



Ash Meadow KS4 & Post 16 Sensory Exploration Pathway

Learning, developing and having the best life

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

The Sensory Exploration Pathway at Ash Meadow School is designed for learners working at Pre-Engagement and Engagement prior to entering Key Stage 4. This pathway provides a tailored approach to learning that focuses on sensory experiences and exploration, ensuring that students can engage meaningfully with their education.

This pathway links to the Equals Moving On Scheme of Work, which has been adapted to meet the diverse needs of our learners with Autism and/or severe learning difficulties. The integration of AQA units and the Open awards further enhances the overall learning experience. Additionally, AQA Unit Awards linked to each Open Award qualification being covered, allowing for a comprehensive and cohesive educational experience.

By combining these frameworks, we create comprehensive and flexible learning opportunities that equip learners with essential skills and knowledge as they prepare for more formal educational pathways in Key Stage 4. Our approach is developmental and open to personalisation, recognising that some students may remain engaged in the Sensory Exploration Pathway for an extended period. Progression is not strictly tied to age or key stage; instead, we establish clear, personalised routes that cater to each student's unique learning journey.

Through careful planning and a breadth of subjects, we ensure that our students receive a well-rounded education that includes essential life skills, relationships, sex education, basic first aid, and health education, including health and mental well-being. Our offerings are further enriched through specialist provisions, such as art tutors and sports coaches. We follow the Read Write Inc. programme and may supplement this with additional or alternative phonics support as required by our students.

Ash Meadow School is a specialist provision for communication and interaction, and our staff are highly skilled in utilising a range of communication methods to support students in accessing their learning. Examples include Makaton, symbols, Objects of Reference (OOR), sensory cues, and alternative augmentative communication aids such as the 'Speak for Yourself' application on an iPad or equivalent. We adopt a total communication approach.

Students are accredited for their work across the pathway through a variety of sources, including Open Awards, EQUALS Moving On, AQA, Arts Award, and Science Award. This pathway provides the building blocks in preparation for transition into college provision. At Ash Meadow School, we strive to provide an engaging, exciting, and personalised learning experience that awakens potential and supports our students in excelling in their self-esteem and understanding their importance as members of our school and the wider community.

Subject Areas	Year 1		
Communication			
My COMMUNICATION Students will learn about:	Explore different ways to communicate Demonstrating a curiosity Read Write Inc. program, recognising signs and symbols in school and the local community, intensive interaction, Colourful Semantics, motivate students to communicate through a plethora of experiences such as requesting favourite items, food, activities.	Communicating information Interacting with others Read Write Inc. program, emergent writing, using symbols, likes/dislikes/intensive interaction, personal reading, functions of text, provide a plethora of means to communicate such as Makaton, AAC, verbal language, symbols.	Actively sharing and applying information Interacting in activities Read Write Inc. program, using iPads/symbols/ speech, lamp devices, AAC devices, communication aids, emergent writing including mark making in sensory resources, read and write for an audience, make sure the student always has a communicative partner available. Interactive singing/ signing, total communication approach during Enrichment Day activities, work experience.
Maths For Life/SEND INSPIRE	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics
My PHYSICAL WELL-BEING Students will learn about:	Exploring activities • Physical Activities • Mental Health and Well-Being including bullying and peer on peer abuse. • Heathy Eating and Health Lifestyle, • PE/ Games/ Sports & Aquatics • Internet safety and harm including cyber-bullying	Sustaining attention in activities • Physical Activities • Mental Health and Well-Being including bullying and peer on peer abuse. • Heathy Eating and Healthy Lifestyle, • PE/ Games/ Sports & Aquatics • Internet safety and harm including cyber-bullying Recognising the value of self, engage in whole school or group activities and display	Transferring attention in activities • Physical Activities • Mental Health and Well-Being including bullying and peer on peer abuse. • Heathy Eating and Health Lifestyle • PE/ Games/ Sports & Aquatics • Internet safety and harm including cyber-bullying

