure	(will be individual fo	or each pupil)		
My Play & Leisure	,			tary Play	,	p-p ,		
, ,	Parallel Play							
	Shared Play							
	Turn taking Play							
	Co-operative Play							
	ICT Free Play -	ICT Free Play -	ICT Free Play -	ICT Free Play -	ICT Free Play -	ICT Free Play -		
My Creativity	Art – Collage	Music	Art - Drawing	Music	Art - Painting	Drama – Drama		
						related activity		



PSHE KS1/KS2 Relationships Education Please use topics from PSHE Association in first instance and then use Equals if needing extra ideas Ll's are on O Track and in Word Document folders on Shared in Resources- PSHE/RSE	PSHE Association: Changing and Growing 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships (and families, LGBT embedded) EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships	PSHE Association: Self Awareness 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others EQUALS: My Relationships and Sex Education Knowing Me	PSHE Association: Self Care, Support and Safety 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private EQUALS: My Relationships and Sex Education Public and Private	PSHE Association: Managing Feelings 1. Identifying and expressing feelings 2. Managing strong feelings feelings EQUALS: My Relationships and Sex Education Knowing My Body	PSHE Association: Healthy Lifestyles 1. Healthy Eating 2. Taking care of physical health 3. Keeping well EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	PSHE Association: The World I Live in 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community EQUALS: The World About Me People Recycling
PSHE KS3 Relationships and Sex	PSHE Association: Changing and Growing	PSHE Association: Self Awareness	PSHE Association: Self Care, Support and Safety	PSHE Association: Managing Feelings	PSHE Association: Healthy Lifestyles	PSHE Assocation: The World I Live in
Education	1. Puberty 2. Friendship	Personal strengths Skills for learning	Self Care, Support and Safety	Self-esteem and unkind comments Strong feelings	 Elements of a healthy lifestyles Mental wellbeing Physical activity 	1. Diversity/rights and responsibilities2. Managing online information



Please use topics from PSHE Association in first instance and then use Equals if needing extra ideas LI's are on O Track and in Word Document folders on Shared in Resources- PSHE/RSE	3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/ parenthood EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.	3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private EQUALS: My Relationships and Sex Education Public and Private	3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances EQUALS: The World About Me People Recycling
	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -
	Community -	Community -	Community -	Community -	Community -	Community -
My Independence	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -
			My Dressing	and Undressing		
	Follo	w EQUALs Scheme	e of work 'My Inde	pendence'. (will be i	ndividual for each p	upil)
Technology inc.	Back to basics:	<u>Internet safety:</u>	Up to date soft and	What else is out	Creative technology	On line usage:
Online Safety	Learning basic	We recognise that	hardware:	there?	Enable creativity	use google, order
	computing skills	our young people	Students'	Students' functional	- use apps to	shopping, research
	such turning on ICT	need a strong, but	computing skills and	understanding of	create and to inform	different topics



mou sele key navi	use to make ections, using a /board, and rigating the ernet.	age-appropriate, understanding of how to keep safe when using modern computing technology and the internet.	understanding are developed in order to access learning, leisure and essential support for living effectively in an increasingly digital world.	computing is developed to support communication - use of i pads with com aids on as appropriate,	and enhance life- long learning Making music with apps.	
Makaton	Key sig	gns linked to topic	, sign of the week	& classes to follow 'N	My Communication	SoW

YEAR 2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	People	Water	Lifecycle of Animals	Seasons & Weather Spring	Food	Passage of Time
				Summer		
Festivals &						
Celebrations						
RRSA	Article 7 – I have the	Article 28 – I have the	Article 27 – I have the	Article 14 – I have the	Article 12 – I have the	Article 31 – I have the
	right to a name and to	right to an education	right to have a proper	right to have my own	right to be listened to,	right to play and relax
	belong to a country	(school is free,	house, food and	thoughts and beliefs and	and taken seriously	
	(knowing friends	aspirational education	clothing	to choose my religion,		



	names, having a class and department name etc) Article 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights)	goals, we get to come to school while other children around the world sometimes can't) Article 38- I am not allowed to join the army until I am 15 (Remembrance Day, current conflicts) Article 22 – if I am a refugee, I have the same rights as children born in that country (what are refugees) Article 32- I should not be made to do dangers work (employability lessons, health and safety)	Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated (school nurse, dentist/doctor, LD CAMHS links) Article 19- I have the right to be protected from being hurt or badly treated Article 26- my family should get the money I need to help bring me up	with my parents' guidance (pathway gatherings, talk about what was celebrated at Christmas, other religious festivals) Article 30 – I have the right to speak my own language and to follow my family's way of life Article 15 – I have the right to meet with friends and to join groups (could you organise a group at lunchtime/ in class, golden time etc if you have this, older pupils could talk about groups they attend or find out about other groups locally)	Article 13- I have the right to find out and share information (finding information on the internet, freedom to communicate by talking, writing using communication aids, drawing to say how I am feeling, adulthood choice information) Article 17 – I have the right to get information in lots of ways, so long as its safe (how can you tell the source of information, online safety, access to news I can understand)	Article 29- I have the right to an education which develops my personality, respect for others rights and the environment (production, develop personality and talents, work around the natural environment — enjoying these spaces/developing them, respecting others)
Number	Number	number	number	Number	number	Number
Functional Maths	Shape / Space	Time	Money	Measurement incl capacity	Time	Money
Phonics			Twinkl Sche	eme of Work		
			Swimming (inc. dr	owning prevention)		
Physical Health	Forest School	Dance	Sport & Exercise	Sport & Exercise	Sport & Exercise	Sport &
			(My Play &	(My Play &	(My Play &	Exercise (My
			Leisure) – Ball	Leisure) – Team	Leisure) – Ball	Play & Leisure) -
			Games	Games	Games /	Races
					Playgrounds	



