

# **Bright Futures School Pathways Curriculum Key Stage 4 2022 Onwards**

**Learning, developing, engaging, participating, creating, exploring, interacting, achieving, succeeding and having the best life possible!**

**At Bright Futures School, our students in Key Stage 4 have the opportunity to study accredited learning programmes based on their intended pathways from their studies at Key Stages 1 – 3.**

**Students will study a range of subjects including but not limited to:**

- English including Functional Skills Programmes, Entry Level 1-3, and up to level 5.
- Communication including a range of Phonics programmes and communication devices to support non-verbal students (e.g. Speak for Yourself Application AAC on iPad)
- Mathematics including Functional Skills Programmes, Entry Level 1-3, and GCSE's.
- PSHE (which includes British Values and SMSC learning)
- Personal Development.
- Physical Education including swimming, Duke of Edinburgh, optional sports and many more.
- Life Skills and independent living.
- Employability.
- Career options such as photography, Art, Food Technology, Sports, Hair & Beauty, Teaching, Administration and other personal interests from students.

**The specialist teaching team in the Key Stage 4 provision work closely with the students care teams to promote transferring learning from the education environment to real-life situations. It is imperative that all work experience is chosen carefully by the student and their education and care team to ensure the student is successful and develops real job satisfaction and a wide range of experiences to choose from.**

**Exam boards that we use include:**

Students are accredited for their work across the curriculum through a range of sources such as ASDAN, Equals 'Moving On', AQA, Arts Award, Science Award. Our Pathways (Key Stage 4) Curriculum provides the building blocks in preparation for transition into college provision. At Bright Futures School we strive to provide an engaging, exciting and personalised curriculum which awakens potential and supports our students to excel in their self-esteem and grasp how important they are as members of our school and the wider community.

Subject Areas		TERM 1 – Nonfiction	TERM 2 - Fiction	TERM 3 – Shakespeare			
<b>FUNCTIONAL ENGLISH</b> Functional Skills Entry 1 – 3 Level 5 GCSE ASDAN		<b>COHORT A+B Functional Skills English Entry Level 1 - Level 2</b>					
	R	<b>Reading words</b> Newspapers & Magazines Recipe books Plan journeys using Road Maps	<b>Understanding text</b> Signs in the community Recipe books Research organisations that work locally.	<b>Purpose of text</b> Roald Dahl Collection The Twits	<b>Meaning of words</b> George's Marvellous Medicine	<b>Understanding organisational features</b>  The Merchant of Venice	<b>Locating relevant information</b>  King Lear
	W SpaG	<b>Communicating information</b> Writing letters to obtain information. Write a review for a piece of media. Punctuation	<b>Level of detail and length</b> Write about a project you were involved in. Write for a newspaper or magazine Irregular plurals	<b>Format and Structure</b> Make an illustrated storybook. Re-write the ending or add a chapter to the Twites. Grammar – metaphors, similes.	<b>Compound sentences and paragraphs</b> First, second and third place letters Create an informative poster or leaflet.	<b>Purpose of Text</b> Write a script for a play. Add a modern scene to Shakespeare play or write an alternative ending.	<b>Audience of Text</b> Spelling words Spelling and identifying words in Elizabethan English
	SLC	<b>Extracting information</b> Collect information about a social local issue.	<b>Making Requests</b> Entertain a group of people. Obtain information in different ways.	<b>Communicating Information</b> Design a campaign to promote your community.	<b>Responding to questions</b> Give an illustrated talk on a topic.	<b>Follow discussions</b> Organise and cast roles for play. Create props and scenery	<b>Contribute and turn take</b> Practice and perform Shakespearean play.
ASDAN Personal Progress Entry 1 Award-Diploma		<b>COHORT C ASDAN Personal Progress Entry Level 1 Award – Diploma</b>					
	R (3)	<b>Following text/ story</b> Stories from around the world (Asdan).	<b>Selecting texts</b> Visit school/local library Read text in the community – sign post, bus timetables etc.	<b>Responds to sounds/story</b> Join in music to stories, sounds of animals, different voices of characters.	<b>Communicates Story</b> Uses communication devices to join in with stories – (voice recording books) records own stories. Experience likes and dislikes to stories from books and on the news.	<b>Match symbols, objects, and words</b> Matches symbols to story books. Can match object photos words and characters to different stories.	<b>Recognise letters and words</b> Continues to increase phonic levels Uses phonics knowledge to read CVC word. Increases fluency in reading.