	Basic First Aid course, explore own interests by engaging in Enrichment Day each week, make choices about likes/ dislikes/ interests. Self-awareness, self-care, support and safety	work/ photos (exhibition – writing competitions) Interact with others during PE sessions.	Engage in Enrichment activities, share likes with other students by engaging in group activities such as café/ shop, PE, swimming. Set up in-house, transfer these skills to real life situations, make choices, communicate needs.
MY PLAY AND LEISURE Students will learn about:	Exploring physical objects and environments Social dimensions of free play Levels of play 1. Solitary 2. Parallel 3. Shared 4. Turn-taking 5. Co-operative dramatic 1. Sensorimotor 2. Relational 3. Functional 4. Symbolic 5. Socio- Outdoor learning and exploration through sand/ water/ resources, one to one games, outdoor learning. Functions of play and leisure - experience interaction with others - learn about social interaction - practice and develop social communication	Sustaining attention in play Emergent writing in sand, water play, attend with group, board games, card games, matching games, any game where the outcome does not rely on others. Parallel and/or shared play, practise turn-taking, sensory centre, parks, playgrounds. Functions of play and leisure - encourage in the making of friendships - learn new skills in a safe environment - explore own body and senses - develop kinaesthetic senses - explore the surrounding world	Transferring leisure/ play skills Role play areas linked to theme, enrichment activities such as photography, art, sensory play, ICT, café role-play, interests of the student may help them to request activities such as cycling, climbing, sports etc. Give plenty of time to the students to interact and lead the engagement e.g., picking up a bat and using it independently. Functions of play and leisure - develop a safe understanding of emotions of both self and others - develop fine and gross motor skills - develop flexibility of thought - develop Theory of Mind - develop Central Coherence
My Creative Students will learn about:	MUSIC and DANCE Exploring music and dance - Explore tempo, rhythm, and sound through sensory, immersive experiences - Respond immediately to music, tone, and atmosphere - Imitate actions and participate in group activities	ART Exploring art activities - Copy and continue patterns using a range of materials - Explore 2D/3D shape, form, and space - Investigate artists using unconventional materials (e.g. food, junk) - Share work in exhibitions and competitions Sustaining attention in art activities	DRAMA Exploring drama activities - Engage with sensory props and materials - Participate in imaginative play and symbolic roles - Take part in role-play and simple make-believe scenarios - Share attention, take turns, and follow group rules

	• Share experiences and express a range of feelings • Develop awareness of own and others' movements Sustaining attention in music and dance • Maintain focus through listening, composing, performing, and movement • Build memory, recognise patterns, and make connections • Explore movement themes using stimuli and simple warm-ups • Imitate, initiate, and vary movements with control and dynamics • Work cooperatively, persevere, and develop body awareness • Improve movement quality (control, balance, extension, transitions) Transferring skills in music and dance • Create and refine movement sequences with clear structure • Use contrast and dynamics to express meaning or narrative • Synchronise with peers and musical accompaniment • Practise for fluency, control, and confident performance • Collaborate, negotiate, and develop independence • Use instruments to create, adapt, and refine compositions • Perform expressively with understanding and reflection	• Explore artists' imaginative approaches to creating faces • Use collage techniques (colour, layering, positive/negative space) • Engage with materials to create facial collages • Participate in exhibitions and competitions Transferring skills in art activities • Apply collage, layering, texture, and painting techniques • Develop creativity and independence in the artistic process • Create and refine facial collage work • Present work in exhibitions and competitions	◦ Work as part of a group Sustaining attention in drama activities ◦ Participate in drama activities with increasing independence ◦ Show initiative and maintain roles in short and longer sequences ◦ Engage in role-play with peers and adults ◦ Sustain make-believe based on familiar scenarios Transferring skills in drama activities ◦ Create and develop imaginative play sequences ◦ Collaborate and negotiate roles and ideas ◦ Explore key moments and meaning within drama ◦ Make links to real-life experiences ◦ Reflect on how drama is created and performed ◦ Use drama to communicate ideas and meaning to others
ICT:	ICT and Creativity – Film Making (Engagement Level) • Explore simple storytelling through film (beginning, middle, end)	ICT for Pleasure, Leisure and Information (Engagement Level) • Explore ICT in the community (e.g. libraries, community centres)	Keeping in Touch (Engagement Level) ◦ Explore ways to communicate (calls, texts, simple messages)

	• Take part in creating ideas for characters and scenes • Use pictures or simple storyboards to plan a film • Help prepare for filming (choosing locations, props, basic equipment) • Try using a camera to record simple shots • Explore light and sound (e.g. loud/quiet, bright/dark) • Join in with acting or directing simple scenes • Work with others to create and share a short film	• Recognise different ICT resources (computers, internet, printers) • Use basic computer skills with support (e.g. turning on, simple programs) • Explore the internet to find information or for enjoyment • Begin to understand safe and simple use of technology • Experience using ICT alongside others in shared spaces	◦ Use a mobile phone with support to send messages or make calls ◦ Recognise different ways to keep in touch (e.g. texting, email, apps) ◦ Take part in simple group messaging activities ◦ Begin to understand when to use different communication methods ◦ Explore basic features (contacts, notifications, missed calls) ◦ Practise safe and respectful communication with others
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Independence and life skills

