

Building Skills for Life – Preformal LTP

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 wholly 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	Journeys (including a pre formal trip)	
<i>Suggested Sensory Stories</i>	3 little pigs sensory story True Story of the Three Little Pigs Jack and the Beanstalk Little Red Riding Hood (from Multisensory stories) Goldilocks and the 3 bears Wicked Sensory story There was a princess a long time ago Potion Poem	Frozen Snow bear Autumn a multisensory exploration	Don't put your finger in the Jelly Picnic sensory story Stancake pancake Charlie and the chocolate factory Chinese New Year sensory story Race to the checkout The Gingerbread Man (RMSS) The Farm (RMSS)	RE Sensory stories – All classes to use stories from this document. Holi (RMSS) Chinese New Year (RMSS)	Henry's holiday It's Miles to the Nile 3 Go Camping Journey to Space (RMSS) The Beach (RMSS) A Train Ride Through India (RMSS) The Rainforest (RMSS)	
<i>Festivals & Celebrations</i>	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)
<i>Gatherings</i> <i>Including Music, Communication and interaction, community time and</i>	Music	Games (Party Games)	Messy Play and Art	Games (Parachute)	Sensology	Games (Bowling)
<i>RRSA</i>	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 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 (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 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 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)

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			(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)		
Physical Wellbeing 2.7 Touch, Movement, Physiotherapy and Hydrotherapy	Hydrotherapy 1 morning session per week for each class.					
	Forest School					
	Physiotherapy <i>Physiotherapy is a significant part of most preformal pupil’s school day and is part of their educational curriculum rather than separate to it.</i> Individual physiotherapy plans written by physiotherapists are followed in classes. These are frequently reviewed and updated by school based physiotherapists.					
	Use EQUALS Pre-Formal Curriculum for guidance Positional Changes Movement to Music Massage Proprioceptive Massage Sherbourne M.O.V.E (if appropriate) <i>Rebound therapy (if appropriate & Accessible)</i> Dance TACPAC Input from sensory OT and sensory integration programs Relaxation Special Olympics – pathway physio gathering weekly					
2.2 Commuincation	Use EQUALS Pre-Formal 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). <i>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.</i> <i>Learners are encouraged to use whatever form of communication is appropriate for them as individuals.</i>					
Music 2.3 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance 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. <i>Music is a fantastic medium for motivating learners of all abilities, especially if we get away from the idea of conventional tunes and allow, encourage, facilitate our PMLD learners to make music for themselves. It really doesn’t matter what order the notes are in as long as the learner is playing because they want to, rather than because they are being made to by hand over hand holding of a drum stick or other beater.</i>					
	Tempo	Rhythm	Timbre	Texture	Structure	Pitch

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Sensory Cookery 2.4 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance <i>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 learning 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.</i> <i>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.</i>					
	Fairy Cakes	Celebration food - Christmas	Savory food	Celebration food – Easter	Summer salads	Food linked to chosen country
Upper Classes Sensory Cookery/ILS	For pupils in Upper Classes that it is appropriate for, Sensory Cookery will also be linked to preparing and eating a meal. This will include switch work.					
Sensory Exploration 2.5 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance This may be covered as a stand alone lesson or through sensory stories, sensory cooking, Art, TACPAC etc					
Call & Response 2.8 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance This may be covered as a stand alone lesson or through circle time, pre-formal gatherings, music and story telling. Linked to topic. - 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 2.9 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance Linked to topic and/or story <i>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.</i> <i>This means setting up the Art session so that learners can affect the development of the work without adult intervention or support.</i> Give time to learners to explore and manipulate the materials offered and remember, these don't have to include paint.					
	Autumn 1 Textures/textiles	Autumn 2 Painting	Spring 3 Sculpture	Spring 4 Collage	Summer 5 Mark Making	Summer 6 Natural Art
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. <i>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 regular opportunities to regularly access the outside world, in all weathers and in all seasons.</i> <i>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.</i>					
Opportunities (KS4 Only)						