	W (3)		<b>Choose signs and symbols</b> Can make sentence using signs and symbols. Answers questions using signs and symbols.	<b>Use letters and words</b> Can form all letters. Starts to use letters to make words. Can write short sentence.	<b>Tracing, overwriting and copying – all lines, shapes, letters and words.</b>	<b>Presentation</b> All pupils will present their work inline with their level. Make posters, PowerPoints and books to present work.	<b>Letter and word formation</b> To develop fine motor skills. Be able to write letters or words using fingers in sensory tray, in paint with finger or big tools (paint brush sticks etc).  to from words and letter with chunky pencils To writ letter and words on a line.	<b>Phrases and sentences</b> To voice record phrases and sentence. To write down short sentence and phrases. To extend their work.
	SLC (3)		<b>Respond to signs, symbols and words</b> Use signs, symbols or words to talk about the stories or request items.	<b>Respond to prompts and questions</b> Use sign, symbols and words to answer questions in relation to topics.	<b>Make simple requests</b> Request items need in class. Request items in everyday life situations.	<b>Ask simple questions</b> About the text, in everyday life.	<b>1:1 conversation</b> Learn how to answer questions appropriately and learn to extend their answers.	<b>Group conversations</b> Discuss as a group different subject. Learn to debate about subjects.
<b>MATHS</b>			<b>COHORT A+B Functional Skills Maths Entry Level 1 - Level 2</b>					
	NS	4	<b>Number</b> Choose 3 models of cars find out the price new, 1 year old and 5 years old. Create a puzzle using a crossword gride and numbers. Understand and use place value for decimals. Order positive and negative integers, decimals and fractions use a number line.	<b>Compare and Approximate</b> Compare and approximate measurements in real life situations. Perimeter, weight, Whole and part numbers Four operations	<b>Problem Solving</b> Use given mathematical information including numbers, symbols, simple diagrams and charts. Recognise, understand and use simple mathematical terms appropriate to the problem solving in real life situations. Use the methods given above to produce, check and present results that make sense. Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to solve problems.			

<b>Functional Skills</b> <b>Entry 1 - Level 5</b> <b>ASDAN Personal Progress Entry 1 Award-Diploma</b>	MSS	<b>2D and 3D shapes</b> <b>Sort 2D and 3D shapes</b>		<b>Position/angles</b> <b>Area and perimeter</b> Use area and perimeter formula for a Triangle, parallelogram, rhombus, rectangle, square and trampoline and circle. Use your knowledge to measure different perimeters.		<b>Money</b> Using money in real life situations. Work out change in shops, use a card to pay at the checkout. Manage a budget. Look at house prices, rent etc and compare areas of living. Find out the value of the pound against the euro, the us dollar and 1 other currency. Compare 3 different bank accounts.		
		D	<b>Simple scales and measures</b> Use trigonometry to measure the hight of trees and buildings at school. Learn to measure the angle of elevation.		<b>Measure/Representation</b> Describe, sketch and draw and draw using conventional terms and notations: points, lines parallel lines, perpendicular lines, right angles, regular polygons.	<b>Probability/Data</b> Collecting data Organise data Represent your data Analyse your data Draw some conclusions.	<b>Measure/Representation</b> Derive and apply formulae to calculate and solve problems involving perimeter and area of triangles, parallelograms, volume of cuboids and prisms.	<b>Statistics</b> Interpreting data and summary statistics. Keep a record of how you use your time, make a chart, and show the percentage. Compare with other students.
	<b>COHORT C ASDAN Personal Progress Entry Level 1 Award – Diploma</b>							
	N		<b>Use numbers up to 20</b> use numbers in real life situations. Find numbers in the community.	<b>Read, write, and order numbers to 20</b> Use numbers in real life situations form a shopping list taking orders in the school café etc.	<b>Recognise and use +, - and =</b> Work out different maths sums used in everyday experiences.	<b>Add numbers to 20</b> Add up number to 20 using real life items for example in the school shop or café.	<b>Subtract numbers to 20</b> Subtract up number to 20 using real life items for example in the school shop or café.	<b>Recognise and write numbers in words and digits</b> And use the number in everyday life situations. For example, on a bus timetable .
		M	<b>Coins and notes</b> Learn all money Set up a class business and work out the cost of each item.	<b>Using money</b> Use money in real life situations. Have a mini enterprise business with your class to make money.	<b>Time of year</b> Learn and know each season. When the clocks change.	<b>Telling the time</b> Learn to tell the time and understand your routine and what time you take part in different activities. Learn to manage your time.	<b>Length, height and Weight</b> Compare the length, weight and height and different objects in school, at home and in the community.	<b>Capacity and Volume</b> Learn about different capacity and volume through baking.
SS	<b>Recognise and create patterns</b> Recognise different pattens in clothing and continue the pattern.		<b>Select, group and sort objects</b> Be able to select different household objects. Categorize different object. Recognise the difference and similarities in everyday objects.		<b>Order</b> Order your day, activities, time.	<b>Representation</b> Representation of numbers to 20 using words, number, Makaton, and quantity.		