INDEPENDENCE Students will learn about:	AQA Awards Leisure Centres (81896) In this unit, students will learn how to use a local leisure centre safely and confidently. They will begin by recognising the leisure centre using symbols and photographs, and will take part in supported visits, including walking to the centre with staff. Students will practise waiting appropriately with others and behaving safely and sensibly when inside, such as staying in their designated activity	AQA Awards Countryside walking (84954) In this unit, students will learn how to prepare for and take part in countryside walking safely. They will identify key outdoor equipment such as boots, coats, and rucksacks, and practise putting them on correctly. Students will take part in a walk lasting at least one hour while wearing appropriate clothing and equipment. They will learn how to use a rucksack properly and begin to understand how to choose suitable	AQA Award Diversity in Society (111272) In this unit, students will learn about diversity in society and what it means. They will explore different groups of people and identify ways in which these groups may be similar and different, including looking at different practices and lifestyles. Students will develop an understanding of how different groups contribute to society and begin to recognise the positive aspects of living in a diverse community. Through activities and discussions, they	AQA Awards Chores around the home (121670) In this unit, students will learn about chores around the home and why they are important. They will identify different types of household tasks, such as cleaning or tidying, and begin to understand how these chores help keep a home safe and organised. Students will take part in simple chore-related activities, developing practical skills and responsibility while helping at home.	AQA Awards Eating out (124124) In this unit, students will learn how to eat out with support in a safe and enjoyable way. They will identify different places to eat, such as cafés and restaurants, and recognise simple signs and symbols like menus and restrooms. Students will take part in a supported visit to a food venue, where they will practise ordering food, checking, and paying the	AQA Award Hobbies (125046) In this unit, students will explore a range of hobbies through practical activities. They will take part in at least three different hobbies and begin to communicate what they like or dislike about each one. Students will practise making simple choices, such as deciding the order of activities using words like “first” and “next.” They will also engage with books linked to hobbies, helping
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	area. They will also take part in an induction session led by leisure centre staff, where they will be introduced to equipment and simple exercises in the fitness studio. Throughout the unit, students will gain experience through at least two visits, helping them become more familiar and comfortable with the environment.	clothing for different weather conditions. As their confidence develops, they will also learn to adapt what they are wearing in response to changes in the weather during the walk.	will build awareness, respect, and appreciation of differences and similarities between people.		bill. They will also have the opportunity to talk about their experience, helping to build confidence, communication skills, and independence in real-life situations.	them to recognise and communicate different activities while developing early communication and preference skills.
Healthy Lifestyles Students will learn about:	AQA Award Utilising regulation (120375) In this unit, students will learn how to recognise and manage their emotions and physical feelings in a positive way. They will take part in activities that explore different feelings and begin to identify at least two emotions and physical sensations. Students will practise recognising how they feel, communicating simple problems (e.g. too loud, busy), and asking for help when needed. With support, they will explore and use coping strategies, such as calming or sensory activities, and begin to apply at least two strategies in a safe and supportive environment.	AQA Award Dealing with problems in daily life (116391) In this unit, students will learn how to recognise and respond to problems in daily life. They will identify good and bad situations and begin to understand how different situations can affect feelings. Students will learn who can help keep them safe in different settings, such as school or the community. They will take part in role-play activities to practise dealing with everyday problems, like losing belongings, and explore their own and others’ emotions in these situations, helping to build confidence and awareness.		AQA Award Healthy Living: A healthy Lifestyle (41102) In this unit, students will learn about living a healthy lifestyle. They will explore the difference between healthy and unhealthy foods and practise making simple choices between them. Students will begin to understand how food and exercise affect their health and wellbeing. They will also identify examples of healthy and unhealthy foods, helping to build awareness of how to make positive lifestyle choices.		
Thinking and problem solving						
Thinking and Problem Solving	Exploring, memory building and recognition of a problem	Recognition of a problem and finding solutions		Generalisation Repeat the activity throughout the day in a		