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YEAR 2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Senses/Textures	Weather	Animals	Spring/Summer	Holidays	Water
<i>Sensory Literature Suggestions</i>	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
<i>Festivals & Celebrations</i>	Harvest Festival (Christianity) Diwali (Hindu) Halloween	Hanukah (Jewish) Christmas (Christianity) Bonfire Night	Chinese New Year Valentine's Day	Holi Mother's Day Easter (Christian)	Father's Day May Day	Water Festival Pride Week
<i>Gatherings</i>	Music interaction Festival: Christmas	Games (Party Games – musical spots, fancy dress game) Festival: Halloween	Call and Response Festival: Chinese New Year	Games (Boccia) Festival: Easter	Sensology (Water) Festival: May Day	Games (Parachute) Festival: Pride
<i>RRSA</i>	Article 7 – I have the right to a name and to belong to a country Article 42 - everyone should know about the UNCRC	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 with friends and to join groups	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	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
<i>Physical Wellbeing 2.7 Touch, Movement, Physiotherapy and Hydrotherapy</i>	Hydrotherapy					
	Forest School					
	Physiotherapy – Follow individual physiotherapy plans					
	Movement (2.7 Preformal curriculum) Individual for each pupil Positional Changes Movement to Music Massage Proprioceptive Massage Sherbourne M.O.V.E (if appropriate) <i>Rebound therapy (if appropriate & Accessible)</i> Dance					

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	TACPAC Relaxation Special Olympics – pathway physio gathering weekly					
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	Tempo	Rhythm	Timbre	Texture	Structure	Pitch
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	Cakes	Celebration food - Christmas	Savory food Pizzas, pastry, tarts, cheese straws	Celebration food – Easter	Fresh ingredients	Smoothies and ice lollies
<i>Sensory Exploration</i> 2.5 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance This may be covered as a stand alone lesson or through sensory stories, sensory cooking, Art, TACPAC etc					
<i>Call & Response</i> 2.8 Preformal Curriculum	Use EQUALS Pre-Formal Curriculum for Guidance This may be covered as a stand alone lesson or through circle time, pre-formal gatherings, music and story telling. Linked to topic. - 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.					
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<i>Opportunities (KS4 Only)</i>					

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<i>YEAR 1</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 3</i>	<i>Spring 4</i>	<i>Summer 5</i>	<i>Summer 6</i>
<i>Topic</i>	Traditional Tales	Autumn/Winter	Food & Drink	Colours	Animals	Journeys
<i>Sensory Stories</i>	See suggested book lists on Shared for each topic					
<i>Festivals & Celebrations</i>	Diwali (Hindu)	Christmas (Christianity)	Chinese New Year	Easter (Christianity)	Mayday	Pride
<i>RRSA</i>	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	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 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	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,	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	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,

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	writing class charter your telling pupils about rights)		or badly treated (school nurse, dentist/doctor, LD CAMHS links)	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	communication aids, drawing to say how I am feeling, adulthood choice information)	develop personality and talents, work around the natural environment – enjoying these spaces/ developing them, respecting others)
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				they attend or find out about other groups locally)		
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	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 Relationships and Sex Education KS3 and KS4 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	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	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 7. Gambling EQUALS: My Relationships and Sex Education 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 EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	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 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.	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 EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	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 EQUALS: The World About Me People Recycling
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<i>My Physical Wellbeing</i>	Swimming (inc. drowning prevention) Exercise/Physical Activity as appropriate to class/individual needs <i>*min 1 hr per week</i> Sensory Integration and Sensory Circuits OT Plans – Individual for each pupil <i>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.</i>					
<i>My Creativity – Art</i> <i>Elements of Art for the LTP are taken from EQUALS Semi-Formal Curriculum ‘My Art’.</i> <i>Use ‘encounter’ and ‘explore’ from the Semi-Formal My Art Curriculum for teaching ideas.</i>	Painting	Drawing	Printing	Digital Media	Textiles	Collage
<i>My Creativity – Music</i>	Dynamic	Tempo	Rhythm	Timbre	Texture	Pitch

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<i>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.</i>						
<i>My Communication</i>	Follow EQUALS Informal Curriculum (will be individual for each pupil) Imperative Communications Declarative Communications Formal Social Interactions with Familiar People Non-Verbal Behavioural Communications Peer to Peer communications Alternative Augmentative Communications <i>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.</i> <i>Learners are encouraged to use whatever form of communication is appropriate for them as individuals.</i>					
	Follow EQUALS Informal Curriculum (will be individual for each pupil) Solitary Play					

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<i>My Sensory Play</i>	Parallel Play Shared Play Turn taking Play Co-operative Play <i>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.</i>
<i>My Independence</i>	My Dressing and Undressing Follow EQUALs Informal Curriculum – Section 1 (will be individual for each pupil) <i>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 rather than just a social conversation.</i>
	My Travel Training Follow EQUALs Informal Curriculum – Section 2 (will be individual for each pupil) Travel by Pedestrian Travel by Bus <i>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.</i>
	My Shopping Follow EQUALs Informal Curriculum - Section 3 (will be individual for each pupil)

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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.