	Structured Play	Structured Play	Structured Play -	Structured Play -	Structured Play	Structured Play				
	Free Play - F	Free Play - Follow EQUALs Semi Formal Curriculum My Play & Leisure (will be individual for each pupil)								
My Play &	11001107	011011		ry Play	viii be marvidaa i	or caerr papily				
Leisure				lel Play						
	Shared Play									
				king Play						
	Co-operative Play									
	ICT Free Play -	ICT Free Play -	ICT Free Play -	ICT Free Play -	ICT Free Play -	ICT Free Play -				
My Creativity	Art – print	Music	Art - sculpture	Music	Art – Digital	Drama				
	making				media					
PSHE	PSHE Association:	PSHE Association:	PSHE Association:	PSHE Association:	PSHE Association:	PSHE Association:				
KS1/KS2	Changing and	Self Awareness	Self Care, Support and	Managing Feelings	Healthy Lifestyles	The World I Live in				
Relationships	Growing	1. Things we are	Safety	1. Identifying and	1. Healthy Eating	1. Respecting				
Education	1. Baby to adult	good at	1. Taking care of	expressing feelings	2. Taking care of	differences between				
	2. Changes at	2. Kind and unkind	ourselves	2. Managing strong	physical health	people				
Please use topics	puberty	behaviours	2. Keeping safe 3. Trust	feelings	3. Keeping well	2. Jobs people do3. Rules and laws				
from PSHE	3. Dealing with touch	3. Playing and working together	4. Keeping safe online			4. Taking care of the				
Association in	4. Different types of	4. People who are	5. Public and Private			environment				
first instance and	relationships (and	special to us				5. Belonging to a				
then use Equals if	families, LGBT embedded)	5. Getting on with others		EQUALS: My	EQUALS: My-	community				
needing extra	embeddedj	others	EQUALS: My	Relationships and Sex	Physical Wellbeing	EQUALS: The World				
ideas	EQUALS: My		Relationships and Sex Education	Education	Healthy eating and	About Me				
LI's are on O	Relationships and	EQUALS: My	Public and Private	Knowing My Body Sexual intimacy with	healthy lifestyles Mental Health and	People				
Track and in	Sex Education	Relationships and		another person	Wellbeing	Recycling				
Word Document	Knowing My Body, Public and Private,	Sex Education								
folders on	Touching and	Knowing Me								
Shared in	allowing others to									



Resources- PSHE/RSE	touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.					
PSHE	PSHE Assocation:	PSHE Assocation:	PSHE Association:	PSHE Assocation:	PSHE Assocation:	PSHE Assocation:
KS3 Relationships and Sex	Changing and Growing	Self Awareness	Self Care, Support and Safety	Managing Feelings	Healthy Lifestyles	The World I Live in
Education	Puberty Friendship	1. Personal strengths2. Skills for learning	Feeling unwell Feeling	1. Self-esteem and unkind comments2. Strong feelings	1. Elements of a healthy lifestyles2. Mental wellbeing	1. Diversity/rightsand responsibilities2. Managing online
Please use topics from PSHE Association in first instance and then use Equals if needing extra	3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception	3. Prejudice and discrimination4. Managing pressure	frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling	3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse	3. Physical activity4. Healthy eating5. Body image6. Medicinal drugs7. Drugs, alcohol & tobacco	information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances
ideas LI's are on O Track and in Word Document folders on Shared in Resources-	5. Long-term relationships/ parenthood EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private,	EQUALS: My Relationships and Sex Education Knowing Me	EQUALS: My Relationships and Sex Education Public and Private	EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	EQUALS: My- Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	EQUALS: The World About Me People Recycling
PSHE/RSE	Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy			*this term a letter needs to be sent to parents explaining that pupils will be taught SRE this half term and learning about intimate		



	with another person. *this term a letter needs to be sent to parents explaining that pupils will be taught SRE this half term and learning about intimate			relationships. See template on shared.				
	relationships. See template on shared.							
My Independence	Travel Training	Travel Training	Travel Training -	Travel Training -	Travel Training -	Travel Training -		
	Community -	Community -	Community -	Community -	Community -	Community -		
	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -		
	My Dressing and Undressing Follow EQUALs Semi Formal Curriculum (will be individual for each pupil)							
Technology inc. Online Safety	Back to basics: Learning basic computing skills such turning on ICT devices, using a mouse to make selections, using a keyboard, and navigating the internet.	Internet safety: We recognise that our young people need a strong, but age-appropriate, understanding of how to keep safe when using modern computing technology and the internet.	Up to date soft and hardware: Students' computing skills and understanding are developed in order to access learning, leisure and essential support for living effectively in an increasingly digital world.	What else is out there? Students' functional understanding of computing is developed to support communication - use of i pads with com aids on as appropriate,	Creative technology Enable creativity - use apps to create and to inform and enhance life-long learning Making music with apps.	On line usage: use google, order shopping, research different topics		
Makaton			Key signs linked to	topic & follow SoW				