Students will learn about:	Introduction of the task, to be involved in tasks such as getting favourite toy, snack, drink, iPad, sensory resource etc. from wherever it is regularly kept at a regular time(s) of the day. This might be prompted by a visual timetable or now/next. Physical or verbal prompting to get the item may be needed, but must be involved in the process many, many times.	The student identifies a problem because they cannot find the item or activity that they are looking for. The teacher and staff are looking for students to go to the cupboard, drawer, to tray to get 'my favourite....' without being told to do so. Many situations outside such as turn on the trampoline, finding items such as the bikes and helmets.	range of different situations. The main concept of generalisation is that the student will go to another cupboard or seek to find the objects elsewhere. Play hide and seek, put the iPad in a different cupboard, ask the student to get their shoes but they have been moved to another part of the room. Follow a simple timetable pictorial and develop awareness of where the resources are stored.
THE WORLD AROUND ME Students will learn about:	Seeking experiences Change, history and the passing of time. Festivals and celebrations. To prepare for change on timetables/ finished. To observe events specific to each season. To experience events that are specific to seasons. Use supporting evidence to confirm seasonal changes. SMSC BV.	Focussing experiences Change, history and the passing of time. Festivals and celebrations. Experience giving and receiving of gifts, making decorations, Calendar of Culture, visit to places of worship. Thematic approach, SMSC and British Values.	Sharing experiences Change, history and the passing of time. Festivals and celebrations. Look at how other things have changes over time, school, technology, houses, roads, transport. Continue with Calendar of culture and share experiences with other groups. SMSC BV.
My Citizenship Students will learn about:	Exploring SRE activities 1. Knowing my body 2. Knowing me 3. Private and public 4. Touching and allowing others to touch me 5. Forming relationships 6. Sexual intimacy with another person Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Menstrual wellbeing including the key facts about the menstrual cycle.	Sustaining attention in SRE activities 1. Knowing my body 2. Knowing me 3. Private and public 4. Touching and allowing others to touch me 5. Forming relationships 6. Sexual intimacy with another person What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Each person's body belongs to them, and the differences between appropriate and	Transferring skills in SRE activities 1. Knowing my body 2. Knowing me 3. Private and public 4. Touching and allowing others to touch me 5. Forming relationships 6. Sexual intimacy with another person How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

		inappropriate or unsafe physical, and other, contact.	How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.
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Year 2

Year 2						
Subject Areas			TERM 1	TERM 2	TERM 3	
EQUALS ENGLISH		2	Creating an Interest Poetry, Plays and Songs 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. 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.	Literacy for Information Magazines and Newspapers 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/newspapers in different ways. Locate specific information in newspapers. Create headlines for displays in school. Using a Library. 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. Bibliography and Factual Literature 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.	Sharing Information Letters and postcards 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. Discuss what a letter is and the different types of letters: thank you, apology, complaint, friendly and formal. Explore famous letters. Use email to send letters. People and Events 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.	
			Maths for Design Repeating Patterns. Copy and continue a simple pattern. Create your own repeating patterns. Research and present a project on repeating patterns in the environment. Use printing methods to design decorative items. Use stencils.	Maths for Life Shopping. Making a shopping list. Compare prices of items in different shop, using different types of shops providing a range of services. Using different types of checkouts. Exchanging money while shopping. Internet shopping.		
EQUALS MATHS		2			Maths for the Community Maps, Travel and Timetables. Plan a route to different venues. Plan an individual timetable. Use different ways of travelling in the local and wider area. Make a sensory map of the classroom, school grounds, routes around school.	

			Shape, Colour and Space 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. Design Design a painting using splatter print, hand/footprints in certain colours. Create, plan and design a hat/T-shirt/mask. Design a bedroom. Design a mini garden. Design a textile item.	Domestic Appliances. 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. Telephone and Communication 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.	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. Using Leisure Facilities 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. Money 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.
EQUALS ICT			ICT and Creativity Film Making Understanding the filmmaking process, including pre-production, production, and post-production phases. Scriptwriting techniques: creating a screenplay, developing characters, and structuring a narrative. Storyboarding: visualising scenes and planning shots. Planning and organising shoots: scheduling, location scouting, and equipment preparation. Camera operation: understanding different types of cameras, lenses, and how to frame shots. Lighting techniques: using natural and artificial light to create mood and enhance visuals. Sound recording: capturing high-quality audio using microphones and sound equipment. Directing: guiding actors and crew to achieve the desired vision for a scene.	ICT for Pleasure, Leisure and Information Use of Community ICT Facilities. Types of Facilities: Identifying various community ICT resources, such as public libraries, community centres, and technology hubs. Accessibility: Understanding the importance of accessibility in community ICT facilities for diverse populations, including individuals with disabilities. Resource Availability: Learning about the range of resources available, such as computers, internet access, printers, audio-visual equipment, and software applications. Basic Computer Skills: Gaining proficiency in using computers, including operating systems, software applications, and troubleshooting common issues. Internet Navigation: Learning how to effectively search for information online, evaluate sources, and utilise digital databases and libraries.	Keeping in Touch Exchanging Information; E-Mail, Texting, Using a mobile phone Types of Communication: Recognising different forms of communication, including emails, text messages, instant messaging, and voice calls. Choosing the Right Medium: Understanding when to use specific communication methods based on context, audience, and purpose (e.g., formal vs. informal communication). Email Basics: Understanding the components of an email, including the subject line, greeting, body, and closing. Texting Protocols: Understanding the conventions of texting, including abbreviations, emojis, and informal language. Group Messaging: Learning how to communicate effectively in group chats, including managing notifications and respecting privacy. Using Communication Apps: Familiarity with popular communication apps (e.g., WhatsApp, Messenger, Slack) for texting, voice, and video calls. Setting Up Contacts: Learning how to store, manage, and organise contacts on a mobile phone for easy communication. Voicemail and Call Management: Understanding how to use voicemail, call forwarding, and managing missed calls.
EQUALS PSHE/RSE			Road Safety Definition of Road Safety: Students will learn what road safety means and why it is	Good Relationships Communication in Relationships: Students will understand the key principles of effective	RSE – Sexuality and Enjoyment Understanding Challenges: Students will learn that challenges can arise in various aspects of life,

