

Year B – Autumn 1 – Post-16 – Semi-formal to Entry 1 curriculum

THEME: Looking After Myself

	Functionality Life and work	Cross-Curricular Assessment & Key Skills	Suggested learning content
English	Recognising that I have a responsibility for my own health. Developing an understanding of how I can do this.	<p>Key skills: listening, emotional intelligence, questioning, presentation, writing, reading, communication, adapting, resilience.</p> <p>Assessment: Cross-curricular: Maths – weights and measure PSHE – healthy lifestyle Life skills – activities</p>	<p>Week 1-2 Lower: exploring and discovering things I need to keep healthy. Week 1-2 Higher: Report writing - report on my own health needs e.g. mental, physical, spiritual Week 3-4 Lower: Comic strip - sequencing daily routine Week 3-4 Higher: Comic strip – creating a comic strip describing how I take care of myself. Week 5-6 Lower: Recognising what makes me feel good (recount) Week 5-6 Higher: What makes me feel good and supports my mental health. (keep a diary and write a recount) Lower – Engage and interact with poetry/songs about being happy Week 7-8 Higher – Read, discuss, respond and create poems/songs about being happy</p> <p>Key Words (from reading & spelling lists) for half term: Entry 1 - Brother, child, girl, house, feel, she, their, we, live, her, his, close, myself, life, be, because, boy, me, my, myself, own, around, thank, together, I, does, dear poor, air, year</p>
Maths	Using maths to explore differences and similarities between people. Using counting skills to look after ourselves. Learning how to look after our bodies by accurately measuring weight and height and comparing to BMI. Organising tools around us such as diet, sleep, exercise to help keep healthy.	<p>Key skills: Observation, organisation, problem-solving, questioning, communication</p> <p>Cross-curricular: PSHE – Healthy Lifestyles, similarities and differences with peers</p>	<p>Week 1-2 Lower: Similarities with my class: eye colour, favourite colours, taller or shorter etc. Week 1-2 Higher: Similarities and differences with my class Week 3-4 Lower: Counting healthy foods to 5 and number bonds Week 3-4 Higher: Counting healthy foods to 20+ and number bonds Week 5-6 Lower: Measuring ourselves: weight and height Week 5-6 Higher: Measuring ourselves: weight and height Week 7-8 Lower: Finding the odd one out from things that keep us healthy Week 7-8 Higher: Sorting and matching objects into those that keeps us healthy and those which don't</p>

PSHE	Identifying people who care for us when we are feeling unwell. How we can keep ourselves clean and keep most germs away with proper hygiene.	Key Skills: Problem-solving, communication, self-help, decision-making.	<p>Week 1-2 Lower: Identify people in the NHS who help you when unwell.</p> <p>Week 1-2 Higher: Identify the local health services in your community.</p> <p>Week 3-4 Lower: Explore personal hygiene</p> <p>Week 3-4 Higher: Identify who can give you medicine or tablets for an illness or treatment.</p> <p>Week 5-6 Lower: Explore products you can use to help with personal hygiene.</p> <p>Week 5-6 Higher: Identify some common illnesses that people can get.</p> <p>Week 7-8 Lower: Explore and identify what a germ is and how to protect ourselves from germs</p> <p>Week 7-8 Higher: Describe why some people have to take medicine/tablets.</p>
Life Skills	Learning skills for living independently and looking after self. Cooking various meals to practice skills in the kitchen including cleaning and storage	Key skills:- self help and independence, food safety, cooking.	<p>119347 SENSORY HEALTH AND WELLBEING</p> <p>Week 1-2 Higher: 118898 MENTAL WELLBEING</p> <p>Week 3-4 Lower: 118509 HEALTHY LIVING: PERSONAL HYGIENE</p> <p>Week 3-4 higher: 117828 BASIC FOOD HYGIENE</p> <p>Week 5-6 Lower: 112478 INDEPENDENCE AND SELF HELP</p> <p>Week 5-6 higher: 111729 INDEPENDENCE AND SELF HELP (UNIT ONE)</p> <p>Week 7-8 Lower: 112416 WASHING UP WITH MINIMAL PROMPTING AND SUPPORT (UNIT 3)</p> <p>Week 7-8 higher: 111731 INDEPENDENCE AND SELF HELP (UNIT TWO)</p>