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<i>My Outdoor School</i>	Forest Schools - Every class will take part in a Forest Schools session once a week. Staff and learner preparation Learner preparation Starting out Orienteering Shelter building Using an open fire Cooking outdoors <i>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!</i>
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YEAR 2	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 3</i>	<i>Spring 4</i>	<i>Summer 5</i>	<i>Summer 6</i>
<i>Topic</i>	Food and Drink	Space	Mini Beasts	Spring/Summer	Dinosaurs	Water
<i>Sensory Stories</i>	See suggested book lists on Shared for each topic					

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<i>Festivals & Celebrations</i>	Diwali (Hindu)	Christmas (Christianity)	Chinese New Year	Easter (Christian)	Mayday	Pride
<i>RRSA</i>	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 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 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	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)	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 –

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				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. LLs are on O Track and in Word Document folders on Shared in	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	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

Building Skills for Life – Informal LTP

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 ideas. LIs are on O Track and in Word Document folders on Shared in Resources-PSHE/RSE	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	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 7. Gambling EQUALS: My Relationships and Sex Education 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 EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	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 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.	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 EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	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 EQUALS: The World About Me People Recycling
<i>My Physical Wellbeing</i>	Swimming (inc. drowning prevention) Exercise/Physical Activity as appropriate to class/individual needs *min 1 hr per week Sensory Integration and Sensory Circuits					

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	OT Plans – Individual for each pupil					
	<i>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.</i>					
<i>My Creativity – Art</i> <i>Elements of Art for the LTP are taken from EQUALS Semi-Formal Curriculum ‘My Art’.</i> <i>Use ‘encounter’ and ‘explore’ from the Semi-Formal My Art Curriculum for teaching ideas.</i>	Painting	Drawing	Collage	Textiles	Digital media	Sculpture
<i>My Creativity – Music</i> <i>Elements of Music for the LTP are taken from</i>	Tempo	Rhythm	Timbre	Texture	Structure	Pitch

Building Skills for Life – Informal LTP

<i>EQUALS Semi-Formal Curriculum ‘My Music’.</i> <i>Use ‘encounter’ and ‘explore’ from the Semi-Formal My Music Curriculum for teaching ideas.</i>						
<i>My Communication</i>	Follow EQUALS Informal Curriculum (will be individual for each pupil) Imperative Communications Declarative Communications Formal Social Interactions with Familiar People Non-Verbal Behavioural Communications Peer to Peer communications Alternative Augmentative Communications <i>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.</i> <i>Learners are encouraged to use whatever form of communication is appropriate for them as individuals.</i>					
<i>My Sensory Play</i>	Follow EQUALS Informal Curriculum (will be individual for each pupil) Solitary Play Parallel Play Shared Play Turn taking Play					

Building Skills for Life – Informal LTP

	Co-operative Play <i>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.</i>
My Independence	My Dressing and Undressing Follow EQUALs Informal Curriculum – Section 1 (will be individual for each pupil) <i>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 rather than just a social conversation.</i>
	My Travel Training Follow EQUALs Informal Curriculum – Section 2 (will be individual for each pupil) Travel by Pedestrian Travel by Bus <i>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.</i>

Building Skills for Life – Informal LTP

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

Building Skills for Life – Informal LTP

	<i>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.</i>
<i>My Outdoor School</i>	Forest Schools - Every class will take part in a Forest Schools session once a week. Staff and learner preparation Learner preparation Starting out Orienteering Shelter building Using an open fire Cooking outdoors <i>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!</i>

Building Skills for Life – Semi Formal Primary & Middle LTP

-YEAR 1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
World About Me – Topic	People	Seasons & Weather Autumn Winter	Recycle	Lifecycle of Plants	Photography	Passage of Time
Festivals & Celebrations		Remembrance Day Christmas	Valentines Day	Holi Easter	May day celebration Makaton day	
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 Primary & Middle LTP