			important for personal safety and the safety of others. Types of Roads and Traffic: Students will understand different types of roads (e.g., residential, main roads) and the types of vehicles that use them. Traffic Signs: Students will learn to identify basic traffic signs (e.g., stop signs, pedestrian crossings, speed limits) and understand their meanings. Traffic Lights: Students will learn the purpose of traffic lights and what each colour signifies for drivers and pedestrians. Understanding Consequences: Students will discuss the potential consequences of unsafe behaviours, such as running into the road or ignoring traffic signs. Understanding First Aid Basics: Students will gain a basic understanding of first aid measures in case of minor injuries, emphasising the importance of seeking professional help when needed.		communication in relationships, including how to express and discuss feelings, actively listen, and show empathy as they navigate personal growth and changing dynamics. Impact of Family Changes: Students will explore the psychological and emotional effects of separation, divorce, and bereavement on individuals and family dynamics, Recognising common reactions such as grief and adjustment challenges. Supportive Organisations: Students will learn about statutory and voluntary organisations that offer assistance during relationship crises, including counselling centres and helplines. Accessing Help: Students will identify sources of support available to them, including trusted adults and community resources, and understand how to seek help effectively during difficult times.		including relationships and health, and develop resilience strategies to cope with setbacks. Emotional Aspects of Pregnancy: Students will recognise the emotional challenges associated with pregnancy, such as anxiety and depression, and the importance of mental health support during this time. Benefits of Breastfeeding: Students will understand the health advantages of breastfeeding for both infants and mothers, including nutritional benefits and maternal health recommendations from health organisations. Legal Framework of Sexual Activity: Students will be aware of the laws regarding sexual activity, including age of consent and personal boundaries, to promote informed and responsible decision-making.	
Equals Science Adventurer			Heating and Cooling Students will learn the difference between temperature and heat, understanding that temperature measures how hot or cold something is, while heat is the energy transferred between objects due to a temperature difference. Students will learn about the three states of matter (solid, liquid, gas) and how heating and cooling can cause changes in state (e.g., melting, freezing, boiling). Students will learn about everyday applications of heating and cooling, such as cooking, refrigeration, and heating systems in buildings, and their impact on energy use and efficiency.		Electricity and man-made energy Students will learn about basic electrical concepts. They will understand how electricity flows through a circuit and the role of components like batteries, wires, and light bulbs in completing a circuit. Students will gain knowledge about various sources of man-made energy, such as fossil fuels, nuclear power, and renewable energy sources (solar, wind, and hydroelectric). students will learn important electrical safety practices, including how to handle electrical devices safely, the importance of avoiding water around electrical outlets, and recognising hazards related to electricity.		Mini beast and insects Identification and Characteristics: Students will learn to identify various mini beasts and insects, focusing on their key characteristics such as body structure (number of legs, wings, and antennae) and typical habitats. Life Cycles and Ecological Roles: Students will explore the life cycles of insects, understanding stages of development (e.g., metamorphosis) and the important roles insects play in ecosystems, including pollination and decomposition. Observational Skills and Scientific Inquiry: Students will develop observational and scientific inquiry skills by engaging in hands-on activities, such as collecting and observing insects, recording their findings, and discussing their experiences to foster critical thinking	
Equals Creativity Adventurer			Music Classical musical appreciation: The student will learn about and experience classical music appreciation.		Art-Sculpture Art – 2D representation: The student will learn about and experience 2D representation.		Drama- Mime and role play Drama – Movement and gesture: The student will learn about and experience movement and gesture.	
Open Awards Independent Skills Entry 1 Award			Living in the community Learners will develop an understanding of living in their community by reflecting on	Accessing the countryside Learners will develop the knowledge and skills needed to take part in a countryside walk safely and	Living in a diverse society Learners will develop an understanding of diversity by identifying people or groups with different values, beliefs,	Looking after yourself and your home Learners will reflect on their ability to look after themselves and their home by identifying areas they	Eating out Learners will develop the skills to eat out confidently by identifying different places to eat and the types of food they offer. They will practise	Hobbies Learners will develop an understanding of hobbies by identifying what a hobby is and exploring their own interests. They will practise choosing a