		Look at patterns on artifacts and add to them. Create patterns and design your own clothes.			
<b>SCIENCE</b> EL Certificate (Single/Double award) Entry 1 – 3	2	<b>COHORT A+B AQA Science Entry Level 1-3 Certificate</b>			
		<b>Biology: The Human Body</b> How the body works How the body fights disease How the body is coordinated	<b>Chemistry: Elements, mixtures and compounds.</b> Atoms, elements and compounds How structure affects properties Separating mixtures Metals and alloys Polymers	<b>Physics: Energy, forces and the structure of matter</b> Energy, energy transfers and energy resources Forces and work Speed and stopping distances Atoms and nuclear radiation	
		<b>Biology: Environment, evolution and inheritance.</b> What are the feeding relationships between living organisms. What determines where species live How life has developed on Earth	<b>Chemistry: Chemistry in our world</b> Reactions of acid Energy and rate of reaction Earth's atmosphere Fuels and human impacts on the atmosphere Water for drinking	<b>Physics: Electricity, magnetism and waves</b> Electrical current Domestic electricity Magnetism and electromagnetism Different types of waves Electromagnetic waves	
		<b>COHORT C Non-accredited</b>			
		<b>Biology</b> Cells and organisation The skeleton Nutrition and digestion Reproduction Life cycles Health	<b>Chemistry</b> Chemical reactions Changes of state Chemical symbols Periodic table Earth	<b>Physics</b> Energy Motion and forces Electricity Space	
<b>Personal Progress</b> <b>ASDAN</b> Developing ICT Skills Functional Skills Entry 1 - Level 2 ASDAN Personal Progress Entry 1 Award- Diploma	2	<b>COHORT A+B OPEN AWARDS Functional Skills ICT Entry Level 1 - Level 5</b>			
		<b>Using ICT Systems</b> Learn to use different ICT progress Word, excel PowerPoint.	<b>Using ICT Systems</b> Learn about LAN (local Area Network) Different types of storing media Learn how to install operating systems.	<b>Finding and selecting information</b> Use different search engines. Save and share web pages. Identify the ways, and investigate how,	<b>Developing, presenting and communicating information</b> Spread sheets, Microsoft Word, PowerPoint, using a range of technology including iPads, computers.

				we communicate online.		
		<b>COHORT C ASDAN Personal Progress Entry Level 1 Award – Diploma</b>				
		<b>Developing ICT Skills (4)</b>				
		<b>Using ICT; Using ICT in the home; Using ICT in the community; Using ICT to prepare for a special occasion.</b>				
<b>EMPLOYABILITY AND PROFESSIONAL DEVELOPMENT</b> Employability Entry 1 – Level 1 Award-Certificate ASDAN Personal Progress Entry 1 Award- Diploma	2	<b>COHORT A+B Employability Entry Level 1 – Level 2 Award – Certificate</b>				
		<b>Setting work related targets</b> • Effective skills, qualities and attitudes for learning and work • Personal Skills auditing	<b>Developing Customer Service Skills</b> Customer Service • Telephone manner and key skills		<b>Applying for Jobs and Courses/Job Search</b> • Exploring job opportunities • CV writing skills • Interview preparation/ email responses	
		<b>Taking part in an interview</b> • Preparing for and taking part in an interview • Presentation skills	<b>Dealing with problems</b> • Dealing with problems at work • Problem solving skills for work • Dealing with difficult situations		<b>Following instructions</b> • Appraisal and setting targets • Making the most of appraisals	
		<b>COHORT C ASDAN Personal Progress Entry Level 1 Award – Diploma to Level 2</b>				
		<b>Developing Skills in the Workplace</b> • Getting things done • Health and Safety • Looking and acting the part	<b>Developing Skills in the Workplace</b> • Following instructions • Personnel skills • Time keeping/ organisation		<b>Developing Skills in the Workplace</b> • Getting out and about • Having your say • Organisation	
<b>PE</b> Non accredited ASDAN Personal Progress Entry 1 Award-Diploma	2	<b>PE Non-accredited</b>				
		<b>Orienteering</b> Take part in an orienteering exercise. Work collaboratively to plan and prepare an orienteering course.	<b>Fitness Circuit</b> Move over or round an obstacle with control. Show control and balance when travelling along a pathway. Show control when rolling and bouncing a ball.	<b>Martial Arts</b> Learn different martial arts in the Olympics - Judo - Boxing - Karate - Wrestling	<b>Yoga/ Aerobics</b> Learn different Yoga poses. Yoga for meditation and wellbeing. Yoga around the world. Take part in Aerobic classes.	<b>Basketball/ football/ netball/ cricket/ rounders</b> Work as part of a team. Play matches against different classes / schools.

		Work collaboratively to complete a timed orienteering course.							
<b>COHORT C ASDAN Personal Progress Entry Level 1 Award – Diploma</b>									
<b>Participating in sporting activities</b>									
<b>Orienteering</b>	<b>fitness circuit</b>	<b>Martial arts</b>	<b>Yoga</b>	<b>Basketball</b>	<b>Football</b>				
<b>Netball</b>	<b>Cricket</b>	<b>Rounders</b>	<b>Athletic</b>	<b>Gymnastics</b>	<b>Dance</b>				
<b>Rugby</b>	<b>Hockey</b>	<b>Swimming</b>	<b>Dodgeball</b>	<b>Baseball</b>	<b>Table tennis</b>				
<b>PERSONAL DEVELOPMENT</b> Duke of Edinburgh Award Bronze-Gold Accredited	1	<b>COHORT A-B Duke of Edinburgh Award Bronze-Gold, COHORT C Non-accredited</b>							
<b>Volunteering</b> Cafes, schools, internal office, market stall, volunteer for a foodbank, random acts of kindness, improve the environment, British Red Cross.		<b>Skills</b> Communication, teamwork, problem-solving, self-management and a positive approach to work.  <b>Physical</b> Cycling, walking, paddling, learn a new sport, outdoor learning – camping, lighting fires safely.			<b>Expedition</b> Plan an expedition with an aim such as <i>Wildlife I-Spy</i> , <i>Litter Bugs</i> , planned by the group without outside assistance. First aid and expedition skills necessary.				
<b>LIFE SKILLS</b> Healthy Relationships Entry 1 – Level 1 Award Physical Health and Mental well-being Entry 1 – Level 1 Award-Certificate	2	<b>Healthy Relationships Entry 1 – Level 1 Award Physical Health and Mental well-being Entry 1 – Level 1 Award-Certificate</b>							
<b>Sex and Relationships (2)</b> <b>6 modules consist of</b> <ul style="list-style-type: none"> <li>• Body knowledge</li> <li>• Relationships</li> <li>• Sexual activity and behaviour</li> <li>• Contraception and sexual health</li> <li>• Personal skills</li> <li>• Culture and society</li> </ul>		<b>Health and Hygiene</b> <b>Personal development</b> <ul style="list-style-type: none"> <li>• Washing</li> <li>• Cleaning</li> <li>• Looking after the classroom/ home</li> <li>• Signs of illness</li> <li>• Bronze, silver, gold awards.</li> </ul>			<b>Ways to Combat Stress</b> <ul style="list-style-type: none"> <li>• Stress Management Techniques</li> <li>• Identify things that make you stressed</li> <li>• Identify techniques to reduce stress</li> <li>• Identify techniques to calm down</li> </ul>				