YEAR 1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6		
Topic - World About Me	People	Seasons & Weather	Recycle	Lifecycle of Plants	Photography	Passage of Time		
		Autumn Winter						
Festivals & Celebrations		Remembrance Day	Bhodi	Holi	Special person/May day			
		Christmas	Valentines Day	Easter	celebration			
RRSA	Article 7 – I have the right to a	Article 28 – I have the right to an	Article 27 – I have the right to have	Article 14 – I have the right to have	Semi Formal Summer Festival Article 12 – I have the right to be	Article 31 – I have the right to pla		
MCAA	name and to belong to a country	education (school is free,	a proper house, food and clothing	my own thoughts and beliefs and to	listened to, and taken seriously	and relax		
	(knowing friends names, having a	aspirational education goals, we get		choose my religion, with my				
	class and department name etc)	to come to school while other children around the world	Article 24 – I have the right to good	parents' guidance (pathway gatherings, talk about what was	Article 13 - I have the right to find out and share information (finding	Article 29- I have the right to an education which develops my		
	Article 42- everyone should know	sometimes can't)	quality health care to clean water and good food	celebrated at Christmas, other	information on the internet,	personality, respect for others		
	about the UNCRC (when writing	,		religious festivals)	freedom to communicate by	rights and the environment		
	class charter your telling pupils	Article 38- I am not allowed to join	Article 39- I have the right to help if		talking, writing using communication aids, drawing to say	(production, develop personality and talents, work around the		
	about rights)	the army until I am 15 (Remembrance Day, current	I have been hurt, neglected or badly treated (school nurse,	Article 30 – I have the right to speak my own language and to	how I am feeling, adulthood choice	natural environment – enjoying		
		conflicts)	dentist/doctor, LD CAMHS links)	follow my family's way of life	information)	these spaces/ developing them,		
				, , , , , , , , , , , , , , , , , , , ,	Article 17 – I have the right to get	respecting others)		
		Article 22 – if I am a refugee, I have the same rights as children born in	Article 19- I have the right to be protected from being hurt or badly	Article 15 – I have the right to meet	information in lots of ways, so long			
		that country (what are refugees)	treated	with friends and to join groups (could you organise a group at	as its safe (how can you tell the			
				lunchtime/ in class, golden time etc	source of information, online safety, access to news I can			
		Article 32- I should not be made to	Article 26- my family should get the	if you have this, older pupils could	understand)			
		do dangers work (employability lessons, health and safety)	money I need to help bring me up	talk about groups they attend or find out about other groups locally)				
Functional Maths				a car about crite. B. cape icca, /				
Tunctional Matris	Money	Number	Money	Number	Money	Number		
	Wioney	Number	iviolicy	Number	iviolicy	Number		
	Please use the calculation strategy to ensure continuity and progression across school							
		These activities are v	worked on throughout the w	eek and embedded in all ar	eas of the curriculum			
		THOSE don't des are t	nomea on amoughout the m					
			Problem solving , Shape &	space, Measurement, Time				
				,				
Functional Function			Function					
Functional English			Function	al English				
Functional English Physical Health	Forest School (not U4)		DofE (U	al English J4 only)				
			DofE (U	al English J4 only) (Gym, Aerobics, Zumba, Wa	<u> </u>			
		Swimmin ows 'My Creativity' which is My N	DofE (U	al English J4 only) (Gym, Aerobics, Zumba, Wa	<u> </u>	exibly		
Physical Health			DofE (U	al English J4 only) (Gym, Aerobics, Zumba, Wa	<u> </u>	exibly PSHE Assocation:		
Physical Health Opportunities PSHE	PSHE Assocation:	ows 'My Creativity' which is My M	DofE (L g or Pupil choice of Exercise Music, My Art, My Dance and My	al English J4 only) (Gym, Aerobics, Zumba, Wa Drama (all those SoW are in the S	Semi Formal folder). Delivered fl	,		
Physical Health Opportunities PSHE KS4 Relationships and Sex	PSHE Assocation: Changing and Growing	PSHE Assocation: Self Awareness	DofE (Leg or Pupil choice of Exercise Music, My Art, My Dance and My PSHE Assocation: Self Care, Support and Safety	(Gym, Aerobics, Zumba, Wa Drama (all those SoW are in the Sow and	Semi Formal folder). Delivered floor PSHE Assocation: Healthy Lifestyles	PSHE Assocation: The World I Live in		
Physical Health Opportunities PSHE	PSHE Assocation: Changing and Growing 1. Puberty	PSHE Assocation: Self Awareness 1. Personal strengths	DofE (Log or Pupil choice of Exercise Music, My Art, My Dance and My PSHE Assocation: Self Care, Support and Safety 1. Feeling unwell	Cal English J4 only) (Gym, Aerobics, Zumba, Water of the state of th	PSHE Assocation: Healthy Lifestyles 1. Elements of a healthy	PSHE Assocation: The World I Live in 1. Diversity/rights and		
Physical Health Opportunities PSHE KS4 Relationships and Sex Education	PSHE Assocation: Changing and Growing 1. Puberty 2. Friendship	PSHE Assocation: Self Awareness 1. Personal strengths 2. Skills for learning	DofE (Leg or Pupil choice of Exercise Music, My Art, My Dance and My PSHE Assocation: Self Care, Support and Safety	(Gym, Aerobics, Zumba, Water Drama (all those SoW are in the Sow and the Sow a	PSHE Assocation: Healthy Lifestyles 1. Elements of a healthy lifestyles	PSHE Assocation: The World I Live in 1. Diversity/rights and responsibilities		
Physical Health Opportunities PSHE KS4 Relationships and Sex	PSHE Assocation: Changing and Growing 1. Puberty	PSHE Assocation: Self Awareness 1. Personal strengths	DofE (Log or Pupil choice of Exercise Music, My Art, My Dance and My PSHE Assocation: Self Care, Support and Safety 1. Feeling unwell 2. Feeling frightened/worried	Cal English J4 only) (Gym, Aerobics, Zumba, Water of the state of th	PSHE Assocation: Healthy Lifestyles 1. Elements of a healthy	PSHE Assocation: The World I Live in 1. Diversity/rights and		