<i>Number</i>	Place Value	Addition & Subtraction	Place Value	Addition & Subtraction	Place Value / Multiplication & Division (To 50+)	Fractions
<u>Taken from White Rose SOW</u> MATHS						
<i>Functional Maths</i>	Measurement	Time	Money	Geometry	Time	Money
<u>Taken from White Rose SOW</u> MATHS						
<i>Phonics</i>	Twinkl Scheme of Work					
<i>Physical Health</i>	Swimming (inc. drowning prevention)					
	Forest School	Dance - Sequencing movement	Sport & Exercise (My Play & Leisure) – Ball Games	Sport & Exercise (My Play & Leisure) – Team Games	Sport & Exercise (My Play & Leisure) – Ball Games / Playgrounds	Sport & Exercise (My Play & Leisure) - Races
<i>My Play & Leisure</i>	Structured Play -	Structured Play -	Structured Play -	Structured Play -	Structured Play -	Structured Play -
	Free Play - Follow EQUALs Semi Formal Curriculum My Play & Leisure (will be individual for each pupil) Solitary Play 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 -
<i>My Creativity</i>	Art – Collage	Music	Art - Drawing	Music	Art - Painting	Drama – Drama related activity

Building Skills for Life – Semi Formal Primary & Middle LTP

<i>PSHE KS1/KS2 Relationships Education</i> 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	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 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
<i>PSHE KS3 Relationships and Sex Education</i>	PSHE Association: Changing and Growing 1. Puberty 2. Friendship	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning	PSHE Association: Self Care, Support and Safety Self Care, Support and Safety	PSHE Association: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings	PSHE Association: Healthy Lifestyles 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity	PSHE Association: The World I Live in 1. Diversity/rights and responsibilities 2. Managing online information

Building Skills for Life – Semi Formal Primary & Middle 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.	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
<i>My Independence</i>	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 Scheme of work 'My Independence'. (will be individual for each pupil)					
<i>Technology inc. Online Safety</i>	<u>Back to basics:</u> Learning basic computing skills such turning on ICT	<u>Internet safety:</u> We recognise that our young people need a strong, but	<u>Up to date soft and hardware:</u> Students' computing skills and	<u>What else is out there?</u> Students' functional understanding of	<u>Creative technology</u> Enable creativity - use apps to create and to inform	<u>On line usage:</u> use google, order shopping, research different topics

Building Skills for Life – Semi Formal Primary & Middle LTP

	devices, using a mouse to make selections, using a keyboard, and navigating the internet.	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.	
<i>Makaton</i>	Key signs linked to topic, sign of the week & classes to follow 'My Communication' SoW					

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

Building Skills for Life – Semi Formal Primary & Middle LTP

	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)
<i>Number</i>	Number	number	number	Number	number	Number
<i>Functional Maths</i>	Shape / Space	Time	Money	Measurement incl capacity	Time	Money
<i>Phonics</i>	Twinkl Scheme of Work					
<i>Physical Health</i>	Swimming (inc. drowning prevention)					
	Forest School	Dance	Sport & Exercise (My Play & Leisure) – Ball Games	Sport & Exercise (My Play & Leisure) – Team Games	Sport & Exercise (My Play & Leisure) – Ball Games / Playgrounds	Sport & Exercise (My Play & Leisure) - Races

Building Skills for Life – Semi Formal Primary & Middle LTP

<i>My Play & Leisure</i>	Structured Play -	Structured Play -	Structured Play -	Structured Play -	Structured Play -	Structured Play -
	Free Play - Follow EQUALS Semi Formal Curriculum My Play & Leisure (will be individual for each pupil) Solitary Play 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 -
<i>My Creativity</i>	Art – print making	Music	Art - sculpture	Music	Art – Digital media	Drama
PSHE KS1/KS2 Relationships Education 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	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	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 EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	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

Building Skills for Life – Semi Formal Primary & Middle LTP

Resources- PSHE/RSE	touch me, Knowing Me, Forming relationships, Sexual intimacy with another person.					
<i>PSHE KS3 Relationships and Sex Education</i> 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	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 Relationships and Sex Education Knowing My Body, Public and Private, Touching and allowing others to touch me, Knowing Me, Forming relationships, Sexual intimacy	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	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 7. Gambling EQUALS: My Relationships and Sex Education 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 EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person <i>*this term a letter needs to be sent to parents explaining that pupils will be taught SRE this half term and learning about intimate</i>	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 EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	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 EQUALS: The World About Me People Recycling

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	with another person. <i>*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.</i>			<i>relationships. See template on shared.</i>		
<i>My Independence</i>	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)					
<i>Technology inc. Online Safety</i>	<u>Back to basics:</u> Learning basic computing skills such turning on ICT devices, using a mouse to make selections, using a keyboard, and navigating the internet.	<u>Internet safety:</u> 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.	<u>Up to date soft and hardware:</u> Students' computing skills and understanding are developed in order to access learning, leisure and essential support for living effectively in an increasingly digital world.	<u>What else is out there?</u> Students' functional understanding of computing is developed to support communication - use of i pads with com aids on as appropriate,	<u>Creative technology</u> Enable creativity - use apps to create and to inform and enhance life-long learning Making music with apps.	<u>On line usage:</u> use google, order shopping, research different topics
<i>Makaton</i>	Key signs linked to topic & follow SoW					