			services or facilities they have accessed and identifying areas where they feel confident, as well as areas they would like to explore further. They will review their progress and recognise who can support them in achieving their goals. Learners will also explore what their community means to them by describing aspects of where they live and identifying what they like about it. By the end, learners will be able to reflect on their community involvement, identify support, and express personal views about their community	enjoyably. They will identify appropriate clothing and equipment, understand the benefits of walking in the countryside, and learn key countryside code rules. Learners will also recognise public information signs, including footpath directions, and explore their surroundings through sensory experiences. By the end, learners will be able to prepare for a walk, follow guidance, recognise signs, and reflect on their enjoyment of the experience	cultures, or abilities and recognising how individuals may differ from one another. They will explore the concept of tolerance by considering situations where people are treated unfairly and understanding why it is important to respect differences. Learners will also recognise the positive contributions of diverse groups to society, including identifying aspects of other cultures they enjoy. By the end, learners will be able to appreciate differences, understand the importance of tolerance, and recognise diversity’s value in society	feel confident in and those they find more challenging. They will review their progress and recognise ways to improve their skills. Learners will also identify sources of ongoing guidance and support to help them continue developing their independence	choosing a place to eat, selecting and asking for a meal, and recognising the correct cutlery to use. By the end, learners will be able to make choices, order food, and demonstrate basic dining skills	hobby and explaining their reasons for their choice. Learners will then plan how to take part by identifying the equipment needed and will have the opportunity to participate in their chosen hobby. By the end, learners will be able to understand hobbies, make choices, prepare, and take part in an activity	
Open Awards Healthy lifestyles Entry 1 awards			Dealing with problems Learners will develop skills in recognising and responding to problems by identifying issues they have experienced and understanding how these affect them. They will learn who they can ask for help and begin to take an active role in solving problems. Learners will also participate in suggesting and contributing to solutions. By the end, learners will be able to recognise problems, seek support, and take part in resolving them	Emotional Wellbeing Learners will develop an understanding of emotions by identifying and communicating happy and sad experiences, and recognising who can provide support in different situations. They will explore the concept of bullying by identifying behaviours that may be harmful, understanding how to respond assertively, and knowing who to tell if bullying occurs. Learners will also learn how to be a good friend by identifying ways to support others. By the end, learners will be able to recognise emotions, seek help, understand bullying, and demonstrate positive friendship skills			Healthy Lifestyles Learners will develop an understanding of how to maintain a healthy body by identifying key factors such as good eating habits and physical activity. They will explore the importance of sun protection, including why it is needed and how it can be achieved. Learners will also gain awareness of healthcare services and their roles in supporting health. By the end, learners will be able to describe ways to stay healthy, protect themselves from the sun, and recognise the role of healthcare services		
Open Awards Making informed Careers Choices- Entry 1 Awards			Making informed careers choices Learners will develop an understanding of careers by identifying jobs people they know do and recognising key requirements for different roles. They will explore alternatives to paid employment and consider future pathways. Learners will choose a suitable employment, training, or	Exploring occupational areas Learners will develop an understanding of different occupational areas by identifying an example and describing what happens within it. They will explore a range of jobs within a chosen area and identify the skills needed for a specific role. Learners will also reflect on their own abilities by recognising and listing			Participate in an occupational taster Learners will develop an understanding of an occupation by identifying the job they carried out and recognising other roles within that area. They will take part in work-related tasks, identifying activities, tools or materials used, and who provided guidance. Learners will also reflect on their experience by considering what they learned,		

			education option and gather information about it, enabling them to make informed decisions about their next steps.	their personal skills. By the end, learners will be able to understand occupational areas, identify job roles and required skills, and recognise their own strengths	what they found difficult, and what they enjoyed or least enjoyed. By the end, learners will be able to describe an occupation, participate in tasks, and reflect on their experience.
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Year 3