Year B – Autumn 2 – Post-16 – Semi-formal to Entry 1 curriculum

THEME: Living Independently inc. Bills and Budgets

	Functionality Life and work	Cross-Curricular Assessment & Key Skills	Suggested learning content
English	Preparing for adulthood. Developing an understanding of how to live independently. Understanding the importance of money and budget.	<p>Key skills: Listening, emotional intelligence, questioning, presentation, writing, reading, communication, adapting, resilience.</p> <p>Cross-curricular: Maths – budgeting Life skills activities PSHE – managing money</p>	<p>Week 1-2 Lower: Engaging with bills Week 1-2 Higher: Reading and understanding bills Week 3-4 Lower: Stories – going shopping Week 3-4 Higher: Stories – Have I got enough money? Week 5-6 Lower: Bank account - engaging with bank literature/statements Week 5-6 Higher: Bank account - engaging with and creating samples of bank literature/statements Week 7-8 Lower: Engaging with literature based on Christmas spending (catalogues) Week 7-8 Higher: What I'm going to spend my savings on at Christmas. (create a catalogue)</p> <p>Key Words (from reading & spelling lists) for half term: Entry 1 - Group, hello, anyone, change, do, find, miss, other, past, room, when, might, own, meet, without, too, has, said, good, until, where, about, near, never, saw, see, show, find, wrong, write, water</p>
Maths	Introduction to how money is earned and how incomes help us to buy items. Starting to identify which items are needed more often and how to prevent them from running out. Identifying which items are essentials, which are desirables and managing a simple budget which includes bills. Beginning to acknowledge how to manage money in supported independent living.	<p>Key skills: Listening, questioning, organising, teamwork, communication, problem-solving</p> <p>Cross-curricular: Life Skills: Managing Money, budgeting PSHE: Living in the wider world, money skills English – key words on bills, letter lay outs</p>	<p>Week 1-2 Lower: Investigate where money comes from – same and different Week 1-2 Higher: Investigate where money comes from – does everyone get it the same way? Does everyone get the same amount? Week 3-4 Lower: Identifying items that need to be bought frequently and infrequently for the home e.g. weekly shopping items, bed etc. - creating lists Week 3-4 Higher: Identifying items that need to be bought frequently and infrequently for the home – looking up prices Week 5-6 Lower: Identifying bills in the household and why we need gas, electricity etc. – more or less in price Week 5-6 Higher: Identifying bills in the household and linking them to how frequently they need to be paid (days & months) Week 7-8 Lower: Ordering priority of bills – needs and wants Week 7-8 Higher: Ordering priority of bills within a simple budget</p>

PSHE	Understanding of what is appropriate when touching and inappropriate. Being aware of other people's feelings Who to talk to when feeling uncomfortable with a touch.	Key Skills: Communication, Decision making, Resilience, problem solving, questioning.	<p>Week 1-2 Lower: Identify what appropriate/inappropriate touching is.</p> <p>Week 1-2 Higher: Identify inappropriate touching or unwanted touching and how it makes you feel.</p> <p>Week 3-4 Lower: Identify a trusted adult who may need to touch you at school and why.</p> <p>Week 3-4 Higher: Describe how you would ask if you wanted to touch someone.</p> <p>Week 5-6 Lower: Describe a trusted member of your family who may need to touch you and why.</p> <p>Week 5-6 Higher: Identify when it is acceptable to touch someone.</p> <p>Week 7-8 Lower: Identify who you can talk to about inappropriate or unwanted touching.</p> <p>Week 7-8 Higher: Identify what acts you can do in private and in the community.</p>
Life Skills	Preparing for adulthood. Accessing school and wider community safely.	Key skills:	<p>Week 1-2 Higher: 119165 SELF CARE: LOOKING AFTER CLOTHING</p> <p>Week 1-2 Lower: 117835 SORTING CLOTHES/ 79386 CARING FOR CLOTHES (UNIT 1): INTRODUCTION TO WASHING CLOTHES</p> <p>Week 3-4 Higher: 99270 INTRODUCTION TO LAUNDRY CARE (UNIT 5): IRONING</p> <p>Week 3-4 Lower: 115998 LIFE SKILLS: SEWING BY HAND AND ATTACHING A BUTTON</p> <p>Week 5-6 Higher: 119113 SHOPPING FOR YOURSELF (UNIT 1)</p> <p>Week 5-6 Lower: 118907 SHOPPING IN THE LOCAL COMMUNITY</p> <p>Week 7-8 Higher: 118118 CHRISTMAS ENTERPRISE PROJECT</p> <p>Week 7-8 Lower: 118445 MINI ENTERPRISE: TAKING PART IN MAKING AND SELLING CHRISTMAS ITEMS</p>