<b>ASDAN Personal Progress Entry 1 Award-Diploma</b>	<p style="text-align: center;"><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Eating</li> <li>• Cooking</li> <li>• Preparing</li> <li>• Shopping</li> </ul>	<p style="text-align: center;"><b>Dealing with Problems</b></p> <ul style="list-style-type: none"> <li>• Managing money</li> <li>• Budgeting</li> <li>• How to seek help</li> </ul> <p style="text-align: center;"><b>Substance Misuse Awareness</b></p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Alcohol</li> <li>• Prescription medication</li> <li>• Signs of misuse</li> </ul>	<p style="text-align: center;"><b>Emotional Wellbeing/Personal Resilience</b></p> <ul style="list-style-type: none"> <li>• Peer groups and friendships</li> <li>• Staff involvement</li> <li>• How to recognise and ask for support</li> </ul>																																																																																																									
<p style="text-align: center;"><b>OPTIONS</b></p> ASDAN Short courses	<b>ASDAN Short courses</b>																																																																																																											
	<p style="text-align: center;"><b>Up to level 5 GCSE Pathway</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• MFL French/ Spanish or other language of choice</li> </ul>	<p style="text-align: center;"><b>VOCATIONAL</b></p> <ul style="list-style-type: none"> <li>• Computing</li> <li>• Construction</li> <li>• Photography</li> <li>• Hospitality</li> <li>• Land-based</li> <li>• Manufacturing</li> <li>• Uniformed Services</li> </ul>	<p style="text-align: center;"><b>WORK-RELATED</b></p> <ul style="list-style-type: none"> <li>• Careers and Experiencing work</li> <li>• Enterprise</li> <li>• Leadership</li> <li>• Volunteering</li> </ul>	<p style="text-align: center;"><b>PERSONAL/SOCIAL</b></p> <ul style="list-style-type: none"> <li>• PSHE</li> <li>• Citizenship</li> <li>• Beliefs and Values</li> <li>• Peer Mentoring</li> <li>• Personal Finance</li> <li>• Sex and Relationships Education</li> </ul>	<p style="text-align: center;"><b>SPORTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Activities and peer tutoring</li> <li>• Sports and fitness</li> <li>• Adventure and residential</li> <li>• Football</li> <li>• Astronomy</li> </ul>	<p style="text-align: center;"><b>INFORMAL</b></p> <ul style="list-style-type: none"> <li>• Animal care</li> <li>• Environmental</li> <li>• Expressive Arts</li> <li>• Foodwise</li> <li>• Living independently</li> <li>• Gardening</li> <li>• Road wise</li> </ul>																																																																																																						
ASDAN Towards Independence	<b>ASDAN Towards Independence</b>																																																																																																											
ASDAN Personal Progress Entry Level 1 Award-Diploma	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">Towards Independence Baking: introduction</td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> </tr> <tr> <td>Business Enterprise</td> <td></td> <td></td> <td style="text-align: center;">Citizenship</td> <td></td> <td style="text-align: center;">Sensory</td> </tr> <tr> <td>Coping with People</td> <td></td> <td style="text-align: center;">Craft Making</td> <td></td> <td style="text-align: center;">Creativity</td> <td style="text-align: center;">Current Affairs</td> </tr> <tr> <td>Developing Communication Skills: Progression</td> <td></td> <td></td> <td style="text-align: center;">Developing Numeracy Skills: Introduction</td> <td></td> <td style="text-align: center;">Developing Numeracy Skills: Progression</td> </tr> <tr> <td>Engaging with the world around me: Events</td> <td></td> <td></td> <td colspan="3" style="text-align: center;">Engaging with the world around me: Introduction</td> </tr> <tr> <td>Engaging with the world around me: Objects</td> <td></td> <td></td> <td colspan="3" style="text-align: center;">Engaging with the world around me: People</td> </tr> <tr> <td>Environment</td> <td style="text-align: center;">E-safety</td> <td style="text-align: center;">Everyday Living</td> <td style="text-align: center;">Geography</td> <td colspan="2" style="text-align: center;">Getting to Know a Group</td> </tr> <tr> <td>History</td> <td style="text-align: center;">Horticulture</td> <td colspan="2" style="text-align: center;">Independent Living: Introduction</td> <td colspan="2" style="text-align: center;">Independent Living: Progression</td> </tr> <tr> <td>Towards Independence Knowing About Myself</td> <td></td> <td style="text-align: center;">Living Here</td> <td></td> <td colspan="2" style="text-align: center;">Looking Smart: Introduction</td> </tr> <tr> <td>Making Pictures</td> <td colspan="3" style="text-align: center;">Meal Preparation and Cooking: Introduction</td> <td colspan="2" style="text-align: center;">Meal Preparation and Cooking: Progression</td> </tr> <tr> <td>Money: Introduction</td> <td></td> <td colspan="2" style="text-align: center;">Money: Progression</td> <td colspan="2" style="text-align: center;">Multi-Sensory Experiences</td> </tr> <tr> <td>Myself and Others</td> <td></td> <td colspan="2" style="text-align: center;">Out in the Community</td> <td colspan="2" style="text-align: center;">Performing Arts</td> </tr> <tr> <td colspan="3">Personal care routine: Sensory (suitable for PMLD learners)</td> <td></td> <td colspan="2" style="text-align: center;">Personal Safety</td> </tr> <tr> <td>Photography/Multimedia</td> <td></td> <td colspan="2" style="text-align: center;">Popular Culture</td> <td colspan="2" style="text-align: center;">Pottery and Ceramics</td> </tr> <tr> <td>Practical Workshop</td> <td></td> <td colspan="2" style="text-align: center;">Printing</td> <td colspan="2" style="text-align: center;">Relationships</td> </tr> <tr> <td>Self-Advocacy</td> <td></td> <td colspan="2" style="text-align: center;">Sound, rhythm and music</td> <td colspan="2" style="text-align: center;">Sports Studies</td> </tr> <tr> <td>The Wider World</td> <td></td> <td colspan="2" style="text-align: center;">Using ICT</td> <td colspan="2" style="text-align: center;">Using leisure time</td> </tr> </table>						Towards Independence Baking: introduction						Business Enterprise			Citizenship		Sensory	Coping with People		Craft Making		Creativity	Current Affairs	Developing Communication Skills: Progression			Developing Numeracy Skills: Introduction		Developing Numeracy Skills: Progression	Engaging with the world around me: Events			Engaging with the world around me: Introduction			Engaging with the world around me: Objects			Engaging with the world around me: People			Environment	E-safety	Everyday Living	Geography	Getting to Know a Group		History	Horticulture	Independent Living: Introduction		Independent Living: Progression		Towards Independence Knowing About Myself		Living Here		Looking Smart: Introduction		Making Pictures	Meal Preparation and Cooking: Introduction			Meal Preparation and Cooking: Progression		Money: Introduction		Money: Progression		Multi-Sensory Experiences		Myself and Others		Out in the Community		Performing Arts		Personal care routine: Sensory (suitable for PMLD learners)				Personal Safety		Photography/Multimedia		Popular Culture		Pottery and Ceramics		Practical Workshop		Printing		Relationships		Self-Advocacy		Sound, rhythm and music		Sports Studies		The Wider World		Using ICT		Using leisure time	
Towards Independence Baking: introduction																																																																																																												
Business Enterprise			Citizenship		Sensory																																																																																																							
Coping with People		Craft Making		Creativity	Current Affairs																																																																																																							
Developing Communication Skills: Progression			Developing Numeracy Skills: Introduction		Developing Numeracy Skills: Progression																																																																																																							
Engaging with the world around me: Events			Engaging with the world around me: Introduction																																																																																																									
Engaging with the world around me: Objects			Engaging with the world around me: People																																																																																																									
Environment	E-safety	Everyday Living	Geography	Getting to Know a Group																																																																																																								
History	Horticulture	Independent Living: Introduction		Independent Living: Progression																																																																																																								
Towards Independence Knowing About Myself		Living Here		Looking Smart: Introduction																																																																																																								
Making Pictures	Meal Preparation and Cooking: Introduction			Meal Preparation and Cooking: Progression																																																																																																								
Money: Introduction		Money: Progression		Multi-Sensory Experiences																																																																																																								
Myself and Others		Out in the Community		Performing Arts																																																																																																								
Personal care routine: Sensory (suitable for PMLD learners)				Personal Safety																																																																																																								
Photography/Multimedia		Popular Culture		Pottery and Ceramics																																																																																																								
Practical Workshop		Printing		Relationships																																																																																																								
Self-Advocacy		Sound, rhythm and music		Sports Studies																																																																																																								
The Wider World		Using ICT		Using leisure time																																																																																																								