Building Skills for Life – Semi Formal Upper LTP

YEAR 1	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic - World About Me	People	Seasons & Weather Autumn Winter	Recycle	Lifecycle of Plants	Photography	Passage of Time
Festivals & Celebrations		Remembrance Day Christmas	Bhodi Valentines Day	Holi Easter	Special person/May day celebration Semi Formal Summer Festival	
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)
Functional Maths	Money	Number	Money	Number	Money	Number
	Please use the calculation strategy to ensure continuity and progression across school					
	These activities are worked on throughout the week and embedded in all areas of the curriculum					
Problem solving , Shape & space, Measurement, Time						
Functional English	Functional English					
Physical Health	DofE (U4 only)					
	Forest School (not U4)					
	Swimming or Pupil choice of Exercise (Gym, Aerobics, Zumba, Walking etc.)					
Opportunities	Follows ‘My Creativity’ which is My Music, My Art, My Dance and My Drama (all those SoW are in the Semi Formal folder). Delivered flexibly					
PSHE KS4 Relationships and Sex Education Please use topics from PSHE Association in first	PSHE Association: Changing and Growing 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour	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	PSHE Association: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction (LGBT embedded)	PSHE Association: Healthy Lifestyles 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating	PSHE Association: The World I Live in 1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment

Building Skills for Life – Semi Formal Upper LTP

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	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
<i>Community</i>	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -	Travel Training -
	Community -	Community -	Community -	Community -	Community -	Community -
<i>My Independence</i>	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -
	ILS -	ILS -	ILS -	ILS -	ILS -	ILS -
<i>Employability</i>	OCR- Entry Level Employability Unit	OCR- Entry Level Employability Unit <i>Xmas Fayre Enterprise project.</i>	OCR- Entry Level Employability Unit	OCR- Entry Level Employability Unit <i>Easter Fayre Enterprise project</i>	Talentino- WRL for Independent living units. Choice from gardening, cleaning, personal hygiene, cleaning, food & catering. <i>Summer Fayre Enterprise project</i>	<i>Summer Fayre Enterprise project.</i>
<i>Technology inc. Online Safety</i>	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
<i>Makaton</i>	Key signs linked to topic, sign of the week & classes to follow 'My Communication' SoW					

YEAR 2	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<i>Topic - World about Me</i>	People	Water	Lifecycle of Animals	Seasons & Weather Spring Summer	Food	Passage of Time
<i>Festivals & Celebrations</i>						
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 28 – I have the right to an education (school is free, aspirational education goals, we get to come to school while other	Article 27 – I have the right to have a proper house, food and clothing	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	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	Article 31 – I have the right to play and relax Article 29- I have the right to an education which develops my

Building Skills for Life – Semi Formal Upper LTP

	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
	<u>Please use the calculation strategy to ensure continuity and progression across school</u>					
	These activities are worked on throughout the week and embedded in all areas of the curriculum Problem solving , Shape & space, Measurement, Time					
Functional English	Functional English					
Physical Health	DofE (U4 only)					
	Forest School (not U4)					
	Swimming or Pupil choice of Exercise (Gym, Aerobics, Zumba, Walking etc.)					
Opportunities						
PSHE KS4 Relationships and Sex Education 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	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 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.	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure EQUALS: My Relationships and Sex Education Knowing Me	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 7. Gambling 8. County Lines and exploitation EQUALS: My Relationships and Sex Education 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 EQUALS: My Relationships and Sex Education Knowing My Body Sexual intimacy with another person	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 EQUALS: My-Physical Wellbeing Healthy eating and healthy lifestyles Mental Health and Wellbeing	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 EQUALS: The World About Me People Recycling