Year B – Spring 1 – Post-16 – Semi-formal to Entry 1 curriculum

THEME: Travelling Independently & Safely in the Community

	Functionality Life and work	Cross-Curricular Assessment & Key Skills	Suggested learning content
English	Exploring the larger world and how it can be accessed. Increasing confidence and ability to access holidays and days out. Exploring the importance of keeping safe while expanding your horizons.	<p>Key skills: Listening, emotional intelligence, questioning, presentation, writing, reading, communication, adapting, resilience.</p> <p>Cross-curricular: Maths: timetables and travel Life skills activities PSHE: keeping safe</p>	<p>Week 1-2 Lower: Engaging with travel stories.</p> <p>Week 1-2 Higher: Reading travel stories and creating your own.</p> <p>Week 3-4 Lower: Engaging with keeping safe literature and online.</p> <p>Week 3-4 Higher: Creating a 'how to keep safe while travelling' pamphlet.</p> <p>Week 5-6 Lower: How I feel when I travel.</p> <p>Week 5-6 Higher: Writing personal experiences of travelling and keeping safe.</p> <p>Key Words (from reading & spelling lists) for half term: Entry 1 - Day, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, give, take, while, enjoy, even, every, over, eat, again, while, back, between, money, time, how, before, what, there, way, high, plant, pull, push</p>

Maths	Experience of physical time lists/tables/phone apps to ensure you get to a place on time. Planning a journey using the internet. Using money to make a purchase for travel.	Key skills: Listening, questioning, organising, teamwork, communication, problem-solving Cross-curricular: Life Skills: Managing money, access in the community, travel, employability, choosing leisure activities English – Communication, using simple formats that convey information Geography – Using maps	Week 1-2 Lower: Time: Catching a bus (hours, days of the week) Week 1-2 Higher: Time: Catching a bus (minutes, hours, AM/PM days of the week) Week 3-4 Lower: Using a simple list: catching a train Week 3-4 Higher: Using a timetable: catching a train Week 5-6 Lower: Money – paying for a ticket Week 5-6 Higher: Money – paying for tickets, using simple deals
PSHE	Recognising own emotions and those of others, problem-solving, self-help and supporting others.	Key Skills: Team work, analysing, observing, emotional intelligence, problem-solving, self-help, team work, communication, self-reflection. Cross curricular: Life Skills – Independent Living, Independence & Self-Help, Access in the Community English – roleplay, discussion	Week 1-2 Lower: Recognise my own emotions and link to events Week 1-2 Higher: Showing an increased ability to express myself and my feelings Week 3-4 Lower: Show how to keep calm, with support Week 3-4 Higher: What to do if ourselves or our friends have a problem Week 5-6 Lower: Start to predict my own feelings and how to stay calm Week 5-6 Higher: Use regulation techniques to manage more stressful situations and support others to use theirs.
Life skills	Preparing for adulthood.		Week 1-2 Lower: 119306 SAFETY WHEN USING PUBLIC TRANSPORT WITH SUPPORT Week 1-2 Higher: 119306 SAFETY WHEN USING PUBLIC TRANSPORT WITH SUPPORT Week 3-4 Lower: 117867 ACCESSING PUBLIC TRANSPORT Week 3-4 higher: 118988 TRAVELLING INDEPENDENTLY Week 5-6 Lower: 117425 ALL ABOUT ME: TRANSPORT Week 5-6 higher: 117964 TRAVELLING IN MY COMMUNITY (UNIT 5)

Year B – Spring 2 – Post-16 – Semi-formal to Entry 1 curriculum

THEME: THEME: Being Confident and Assertive

Functionality Life and work	Cross-Curricular Assessment & Key Skills	Suggested learning content
--------------------------------	--	----------------------------