	<p>Water Skills Recognising and using everyday signs Using computer technology</p> <p>Yogacise Time Management and Self Organisation Towards Independence: Using Transport</p> <p>Developing communication skills introduction</p>						
	<b>COHORT C ASDAN Personal Progress Entry Level 1 Award-Diploma</b>						
	<ul style="list-style-type: none"> <li>• Preparing drinks and snacks</li> <li>• Engaging in new creative activities</li> <li>• Using local health services</li> <li>• Developing community participation skills: caring for the environment</li> <li>• Travel within the community: going places</li> <li>• Using a community facility over a period of time</li> <li>• Developing community participation skills: personal enrichment</li> <li>• Developing skills for the workplace: growing and caring for plants</li> <li>• Developing skills for the workplace: looking after and caring for animals</li> <li>• Developing awareness: All about me</li> </ul>						
	<b>Cohort GCSE Year 9 Onwards UP TO LEVEL 5</b>						
<b>GCSE ASDAN</b>	<p><b>CORE SUBJECTS INCLUDING BUT NOT LIMITED TO</b></p> <ul style="list-style-type: none"> <li>• Physical education</li> <li>• History</li> <li>• Geography</li> <li>• Modern Foreign Languages</li> <li>• Accelerated Progress English Level 4-6</li> <li>• Accelerated Progress Mathematics Level 4-6</li> <li>• Computer Science and ICT Level 4-6</li> <li>• Food Preparation</li> </ul>						
	<b>Cohort Equal Programme</b>						
<b>Equals English</b>	<table border="1"> <tr> <td style="background-color: #ADD8E6;"> <p><b>Creating an Interest Poetry, Plays and Songs</b> Look at short poems and find rhymes, rhyming words. Compare non-rhyming poems/riddles, limericks and story poems. Review a set of poems and look at mood and comedy in poems.</p> </td> <td style="background-color: #ADD8E6;"> <p><b>Books including Traditional Tales</b> Read and create sensory stories using props, costumes, masks, puppets and scenery. Explore books with versions in written text, audio tape or video and make comparisons. Create a story by using</p> </td> <td style="background-color: #90EE90;"> <p><b>Literacy for Information Magazines and Newspapers</b> Contribute to class and/or school newsletter. Interview people in school for news items. Write about and/or take pictures of a school event. Access magazines/</p> </td> <td style="background-color: #90EE90;"> <p><b>Literacy for Life and Leisure</b> <b>Using Leisure Facilities</b> Set up a range of leisure activities for students to experience. Creative invitations, diaries, reports etc on the events. Create PowerPoint of students exploring the different</p> </td> <td style="background-color: #FFD700;"> <p><b>Sharing Information Letters and postcards</b> Create a big scene. Record a message. Students to practise giving messages to staff. Make cards for family. Visit a local shop and/or Post Office to buy and send stamps. Design your own stamps. Design your own postcard to advertise an event.</p> </td> <td style="background-color: #FFD700;"> <p><b>Literacy for the Future Form Filling and Personal Details</b> Practice writing, speaking, and recording personal information. Write about past experiences and major events, previous schools, homes. Activities on likes/dislikes/strengths/weaknesses. Complete simple application form. Keep a diary.</p> </td> </tr> </table>	<p><b>Creating an Interest Poetry, Plays and Songs</b> Look at short poems and find rhymes, rhyming words. Compare non-rhyming poems/riddles, limericks and story poems. Review a set of poems and look at mood and comedy in poems.</p>	<p><b>Books including Traditional Tales</b> Read and create sensory stories using props, costumes, masks, puppets and scenery. Explore books with versions in written text, audio tape or video and make comparisons. Create a story by using</p>	<p><b>Literacy for Information Magazines and Newspapers</b> Contribute to class and/or school newsletter. Interview people in school for news items. Write about and/or take pictures of a school event. Access magazines/</p>	<p><b>Literacy for Life and Leisure</b> <b>Using Leisure Facilities</b> Set up a range of leisure activities for students to experience. Creative invitations, diaries, reports etc on the events. Create PowerPoint of students exploring the different</p>	<p><b>Sharing Information Letters and postcards</b> Create a big scene. Record a message. Students to practise giving messages to staff. Make cards for family. Visit a local shop and/or Post Office to buy and send stamps. Design your own stamps. Design your own postcard to advertise an event.</p>	<p><b>Literacy for the Future Form Filling and Personal Details</b> Practice writing, speaking, and recording personal information. Write about past experiences and major events, previous schools, homes. Activities on likes/dislikes/strengths/weaknesses. Complete simple application form. Keep a diary.</p>
<p><b>Creating an Interest Poetry, Plays and Songs</b> Look at short poems and find rhymes, rhyming words. Compare non-rhyming poems/riddles, limericks and story poems. Review a set of poems and look at mood and comedy in poems.</p>	<p><b>Books including Traditional Tales</b> Read and create sensory stories using props, costumes, masks, puppets and scenery. Explore books with versions in written text, audio tape or video and make comparisons. Create a story by using</p>	<p><b>Literacy for Information Magazines and Newspapers</b> Contribute to class and/or school newsletter. Interview people in school for news items. Write about and/or take pictures of a school event. Access magazines/</p>	<p><b>Literacy for Life and Leisure</b> <b>Using Leisure Facilities</b> Set up a range of leisure activities for students to experience. Creative invitations, diaries, reports etc on the events. Create PowerPoint of students exploring the different</p>	<p><b>Sharing Information Letters and postcards</b> Create a big scene. Record a message. Students to practise giving messages to staff. Make cards for family. Visit a local shop and/or Post Office to buy and send stamps. Design your own stamps. Design your own postcard to advertise an event.</p>	<p><b>Literacy for the Future Form Filling and Personal Details</b> Practice writing, speaking, and recording personal information. Write about past experiences and major events, previous schools, homes. Activities on likes/dislikes/strengths/weaknesses. Complete simple application form. Keep a diary.</p>		