instance and then use Equals if needing extra ideas Ll's are on O Track and in Word Document folders on Shared in Resources- PSHE/RSE	4. Intimate relationships, consent and contraception 5. Long-term relationships/parenthood EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.	EQUALS: My Relationships and Sex Education Knowing Me	6. Public and private 7. Gambling 8. County Lines and exploitation EQUALS: My Relationships and Sex Education Public and Private	4. Expectations of relationships/abuse EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	4. Preparing for adulthood 5. Managing Finances EQUALS: The World About Me People Recycling
Community	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -
	Community -	Community -	Community -	Community -	Community -	Community -
My Independence	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -
	ILS -	ILS -	ILS -	ILS -	ILS -	ILS -
Employability	OCR- Entry Level Employability Unit	OCR- Entry Level Employability Unit Xmas Fayre Enterprise project.	OCR- Entry Level Employability Unit	OCR- Entry Level Employability Unit Easter Fayre Enterprise project	Talentino- WRL for Independent living units. Choice from gardening, cleaning, personal hygiene, cleaning, food & catering. Summer Fayre Enterprise project	Summer Fayre Enterprise project.
Technology inc. Online Safety	Back to basics: Learning basic computing skills such turning on ICT devices, using a mouse to make selections, using a keyboard, and navigating the internet.	Internet safety: We recognise that our young people need a strong, but ageappropriate, understanding of how to keep safe when using modern computing technology and the internet.	Up to date soft and hardware: Students' computing skills and understanding are developed in order to access learning, leisure and essential support for living effectively in an increasingly digital world.	What else is out there? Students' functional understanding of computing is developed to support communication - use of i pads with com aids on as appropriate,	Creative technology Enable creativity - use apps to create and to inform and enhance life-long learning Making music with apps.	On line usage: use google, order shopping, research different topics
Makaton		Key signs linked	to topic, sign of the week &	classes to follow 'My Comr	nunication' SoW	1

YEAR 2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic - World about Me	People	Water	Lifecycle of Animals	Seasons & Weather	Food	Passage of Time
				Spring Summer		
Festivals & Celebrations						
RRSA	Article 7 – I have the right to a	Article 28 – I have the right to an	Article 27 – I have the right to have	Article 14 – I have the right to have	Article 12 – I have the right to be	Article 31 – I have the right to play
	name and to belong to a country	education (school is free,	a proper house, food and clothing	my own thoughts and beliefs and to	listened to, and taken seriously	and relax
	(knowing friends names, having a	aspirational education goals, we get		choose my religion, with my		
	class and department name etc)	to come to school while other		parents' guidance (pathway	Article 13- I have the right to find	Article 29- I have the right to an
				gatherings, talk about what was	out and share information (finding	education which develops my