English	Developing an understanding of how we can appear to others and how to put yourself across in an appropriate manner.	<p>Key skills: Listening, emotional intelligence, questioning, presentation, writing, reading, communication, adapting, resilience.</p> <p>Cross-curricular: Maths: timetables and travel Life skills activities PSHE: keeping safe</p>	<p>Week 1-2 Lower: Poetry – engaging with poetry based on strengths. Week 1-2 Higher: Poetry - I can, I do – creating and engaging with positive themed poetry. Week 3-4 Lower: Information texts – engage with texts about how to be more assertive and confident. Week 3-4 Higher: Engage with and create an information text about how to be more assertive and confident. Week 5-6 Lower: Persuasive writing - asking for what I want. Week 5-6 Higher: Persuasive writing - how to get what I want in a confident and assertive way Key Words (from reading & spelling lists) for half term: Entry 1 - full, give, ask, call, came, know, because, enjoy, many, well, like, someone, many, every, by, does, hold, come, could, more, morning, off, draw, out, over, head, work, school, week, they, late, made, make, wrote,</p>
Maths	Recognising and using shape and sequence in everyday life. Recognising the importance of the opinions of others and comparing to your own.	<p>Key skills: Teamwork, communication, questioning, listening, problem-solving, organisation, presentation.</p> <p>Cross-curricular: Life Skills: Managing money, access in the community, travel, employability, choosing leisure activities English – Communication, using simple formats that convey information Geography – Using maps</p>	<p>Week 1-2 Lower: Time: Catching a bus (hours, days of the week) Week 1-2 Higher: Time: Catching a bus (minutes, hours, AM/PM days of the week) Week 3-4 Lower: Using a simple list: catching a train Week 3-4 Higher: Using a timetable: catching a train Week 5-6 Lower: Money – paying for a ticket Week 5-6 Higher: Money – paying for tickets, using simple deals</p>
PSHE	Recognising own emotions and those of others, problem-solving, self-help and supporting others.	<p>Key Skills: Team work, analysing, observing, emotional intelligence, problem-solving, self-help, team work, communication, self-reflection.</p> <p>Cross curricular: Life Skills – Independent Living, Independence & Self-Help, Access in the Community English – roleplay, discussion</p>	<p>Week 1-2 Lower: Recognise my own emotions and link to events Week 1-2 Higher: Showing an increased ability to express myself and my feelings Week 3-4 Lower: Show how to keep calm, with support Week 3-4 Higher: What to do if ourselves or our friends have a problem Week 5-6 Lower: Start to predict my own feelings and how to stay calm Week 5-6 Higher: Use regulation techniques to manage more stressful situations and support others to use theirs.</p>
Life skills	Preparing for adulthood		<p>Week 1-2 Lower: 117929 SPEAKING AND COMMUNICATING MY OPINIONS IN THE WORLD Week 1-2 Higher: 119223 DEVELOPING CONFIDENCE IN SOCIAL SITUATIONS Week 3-4 Lower: 111228 DEVELOPING CONFIDENCE IN WATER IN A SWIMMING POOL WITH ASSISTANCE Week 3-4 higher: 116387 PASSPORT TO SUCESS: CONFIDENCE Week 5-6 Lower: 93074 CONFIDENCE BUILDING Week 5-6 higher: 115840 IMPROVNG COMMUNICATION (UNIT 1): GROUP DISCUSSIONS</p>

Year B – Summer 1 – Post-16 – Semi-formal to Entry 1 curriculum

THEME: Enterprise – Working in a Cafe

	Functionality Life and work	Cross-Curricular Assessment & Key Skills	Suggested learning content
.	Developing an understanding of different careers to aspire to. How to talk to customers/members of the public.	<p>Key skills: Listening, emotional intelligence, questioning, presentation, writing, reading, communication, adapting, resilience.</p> <p>Cross-curricular:</p>	<p>Week 1-2 Lower: Café menu's</p> <p>Week 1-2 Higher: Researching and creating café menu</p> <p>Week 3-4 Lower: Role play – working in a cafe</p> <p>Week 3-4 Higher: Research different job roles in a café and practise them in role plays.</p> <p>Week 5-6 Lower: Create and open a classroom cafe</p> <p>Week 5-6 Higher: Create and open a classroom café</p> <p>Key Words (from reading & spelling lists) for half term:</p> <p>Entry 1 - act, all, follow, same, today, under, until, walk, warm, want, was, small, show, seem, our, one, open, cross, first, some, use, large, again, any, as, say, white ,have, some, reply, get, still, About</p>
Maths	Using money skills within a workplace. Recognising the importance of temperature for both within the home and the workplace. Weighing items to complete recipes to support both home and workplace.	<p>Key skills: Organisation, teamwork, communication, problem-solving, questioning, listening.</p> <p>Cross-curricular: Life Skills - Employability, managing money, food safety, health & safety, cooking, access in the community, leisure activities PSHE - Communicating and working with others in a team, employability Science – safe temperatures</p>	<p>Week 1-2 Lower: Roleplaying with money</p> <p>Week 1-2 Higher: Roleplaying with money and using price lists</p> <p>Week 3-4 Lower: Items in a cafe – hot or cold</p> <p>Week 3-4 Higher: Temperatures in a café - why are they important?</p> <p>Week 5-6 Lower: Weighing items for cooking – heavy or light</p> <p>Week 5-6 Higher: Weighing items for cooking to 3kg</p>