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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 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 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 AQA Entry Level Students will have one taught lesson of maths, recapping skills and then evidence practicing these skills in real life situations like My Independence They will cover 3 topics rotated throughout the year			X7 weeks Money 118634 Unit 1 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118634 Money 118635 Unit 2 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118635	X7 weeks Number 114716 Unit 2 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=114716	X6 weeks Time 119612 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=119612	X6 weeks Number 114716 Unit 2	X5 weeks Time 119612	X8 weeks Money 118634 Unit 1 Money 118635 Unit 2
			Please use the calculation strategy to ensure continuity and progression across school These activities are worked on throughout the week and embedded in all areas of the curriculum and assessed through Otrack Problem solving , Shape & space, Measurement, Time					
Functional English			Functional English					
Physical Health								
			Forest School					
			Swimming or Pupil choice of Exercise (Gym, Aerobics, Zumba, Walking etc.)					
Opportunities			Follows ‘My Creativity’ which is My Music, My Art, My Dance and My Drama (all those SoW are in the Semi Formal folder). Delivered flexibly					
PSHE KS4 Relationships and Sex Education			PSHE Association: Changing and Growing 1. Puberty 2. Friendship	PSHE Association: Self Awareness 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination	PSHE Association: Self Care, Support and Safety 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk	PSHE Association: Managing Feelings 1. Self-esteem and unkind comments 2. Strong feelings	PSHE Association: Healthy Lifestyles 1. Elements of a healthy lifestyles 2. Mental wellbeing	PSHE Association: The World I Live in 1. Diversity/rights and responsibilities

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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 Independence		Cooking -	Cooking -	Cooking -	Cooking -	Cooking -	Cooking -
			ILS -	ILS -	ILS -	ILS -	ILS -	ILS -
	Employability							
	Technology inc. Online Safety							
Makaton			Key signs linked to topic, sign of the week & classes to follow 'My Communication' SoW					

Post-16 3 year Rolling programme

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

		Entry Level-Embed through year to complete project Unit 116464 –English: Writing-level 1 <u>GW2</u> Unit 111222-Functional English – Writing –Entry level	<u>GW2</u> Unit 105800 Writing for different purposes –Entry level	
English SMSC codes SP1 SP2 SP3 SP4 SP5 SP7 SP9 SP10 SP11 SP12 SP13 SP14 SP15 SP16 SP18 SP19. M3 M4 M5 M6 M8 M12 M13 M20. S2 S3 S5 S12. C1,C2 C4 C12				
Functional Maths Embed through functional activities maths skills-Number (measure, time, money - Measure, position, shape, pattern – Shape and Space and sorting, pattern – Handling data)	Autumn	<u>GW1</u> Unit 111703-Maths Number (unit 1)-Entry Level Unit 113748-Maths-Using maths skills in cooking a meal. Level 1 <u>GW2</u> Unit 111703-Maths Number (unit 1)-Entry Level	<u>GW1</u> Unit 118634-Maths-Money (Unit 1) Entry Level Unit 118635-Maths-Money (Unit 2) Entry Level <u>GW2</u> Unit 114716-Numeracy (unit 2)-Entry Level	Unit awards to be confirmed in Summer 6 2024 following confirmation of class lists & new cohort.

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

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.
	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,	

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

C1, C8			Sexual intimacy with another person. <i>*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.</i> 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 <i>*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.</i>	
	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 <i>*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.</i>		
Employability Options Gatsby Benchmark 5 <i>'Encounters with employers & employees' throughout the year, where appropriate. This could consist of workshops, assemblies or specialist visits</i> Gatsby benchmark 6- <i>'Experiences of workplaces' Individualised WEX programme for selected students.</i>	See OCR 5 yr rolling programme doc	<u>Employability Options</u> Students to choose from interest/employment pathways from 3 areas-AQA unit award accreditation. 1: Painting & decorating 2: Hospitality 3. .Garden Maintenance <u>Work Experience</u> In house work experience to be offered to P-16 students including, classroom assistant, litter picking, minibus caller, milk delivery. Students to complete application & go through interview process for the job chosen.	<u>Employability Options</u> Students to choose from interest/employment pathways from 3 areas-AQA unit award accreditation. 1. ICT Design – Aut-AQA Employability ICT - 115468 Spr- AQA Employability ICT -30374 2. Site Team Assistant- Aut-AQA Employability - Teamworking 110109 SPR-AQA Employability -Teamworking 30336 3. Garden Maintenance- AQA- Basic Gardening skills -70869 4. Hospitality-café- AQA Serving food & drink 116609 <u>Work Experience</u> 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	<u>Employability Options</u> Options to be confirmed July 24

			chosen.	
RRSA		<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 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights) <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) <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)	<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 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights) <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) <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) <u>Spr 4</u> Article 14 – I have the right to have my own	<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 42- everyone should know about the UNCRC (when writing class charter your telling pupils about rights) <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) <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)

Spr 4

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

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 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

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 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			