lls Fot b		3		111		aing Skills
	Article 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights)	children around the world sometimes can't) Article 38- I am not allowed to join the army until I am 15 (Remembrance Day, current conflicts) Article 22 – if I am a refugee, I have the same rights as children born in that country (what are refugees) Article 32- I should not be made to do dangers work (employability lessons, health and safety)	Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated (school nurse, dentist/doctor, LD CAMHS links) Article 19- I have the right to be protected from being hurt or badly treated Article 26- my family should get the money I need to help bring me up	celebrated at Christmas, other religious festivals) Article 30 – I have the right to speak my own language and to follow my family's way of life Article 15 – I have the right to meet with friends and to join groups (could you organise a group at lunchtime/ in class, golden time etc if you have this, older pupils could talk about groups they attend or find out about other groups locally)	information on the internet, freedom to communicate by talking, writing using communication aids, drawing to say how I am feeling, adulthood choice information) Article 17 – I have the right to get information in lots of ways, so long as its safe (how can you tell the source of information, online safety, access to news I can understand)	personality, respect for others rights and the environment (production, develop personality and talents, work around the natural environment – enjoying these spaces/ developing them, respecting others)
Functional Maths	Money	Number	Money	Number	Money	Number
			calculation strategy to ensu worked on throughout the w Problem solving , Shape &		_	
Functional English			Function	al English		
Physical Health	Forest School (not U4)	Swimmin	DofE (l	J4 only) (Gym. Aerobics, Zumba, Wa	alking etc)	
Opportunities		34411111111		(Gym, Acrobics, Zamba, We		
PSHE KS4 Relationships and Sex Education Please use topics from PSHE Association in first instance and then use Equals if needing extra	PSHE Assocation: Changing and Growing 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/	PSHE Assocation: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure	PSHE Assocation: Self Care, Support and Safety 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling	PSHE Assocation: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse	PSHE Assocation: Healthy Lifestyles 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs	PSHE Assocation: The World I Live in 1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances
ideas LI's are on O Track and in Word Document folders on Shared in Resources- PSHE/RSE	EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.	EQUALS: My Relationships and Sex Education Knowing Me	8. County Lines and exploitation EQUALS: My Relationships and Sex Education Public and Private	EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	7. Drugs, alcohol & tobacco EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	EQUALS: The World About Me People Recycling





Community	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -		
	Community -	Community -	Community -	Community -	Community -	Community -		
My Independence	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -		
	ILS -	ILS -	ILS -	ILS -	ILS -	ILS -		
Employability								
Technology inc. Online	Back to basics:	<u>Internet safety:</u>	Up to date soft and hardware:	What else is out there?	Creative technology	On line usage:		
Safety	Learning basic computing skills such turning on ICT devices, using a mouse to make selections, using a keyboard, and navigating the internet.	We recognise that our young people need a strong, but age-appropriate, understanding of how to keep safe when using modern computing technology and the internet.	Students' computing skills and understanding are developed in order to access learning, leisure and essential support for living effectively in an increasingly digital world.	Students' functional understanding of computing is developed to support communication - use of i pads with com aids on as appropriate,	Enable creativity - use apps to create and to inform and enhance life-long learning Making music with apps.	use google, order shopping, research different topics		
Makaton	Key signs linked to topic & follow SoW							

YEAR 3	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic - World About Me Festivals &						
Celebrations						
RRSA	Article 7 – I have the right to a name and to belong to a country (knowing friends names, having a class and department name etc) Article 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights)	Article 28 – I have the right to an education (school is free, aspirational education goals, we get to come to school while other children around the world sometimes can't) Article 38- I am not allowed to join the army until I am 15 (Remembrance Day, current conflicts) Article 22 – if I am a refugee, I have the same rights as children born in that country (what are refugees) Article 32- I should not be made to do dangers work (employability lessons, health and safety)	Article 27 – I have the right to have a proper house, food and clothing Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated (school nurse, dentist/doctor, LD CAMHS links) Article 19- I have the right to be protected from being hurt or badly treated Article 26- my family should get the money I need to help bring me up	Article 14 – I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance (pathway gatherings, talk about what was celebrated at Christmas, other religious festivals) Article 30 – I have the right to speak my own language and to follow my family's way of life Article 15 – I have the right to meet with friends and to join groups (could you organise a group at lunchtime/ in class, golden time etc if you have this, older pupils could talk about groups they attend or find out about other groups locally)	Article 12 – I have the right to be listened to, and taken seriously Article 13- I have the right to find out and share information (finding information on the internet, freedom to communicate by talking, writing using communication aids, drawing to say how I am feeling, adulthood choice information) Article 17 – I have the right to get information in lots of ways, so long as its safe (how can you tell the source of information, online safety, access to news I can understand)	Article 31 – I have the right to play and relax Article 29- I have the right to an education which develops my personality, respect for others rights and the environment (production, develop personality and talents, work around the natural environment – enjoying these spaces/developing them, respecting others)