	<p>Perform a poem using musical instruments, using instruments that match the different sounds Write a rhyming poem with minimal support. Watch a short play or study a short play and act it out. Look at characters, and the beginning and end of a story. Review the play with reasons and improvements. Brainstorm ideas for own play: including characters, writing dialogue and story line for a play Video and show the play</p>	<p>photos/pictures with PowerPoint/ Slideshow Maker. Explore books and traditional tales from different countries. Put together a class book to read or recite together. Identify basic story elements and summaries the plot using 'beginning-middle-end'. Explore alternative endings for the same story. Create books for different audiences Visit the theatre, cinema, local radio or TV station. Meet/invite into school local actors, TV or radio presenters. Re-enact favourite films, TV programmes or theatre shows. Make a scrapbook of favourite characters on the TV, cinema or theatre. Produce promotional literature to advertise or accompany a film, theatre show or TV</p>	<p>newspapers in different ways. Locate specific information in newspapers Create headlines for displays in school. <b>Using a Library.</b> Visit the local library Join the library and experience Identify fiction and non-fiction books With help look up a book on the computer library catalogue and find book. <b>Bibliography and Factual Literature</b> Find information on a specific topic from non-fiction books and magazines Explore and present information on a hobby or favourite subject Take photos of books to make a pictorial dictionary. Create a poster to advertise a school event.</p>	<p>activities. Create nonfiction sensory book about the different leisure activities. <b>Using the Internet</b> Access the internet using a range of technology. Explore maps on Google Earth.</p>	<p>Discuss what a letter is and the different types of letters: thank you, sorry, complaint, friendly and formal. Explore famous letters. Use email to send letters. <b>People and Events</b> Use appropriate greetings for different people. Initiate conversations with friends Choose a celebrity to research. Research the celebrity using books and internet. Make a scrapbook, PowerPoint presentation or poster.</p>	<p><b>This is Me and Personal Statements</b> Using personal information Students to choose favourite photos from subjects and leisure activities. Students to draw/paint/collage pictures of their family Staff to help create a PowerPoint with students. Activities on likes/dislikes Put personal information into a simple CV using pictures, symbols and writing.</p>
<p><b>Equals Maths</b></p>	<p><b>Maths for Design</b> Repeating Patterns Copy and continue a simple pattern Create your own repeating patterns</p>	<p><b>Maths for Life</b> Shopping. Making a shopping list Compare prices of items in different shops</p>	<p><b>Maths for the Community</b> <b>Maps, Travel and Timetables.</b> Plan a route to different venues Plan an individual timetable</p>	<p><b>Maths in Everyday Life</b> <b>Measurement and Volume.</b> Prepare drinks, snacks and meals, using jugs, cups and spoons to measure liquids and dry ingredients. Bake a cake!</p>	<p><b>Maths for the Future</b> <b>Enterprise</b> Set up and run over a period of time a mini enterprise activity Use a set budget to hold an event. Raise money for a charity by holding a one-off enterprise activity Hold a dragon's den event. Bespoke T-shirt printing.</p>	