Subject Areas			TERM 1	TERM 2	TERM 3
EQUALS ENGLISH		11	Books including Traditional Tales 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 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.	Literacy for Life and Leisure Using Leisure Facilities 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 activities. Create nonfiction sensory book about the different leisure activities. Using the Internet Access the internet using a range of technology. Explore maps on Google Earth.	Literacy for the Future Form Filling and Personal Details 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. This is Me and Personal Statements 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.
			TERM 1 Maths in Everyday Life Measurement and Volume. Prepare drinks, snacks and meals, using jugs, cups and spoons to measure liquids and dry ingredients. Bake a cake. Participate in leisure activities such as Boccia or Kurling, record distances scored. Make a map of your classroom or school using measuring equipment. Make an item out of fabric using a tape measure. Ask for appropriately sized drinks in café or pub. Know your own clothes and shoe size.	TERM 2 Maths for the Future Enterprise Set up and run over a period 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. Work Working to a timetable in an enterprise activity.	TERM 3 Financial Responsibility Learn about opening a bank account, paying into and withdrawing money from an account. Budgeting for an event. learn about using a cash machine. 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 own meals. Carrying your own money safely for e.g. in a wallet, purse etc.

			Weighing and Cooking Use different types of weighing scales. Weigh 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. Using different kitchen appliances. Setting the temperature on different appliances. Time 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.	Learning to be on time as part of school timetable and then follow on into leisure and work. Using public transport to get to and from work. Using any income appropriately. Developing routines within the workplace. 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.	Different methods of payment such as cash card, cash, PayPal and gift token/cards. Managing own phone either by pay as you go or on contract.
EQUALS ICT			TERM 1	TERM 2	TERM 3
		11	Keeping in Touch - News Sharing Types of News: Recognising different categories of news, such as local, national, international, and specialised (e.g., sports, entertainment, science). Social media: Exploring how platforms like Facebook, Twitter, Instagram, and LinkedIn can be used to share news and information with a broader audience. Blogs and Websites: Understanding how to create and maintain personal blogs or websites for sharing news and information. News Apps: Learning to navigate and utilise news applications that provide updates and alerts on current events. Writing News Articles: Developing skills in writing clear and concise news articles, including the structure of a news piece (headline, lead, body, and conclusion). Multimedia Elements: Understanding how to incorporate images, videos, and infographics to enhance news stories and engage readers. Sharing Techniques: Learning how to effectively share news content through various digital channels, including email, social media, and instant messaging.	ICT in Enterprise Promotion and Advertising Basic Concepts: Learning the definitions of promotion and advertising, including the differences between them and how they relate to marketing. Purpose of Advertising: Understanding the role of advertising in influencing consumer behaviour and driving sales. Social Media Marketing: Exploring how to use platforms like Facebook, Instagram, Twitter, and LinkedIn for advertising and promoting products or services. Email Marketing: Learning the basics of creating effective email marketing campaigns, including crafting subject lines, designing email layouts, and segmenting email lists. Creativity and Innovation: Encouraging creativity in developing advertising ideas and campaigns, fostering innovative thinking.	ICT for the future Shopping; online (internet) and in the community Concept of Online Shopping: Learning what online shopping is and how it differs from traditional shopping methods. Popular Online Platforms: Familiarisation with popular online shopping platforms (e.g., Amazon, eBay, online grocery services) and their features. Reading Reviews: Learning how to read customer reviews and ratings to make informed purchasing decisions. Understanding Product Descriptions: Gaining skills in interpreting product specifications, images, and pricing to evaluate the suitability of items. Shopping in the Community. Identifying Local Stores: Understanding how to locate and identify community stores, markets, and services available locally. Confidence in Technology Use: Building confidence in using technology for practical purposes, such as shopping and community engagement.
			TERM 1	TERM 2	TERM 3