Building Skills for Life – Semi Formal Upper LTP



Functional Maths	X7 weeks	X7 weeks	X6 weeks	X6 weeks	X5 weeks	X8 weeks
	Money	Number	Time	Number	Time	Money
AQA Entry	118634 Unit 1	114716 Unit 2	119612	114716 Unit 2	119612	118634 Unit 1
Level	https://www.aga.org.uk/pro	https://www.aga.org.uk/progra	https://www.aqa.org.uk/progra			Money
	grammes/unit-award-	mmes/unit-award-scheme/unit-	mmes/unit-award-			118635 Unit 2
Students will	scheme/unit-	details?unit=114716	scheme/unit-			
have one	details?unit=118634	3074.110. 41.11. 22.17.20	details?unit=119612			
aught lesson	Money					
of maths,	118635 Unit 2					
recapping	https://www.aqa.org.uk/p					
skills and	rogrammes/unit-award-					
then	scheme/unit-					
evidence	details?unit=118635					
practicing						
these skills in						
real life		Please use the calcu	lation strategy to ensure contin	uity and progression acros	ss school	
situations				and progression derect	<u> </u>	
	These	activities are worked on through				ack
like My	These	activities are worked on through				ack
	These	_		all areas of the curriculum a		ack
like My Independenc	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated throughout	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated throughout the year	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated throughout	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated throughout the year Functional	These	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated throughout the year Functional English	These Forest School	_	out the week and embedded in a	all areas of the curriculum a		ack
like My Independenc e They will cover 3 topics rotated throughout the year Functional English		Pro	out the week and embedded in a	all areas of the curriculum a	and assessed through Otra	ack
like My Independenc e They will cover 3 topics rotated throughout the year Functional English Physical	Forest School	Pro	Pupil choice of Exercise (Gym, Ae	all areas of the curriculum al	c.)	
like My Independenc e They will cover 3 topics rotated throughout the year Functional English Physical Health	Forest School	Swimming or	Pupil choice of Exercise (Gym, Ae	all areas of the curriculum al	c.)	
like My ndependenc e They will cover 3 topics rotated throughout the year Functional English Physical Health Opportunitie	Forest School Follo PSHE Assocation:	Swimming or ows 'My Creativity' which is My Music, PSHE Assocation:	Functional English Pupil choice of Exercise (Gym, Ae My Art, My Dance and My Drama (all PSHE Assocation:	erobics, Zumba, Walking et those SoW are in the Semi Fore	c.) mal folder). Delivered flexibly PSHE Assocation:	PSHE Assocation:
like My ndependenc e They will cover 3 topics rotated throughout the year Functional English Physical Health Opportunitie s	Forest School Follo	Swimming or ows 'My Creativity' which is My Music,	Pupil choice of Exercise (Gym, Ae My Art, My Dance and My Drama (all	erobics, Zumba, Walking et	c.) mal folder). Delivered flexibly	
like My ndependenc e They will cover 3 topics rotated throughout the year Functional English Physical Health Opportunitie s PSHE KS4	Forest School Follow PSHE Assocation: Changing and Growing	Swimming or ows 'My Creativity' which is My Music, PSHE Assocation: Self Awareness	Functional English Pupil choice of Exercise (Gym, Ae My Art, My Dance and My Drama (all PSHE Assocation: Self Care, Support and Safety	erobics, Zumba, Walking et those SoW are in the Semi Fore Managing Feelings	c.) mal folder). Delivered flexibly PSHE Assocation: Healthy Lifestyles	PSHE Assocation: The World I Live in
like My Independenc e They will cover 3 topics rotated throughout the year Functional English Physical Health Opportunitie s PSHE	Forest School Follo PSHE Assocation:	Swimming or ows 'My Creativity' which is My Music, PSHE Assocation:	Functional English Pupil choice of Exercise (Gym, Ae My Art, My Dance and My Drama (all PSHE Assocation:	erobics, Zumba, Walking et those SoW are in the Semi Fore	c.) mal folder). Delivered flexibly PSHE Assocation:	PSHE Assocation:



Building Skills for Life – Semi Formal Upper LTP



Please use topics from PSHE Association in first instance and then use Equals if needing extra ideas LI's are on O Track and in Word Document folders on Shared in Resources-PSHE/RSE	3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/ parenthood EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.	4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling 8. County Lines and exploitation EQUALS: My Relationships and Sex Education Public and Private	3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances EQUALS: The World About Me People Recycling
Community	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -
	Community -	Community -	Community -	Community -	Community -	Community -
My	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -
Independenc e	ILS -	ILS -	ILS -	ILS -	ILS -	ILS -
Employabilit y						
Technology inc. Online Safety						
Makaton		Key signs linked to	topic, sign of the week & classes	to follow 'My Communicatio	n' SoW	

Post-16 3 year Rolling programme

Year Subject		2022-23	2023-24	2024-25
Functional English Trialling AQA unit Awards for Yr1	Autumn	GW1 Unit 115530-Speaking, listening & communicating -Entry Level Unit 115531-Speaking, listening & communicating – Level 1 GW2 111224- Speaking, listening & communicating -Entry Level	GW1 Unit 116942-Speaking, listening & project - Entry Level GW2 Unit 116942-Speaking, listening & project - Entry Level	Unit awards to be confirmed in Summer 6 2024 following confirmation of class lists & new cohort.
	Spring	GW1 Unit 111220-Functional English-Reading-Entry level Unit 72161-Reading for enjoyment-(unit 2) Media Texts-Level 1 GW2 115299-Functional English-Reading with Support-Entry Level	GW1 115299-Functional English-Reading with Support-Entry Level GW2 72982 Reading & following simple instructions-Entry Level	
	Summer	<u>GW1</u> Unit 111222-Functional English – Writing –Entry level Unit 116940-Writing skills project-	GW1 Unit 105800 Writing for different purposes -Entry level	