		English – Communication, customer service key words, reading price lists and recipes	
PSHE	Recognising the impact of own behaviour on others and how to support others with their emotions. Assessing the impact of bullying	<p>Key Skills: Discussion, communication, emotional intelligence, questioning, listening, teamwork.</p> <p>Cross curricular: English – roleplay, discussion Life Skills – employability, working with others, internet safety</p>	<p>Week 1-2 Lower: Recognise emotions in others and why they may feel that way, inc. impact of own actions on others</p> <p>Week 1-2 Higher: Identify the meaning of 'respect' and demonstrate showing respect</p> <p>Week 3-4 Lower: Start to predict emotions in others and how to minimise negative reactions</p> <p>Week 3-4 Higher: Explore 'bullying' and what this looks like</p> <p>Week 5-6 Lower: Show how to look after other people and be kind to them</p> <p>Week 5-6 Higher: Identify emotions linked to bullying and where to find help</p>
Life skills			<p>Week 1-2 Lower: 105867 VISITING A CAFE</p> <p>Week 1-2 Higher: 118136 HYGIENE FOR CAFE WORK</p> <p>Week 3-4 Lower: 105865 WORKING IN A CAFE</p> <p>Week 3-4 higher: 117821 PREPARING FOOD IN A CAFE</p> <p>Week 5-6 Lower: 105866 CLEANING OF A CAFE</p> <p>Week 5-6 higher: 117822 UNDERSTANDING MONEY IN A CAFE</p>

Year B – Summer 2 – Post-16 – Semi-formal to Entry 1 curriculum

THEME: Looking For Work

	Functionality Life and work	Cross-Curricular Assessment & Key Skills	Suggested learning content
English	Developing skills in applying for jobs. Recognising feelings and emotions relating to transition. Preparing for the future	<p>Key skills: Listening, emotional intelligence, questioning, presentation, writing, reading, communication, adapting, resilience.</p> <p>Cross-curricular:</p>	<p>Week 1-2 Lower: Engaging with stories about jobs.</p> <p>Week 1-2 Higher: Engaging with and writing stories about jobs.</p> <p>Week 3-4 Lower: Letter writing – engaging with letters</p> <p>Week 3-4 Higher: Letter writing – sending formal letters to employers.</p> <p>Week 5-6 Lower: All about me/engaging with application forms.</p> <p>Week 5-6 Higher: CV/application form writing.</p>

			<p>Key Words (from reading & spelling lists) for half term: Entry 1 - path, fast, few, how, after, world, old, number, now, new, today, will, who, right, year, think, mind, most, no, of, only, or, can, don't, tell, says, also, are, both, done, door, down, put, real, should, four</p>
Maths	<p>Preparing self for starting a job. Using clothes sizes, colours and prices to ensure presentation for work is acceptable. Managing time around work. Using directions/maps/apps to ensure the quickest and safest route to and from home is found.</p>	<p>Key skills: Organisation, teamwork, communication, problem-solving, questioning, listening.</p> <p>Cross-curricular: life Skills – Employability, access in the community, independent living Geography – Maps and direction English – Communication, days, months & time vocabulary</p>	<p>Week 1-2 Lower: Matching clothes sizes and colours Week 1-2 Higher: Clothing size and price Week 3-4 Lower: Using a calendar – working days and relaxing days Week 3-4 Higher: Using a calendar – work shifts Week 5-6 Lower: Following simple directions – travel to work Week 5-6 Higher: Following and giving simple directions – travel to work</p>
PSHE	<p>Recognising rules that keep us safe. Recognising and celebrating the groups I and others belong to. Starting to explore job roles.</p>	<p>Key Skills: Research, presentation, communication, listening, questioning, self-reflection.</p> <p>Cross curricular: English – discussion, roleplay, presenting, research Life Skills – accessing community, independent living, employability, leisure time</p>	<p>Week 1-2 Lower: Identify rules at school, home and in the community Week 1-2 Higher: Identify cultural and religious groups I belong to Week 3-4 Lower: Identify how rules keep us safe and consequences of not following them Week 3-4 Higher: Explain the rules of the cultural and religious groups I belong to and what I learn from them Week 5-6 Lower: Explore job roles of familiar people at school and home Week 5-6 Higher: Explore other groups I belong to such as school and clubs, their rules and what I learn from them</p>
Life skills			<p>Week 1-2 Lower: 111943 IDENTIFYING TOOLS USED IN VOCATIONAL WORK Week 1-2 Higher: 117646 EXPLORING FUTURE OPPORTUNITIES Week 3-4 Lower: 119032 ONLINE SHOPPING Week 3-4 higher: 117644 PRODUCING A CV Week 5-6 Lower: 118919 PLANNING AN EVENT Week 5-6 higher: 116808 CAREER EXPLORATION WITH SUPPORT</p>