	<p>Research and present a project on repeating patterns in the environment Use printing methods to design decorative items Use stencils</p> <p><b>Shape, Colour and Space</b></p> <p>Explore a range of different shaped and coloured objects from within different environments Find shapes in the environment Experience the effects of rotation Understand positional language Study famous works of art</p> <p><b>Design</b></p> <p>Design a painting using splatter print, hand/foot prints in certain colours. Create, plan and design a hat/T-shirt/mask Design a bedroom Design a mini garden Design a textile item</p>	<p>Using different types of shops providing a range of services Using different types of checkouts Exchanging money while shopping Internet shopping</p> <p><b>Domestic Appliances.</b> Using a range of appliances to set temperature, time, speed of programme microwave, cooker, washing machine, food processor. Using switches to operate appliances Playing games on iPad, Touch screen, computer</p> <p><b>Telephone and Communication</b> Practise recognising numbers Simulated telephone exchanges Using personal communication devices Using telephone directory and online directory Using a mobile phone for talking, texting and FaceTime Using a mobile phone: extras such as calculator, clock, calendar and alarm</p>	<p>Using different ways of travelling in the local and wider area Make a sensory map of the classroom, school grounds, routes around school Make a sensory map of the classroom, school grounds, routes around school Use a Bee Bot to plan a route. Set up an obstacle course.</p> <p><b>Using Leisure Facilities</b> Visit the local leisure centre to participate in sports Use a stopwatch to time events Keeping score Measuring distances Visit local facilities for shopping Visit and use the local cinema, theatre. Buy tickets and locate seats</p> <p><b>Money</b> Use money and arrange a practical activity in school such as enterprise Students raise money for a charity Sort and recognise coins and notes Exchange money</p>	<p>Participate in leisure activities such as Boccia or Kurling, record distances scored. Make a map of your classroom or school using measuring equipment. Make an item out of fabric using a tape measure. Asking for appropriately sized drinks in café or pub. Know your own clothes and shoe size.</p> <p><b>Weighing and Cooking</b> Using different types of weighing scales Weighing ingredients required for a recipe. Dividing provisions between different storage containers Estimate amount of food needed. Using other electrical equipment such as Multichip and hand blender</p> <p>Using different kitchen appliances.</p> <p>Setting the temperature on different appliances</p> <p><b>Time</b> Keeping individual diaries and calendars Personal timetables Create displays and sensory experiences to show the differences in the seasons. Set personal targets to a time scale Time activities Use clocks or a watch</p>	<p><b>Work</b></p> <p>Working to a timetable in an enterprise activity.</p> <p>Learning to be on time as part of school timetable and then follow on into leisure and work.</p> <p>Using public transport to get to and from work.</p> <p>Using any income appropriately</p> <p>Developing routines within the workplace.</p> <p>Developing number skills where appropriate to the job for e.g. in a hotel, counting out items on a bedroom tray in readiness for new residents or at a garden centre, planting out seedlings into divided trays</p> <p><b>Financial Responsibility</b> Learn about opening a bank account, paying into and withdrawing money from an account. Budgeting for an event. learn about using a cash machines. Having a school enterprise bank account administered by students. Budgeting own pocket money or allowances. Paying for own entrances, fares, personal items for e.g. toiletries. Designing and budgeting menus for their own meals. Carrying your own money safely for e.g. in a wallet, purse etc. Different methods of payment such as cash card, cash, PayPal and gift token/cards. Managing your own phone either by pay as you go or on contract</p>	
<p><b>Equals ICT</b></p>	<p><b>ICT and Creativity</b> Part 1 - Film Making. Part 2 - Creating Stories Part 3 - Creating Music/Sounds</p>	<p><b>ICT for Pleasure, Leisure and Information</b> Part 1 - Use of Community ICT Facilities Part 2 – Touch Technology including iPads Part 3 - Digital Photography</p>	<p><b>ICT for the future</b> Part 1 - Using Search Engines and Websites Part 2 - Presenting Personal Information and C.V.s. Part 3 -Shopping; on line (internet) and in the community</p>		<p><b>ICT in Enterprise</b> Part 1 – Design; Corporate Images, Logos Part 2 – Animation Part 3 - Promotion and Advertising</p>	<p><b>Keeping in Touch</b> Part 1 – Exchanging Information; E-Mail, Texting, Using a mobile phone Part 2 – Exchanging Information; E-Mail, Texting, Using a mobile phone Part 3 – News Sharing</p>