English SMSC codes SP1 SI	P2 SP3 SP4 SP5 SP7 SP9 SI	Entry Level-Embed through year to complete project Unit 116464 –English: Writing-level 1 GW2 Unit 111222-Functional English – Writing –Entry level	GW2 Unit 105800 Writing for different purposes –Entry level SP19. M3 M4 M5 M6 M8 M12 M13 M20. S2 S3	S5 S12. C1,C2 C4 C12
Functional Maths	Autumn	<u>GW1</u> Unit 111703-Maths Number (unit 1)- Entry Level	<u>GW1</u> Unit 118634-Maths-Money (Unit 1) Entry Level	Unit awards to be confirmed in Summer 6 2024 following confirmation of class lists & new

		<u>GW1</u>	<u>GW1</u>	
	Spring	Unit 117395-Introduction to personal finance. Entry Level	Unit 117479 Recognising basic time & measure -Entry Level	
SMSC codes SP3, SP4, SP9, SP11, SP14, SP15, SP16, SP17, SP18, SP19, M1, M2, M3, M7, M8, M11, M12, M14, M15, M17, M18, M19, S1, S2, S3, S6, S8,		Unit 116915- Preparation for Adulthood-Money Awareness-Level 1 <u>GW2</u> Unit 111704-Maths:Money (unit 1) - Entry Level	GW2 Unit 117479 Recognising basic time & measure - Entry Level	
S9, S10, S11, S16, S17, S18, S20, S24, S25, C15	Summer	<u>GW1</u>	<u>GW1</u>	
		Unit 113861-Maths-Units of length, mass & capacity Entry Level	Unit 114716-Numeracy (unit 2)-Entry Level	
		Unit 112041-Maths Capacity- Level 1	<u>GW2</u>	
		<u>GW2</u>	Unit 118634-Maths-Money (Unit 1) Entry	
		Unit 110663-Maths:Knowledge of Measure in Everyday Life-Entry Level	Level	
	Autumn	GW1 -Circuit training	GW1	GW1
Sports		Aut 1 - Personal training circuits (School based)	Aut 1 - Personal training circuits (School based)	Aut 1- Personal training circuits (School based)
SMSC Codes		Aut 2-Chesterfield College Gym – personal training	Aut 2 -Chesterfield College Gym – personal training	Aut 2-Chesterfield College Gym – personal training
SP9 14 17 18		GW2 – Fundamental Skills & swimming	GW2 - Fundamental Skills & swimming	GW2 - Fundamental Skills& swimming
M1 8 11 12 17 19 S1 2 3 8 17 19 25		Agility, Balance, Co-Ordination	Agility, Balance, Co-Ordination	Agility, Balance, Co-Ordination
		Running, Jumping, Throwing &		

C15 16		Catching	Running, Jumping, Throwing & Catching	Running, Jumping, Throwing & Catching
	Spring	GW1 – Swimming at Queens Park Chesterfield College Gym – personal training	GW1 - Clubs (tennis, football, badminton, cricket etc.) & swimming Queens park swimming	GW1 - Clubs (tennis, football, badminton, cricket etc.) & swimming Queens Park Swimming
		GW2 – Wellbeing& swimming Yoga, Pilates, stretching & breathing	GW2 – Dance/Zumba& swimming Body shapes, sequencing moves & moving to music	GW2 – Boccia. & swimming Rules of the game, team work,
	Summer	GW1 – Tai Chi Local walks –Linacre Reservoir	GW1 - Athletics & leisure walking (inc. map reading) Linacre res, local area etc.	GW1 - Athletics & leisure walking (inc. map reading) Linacre res, local area etc.
		GW2 – Tai Chi Local walks –Linacre Reservoir	GW2 - Athletics & leisure walking (inc. map reading) Linacre res, local area etc.	GW2 - Athletics & leisure walking (inc. map reading) Linacre res, local area etc.
Health & Wellbeing SMSC Codes SP3, SP4, SP5, SP6, SP11, SP14, SP15, SP16, SP17, SP19 M1, M2, M3, M4, M7, M8, M10, M11, M13, M14, M17, M19 S1, S6, S9,S15, S17	Autumn	GW1 AQA Unit 116982 Entry Level Unit Award 'Health' GW2 AQA Unit 114734 Entry Level Unit Award 'Healthy Lifestyle' GW2 AQA Unit 115848 Entry Level Unit Award 'The 5 ways to Wellbeing'	PSHE/SRE Autumn 1: Changing and Growing 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/ parenthood EQUALS: My Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships,	

C1, C8			*this term a letter needs to be sent to parents explaining that pupils will be taught SRE this half term and learning about intimate relationships. See template on shared. Autumn 2: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	
	Spring	GW1 AQA Unit 116982 Entry Level Unit Award 'Health' Overlap with EL2 & EL3 OCR PSD GW2 AQA Unit 114734 Entry Level Unit Award 'Healthy Lifestyle' GW2 AQA Unit 115848 Entry Level Unit Award 'The 5 ways to Wellbeing'	Spring 3: Self Care, Support and Safety 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling 8. County Lines and exploitation EQUALS: My Relationships and Sex Education Public and Private Spring 4: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse	

		EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person *this term a letter needs to be sent to parents explaining that pupils will be taught SRE this half term and learning about intimate relationships. See template on shared.	
Summer	Summer 5: Self Care, Support and Safety 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling 8. County Lines and exploitation EQUALS: My Relationships and Sex Education Public and Private Summer 6: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction (LGBT embedded) 4. Expectations of relationships/abuse EQUALS: My Relationships and Sex Education Knowing My Body	Summer 5: Healthy Lifestyles 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing Summer 6: The World I Live in 1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances EQUALS: The World About Me People Recycling	

		Sexual intimacy with another person *this term a letter needs to be sent to parents explaining that pupils will be taught SRE this half term and learning about intimate		
		relationships. See template on shared.		
Employability Options	See OCR 5 yr rolling programme doc	Employability Options Students to choose from interest/employment pathways from 3	Employability Options Students to choose from interest/employment pathways from 3 areas-AQA unit award	Employability Options Options to be confirmed July 24
Gatsby Benchmark 5 'Encounters with employers & employees'	doc	areas-AQA unit award accreditation. 1: Painting & decorating	accreditation. 1. ICT Design — Aut-AQA Employability ICT - 115468	
throughout the year, where appropriate. This could consist of		2: Hospitality 3Garden Maintenance	Spr- AQA Employability ICT -30374 2. Site Team Assistant- Aut-AQA Employability -	
workshops, assemblies or specialist visits		Work Experience In house work experience to be offered to P-16 students including, classroom	Teamworking 110109 SPr-AQA Employability -Teamworking 30336	
Gatsby benchmark 6- 'Experiences of		assistant, litter picking, minibus caller, milk delivery.	3. Garden Maintenance - AQA- Basic Gardening skills -70869	
workplaces' Individualised WEX programme for selected students.		Students to complete application & go through interview process for the job chosen.	4. Hospitality- café- AQA Serving food & drink 116609	
			Work Experience	
			In house work experience to be offered to P-16 students including, classroom assistant, litter picking, minibus caller, milk delivery, photocopier technician,	
			Students to complete formal application & go through formal interview process for the job	

		chosen.	
RRSA	<u>Aut 1</u>	<u> Aut 1</u>	<u>Aut 1</u>
	Article 7 – I have the right to a name and to belong to a country (knowing friends names, having a class and department name etc)	Article 7 – I have the right to a name and to belong to a country (knowing friends names, having a class and department name etc)	Article 7 – I have the right to a name and to belong to a country (knowing friends names, having a class and department name etc)
	Article 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights)	Article 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights)	Article 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights)
	<u>Aut 2</u>	<u>Aut 2</u>	<u>Aut 2</u>
	Article 28 – I have the right to an education (school is free, aspirational education goals, we get to come to school while other children around the world sometimes can't) Article 38- I am not allowed to join the army until I am 15 (Remembrance Day, current conflicts)	Article 28 – I have the right to an education (school is free, aspirational education goals, we get to come to school while other children around the world sometimes can't) Article 38- I am not allowed to join the army until I am 15 (Remembrance Day, current conflicts)	Article 28 – I have the right to an education (school is free, aspirational education goals, we get to come to school while other children around the world sometimes can't) Article 38- I am not allowed to join the army until I am 15 (Remembrance Day, current conflicts)
	<u>Spr 3</u>	<u>Spr 3</u>	<u>Spr 3</u>
	Article 27 – I have the right to have a proper house, food and clothing Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated (school nurse, dentist/doctor, LD CAMHS links)	Article 27 – I have the right to have a proper house, food and clothing Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated (school nurse, dentist/doctor, LD CAMHS links) Spr 4	Article 27 – I have the right to have a proper house, food and clothing Article 24 – I have the right to good quality health care to clean water and good food Article 39- I have the right to help if I have been hurt, neglected or badly treated (school nurse, dentist/doctor, LD CAMHS links)
		Article 14 – I have the right to have my own	

<u>Spr 4</u>

Article 14 – I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance (assemblies if we have them, talk about what was celebrated at Christmas, other religious festivals)

Article 30 – I have the right to speak my own language and to follow my family's way of life

Article 15 – I have the right to meet with friends and to join groups (could you organise a group at lunchtime/ in class, golden time etc if you have this, older pupils could talk about groups they attend or find out about other groups locally)

Sum 5

Article 12 – I have the right to be listened to, and taken seriously

Article 13- I have the right to find out and share information (finding information on the internet, freedom to communicate by talking, writing using communication aids, drawing to say how I am feeling, adulthood choice information.

Sum 6

Article 31 – I have the right to play and relax

Article 29- I have the right to an

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Sum 6

Article 31 – I have the right to play and relax

Article 29- I have the right to an education which develops my personality, respect for others rights and the environment (production, develop personality and talents, work around the natural environment – enjoying these spaces/

Spr 4

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Article 29- I have the right to an education which develops my personality, respect for others rights and the environment

		education which develops my personality, respect for others rights and the environment (production, develop personality and talents, work around the natural environment — enjoying these spaces/ developing them, respecting others)	developing them, respecting others)	(production, develop personality and talents, work around the natural environment – enjoying these spaces/ developing them, respecting others)
Employability OCR Units	See OCR 5 yr rolling programme doc			
Community OCR Units	See OCR 5 yr rolling programme doc			
ILS OCR Units	See OCR 5 yr rolling programme doc			