<b>Equals sex and relationships education</b>	<b>Developing good relationships and respecting the differences between people</b> Part 1 -Communicating about feelings and relationships Part 2 - Crisis and response	<b>Developing a Healthy, Safer Lifestyle</b> Part 1 - Safe relationships and lifestyles Part 2- Personal care and hygiene	<b>Sex and Relationship Education</b> Part 1 - Understanding my bodily needs Part 2 - Teenage pregnancy	<b>Sex and Relationships Education</b> Part 1 - Sexual health Part 2- Relationships and divorce	<b>Sex and Relationships Education</b> Part 1 - Pregnancy and birth Part 2 - Sexuality and enjoyment	<b>Life Processes and Living Things</b> Human reproduction
<b>Equals Adventure year 10</b>						
<b>Equal moving on programme</b>	<b>World studies</b> <b>Science</b> Heating and cooling Electricity and manmade energy Mini beasts and insets <b>Technology</b> Hats and /or masks Changing basic food recipes Design and decoration <b>Foreign cultures</b> European culture Language Lifestyles Wider world <b>Creativity</b> Music- making and using instruments Art – sculpture Drama – Mine and role play <b>Humanities</b> Religious worship and festivals sea, river, and lakes king and queens		<b>Independent Living</b> <b>PSHE</b> Road safety Personal hygiene Sexuality education/ reproduction <b>Citizenship</b> The emergency services Local current affairs Local environmental issues <b>Leisure and recreations</b> School lunch time club Dance Aromatherapy <b>Daily living skills</b> House/ indoor gardening Preparing snacks Cleaning routine		<b>Vocational studies</b> <b>Work related learning</b> Teamwork at school A job study Safety in school <b>Careers</b> Preparing a one-page profile Setting personal targets Placements	
<b>Equals Explorer year 11</b>						
	<b>World studies</b> <b>Science</b> Materials in the home Natural energy Endangered species <b>Technology</b> Making an item for display Healthy soups Using resistant materials <b>Foreign cultures</b> Asian culture – language Language		<b>Independent living</b> <b>PSHE</b> A healthy lifestyle Family and friends Body awareness and physical change <b>Citizenship</b> Mini enterprise financial planning National current affairs National environment issues <b>Leisure and recreation</b> Making a collection Swimming		<b>Vocational studies</b> <b>Work related learning</b> Voluntary jobs in the community Work experience at school First aid and getting help <b>Careers education and guidance</b> valued student choices Self-presentation Personal carers action plan	

		<p>Wider culture <b>Creativity</b> Classical musical appreciation Art 2D representation Drama – movement and gesture <b>Humanities</b> Religions workshop and festivals Population – cities, towns, and villages Modern times</p>	<p>The gym <b>Daily living skills</b> Outdoor games Preparing picnics Using cleaning products</p>	
--	--	---	---	--