EQUALS PSHE/RSE		11	A healthy lifestyle Components of a Healthy Lifestyle: Students will learn about the key components of a healthy lifestyle, including balanced nutrition, regular physical activity, sufficient sleep, and mental well-being. Nutrition and Healthy Eating: Students will explore the basics of nutrition, focusing on the importance of food groups, portion sizes, and making healthier food choices to create balanced meals. Physical Activity Benefits: Students will gain knowledge about the importance of regular physical activity and its health benefits, such as improved cardiovascular health and mental well-being. Mental Well-Being: Students will learn about Recognising signs of stress and anxiety and explore strategies for managing mental health, including mindfulness and seeking support. Making Informed Health Choices: Students will understand the significance of making informed health choices by evaluating the risks and benefits of lifestyle habits like smoking and alcohol consumption.	Developing Relationships Transition to Adult Life: Students will learn about the skills and resources necessary for a successful transition to adult life, including practical life skills, financial literacy, and understanding their rights and responsibilities as adults. Understanding Personal Relationships: Students will explore various types of personal relationships (e.g., friendships, family, romantic) and their significance in fostering emotional well-being, social support, and personal development. They will study the characteristics of healthy vs. unhealthy relationships. Accessing Help and Managing Risk: Students will gain knowledge about resources available for seeking help in situations of risk, including understanding risk factors and strategies for effective problem-solving and decision-making in challenging circumstances. Personal Hygiene Awareness: Students will understand the importance of personal hygiene and health, including the basic principles of cleanliness. Finding Personal Care Products: Students will learn how to identify and locate personal care products in their community, including understanding the variety of options available and how to choose products that meet their personal hygiene needs. Personal Image and Its Impact: Students will explore the concept of personal image, including how it affects their self-esteem and the perceptions of others.	Human Reproduction Puberty Changes: Students will learn about the physical, emotional, and hormonal changes that occur during puberty, including the development of secondary sexual characteristics and individual variability in these changes. Sexual Intercourse: Students will gain knowledge about sexual intercourse, covering the biological, physiological, and emotional aspects, as well as the importance of consent and communication in sexual relationships. Babies and Their Needs: Students will understand the developmental stages of infants, including their physical, emotional, and nutritional needs, and the importance of care and bonding for healthy development. Contraception: Students will learn about various contraception methods, including hormonal, barrier, and natural family planning techniques, focusing on how they work to prevent pregnancy and the importance of informed decision-making in reproductive health.
EQUALS MOVING ON PROGRAMME (Explorer)	Creativity		TERM 1 Music Learners will explore and experience classical musical appreciation through a range of sensory and practical activities, including live performances, instrument exploration, and interactive music technology. They will develop listening skills, respond to different sounds, and begin to recognise instruments and musical patterns. As learners progress, they will show increasing engagement, from initial awareness and reactions to	TERM 2 Art Learners will explore 2D art through a range of creative and practical activities, including studying artists, experimenting with different materials, and producing their own artwork such as collages and prints. They will develop an understanding of shape, pattern, and design by exploring decorative styles from different cultures and applying these to their own creations. As learners progress, they will move from initial sensory engagement to active participation, developing skills in	TERM 3 Drama Learners will explore drama through movement and gesture, using their bodies to express emotions, ideas, and stories. They will take part in activities such as mirroring, responding to music, and experimenting with mime techniques to develop non-verbal communication skills. As they progress, learners will move from simple reactions to more purposeful and controlled movements, building confidence, coordination, and expression. They will develop communication and interaction skills, with

			active participation and intentional responses. They will build skills in communication, concentration, and recall, eventually applying their knowledge and understanding of classical music through independent or supported participation.		communication, concentration, and creativity. They will build confidence in expressing ideas and, over time, apply their knowledge and skills to produce purposeful and personalised pieces of work		opportunities to follow instructions and work with others, eventually applying their understanding to convey meaning through movement and gesture.	
EQUALS MOVING ON PROGRAMME (Explorer)		11	TERM 1		TERM 2		TERM 3	
	Science		Materials in the Home Types of Materials and Their Properties: Students will learn about various materials commonly found in the home, such as wood, metal, glass, plastic, and fabric. They will understand the physical properties of these materials, including strength, durability, insulation, and resistance to moisture. Uses and Functions of Materials: Students will explore how different materials are used in household items and construction, discussing the specific functions they serve. For example, they will learn why wood is often used for furniture, plastic for containers, and glass for windows. Environmental Impact and Sustainability: Students will gain awareness of the environmental impact of materials used in the home, including issues related to recycling, waste, and sustainability. They will learn about eco-friendly alternatives and the importance of choosing materials that reduce harm to the environment.		Natural Energy Types of Natural Energy Sources: Students will learn about different types of natural energy sources, including solar, wind, hydroelectric, geothermal, and biomass. They will understand how these sources harness energy from natural processes and the conditions necessary for their effectiveness. Benefits of Natural Energy: Students will explore the advantages of using natural energy, such as reduced greenhouse gas emissions, sustainability, and lower long-term costs compared to fossil fuels. They will also discuss the role of natural energy in combating climate change and promoting environmental health. Applications of Natural Energy: Students will gain knowledge about how natural energy is utilised in everyday life, including solar panels for electricity, wind turbines for power generation, and biomass for heating. They will learn about local and global examples of natural energy projects and their impact on communities.		Endangered Species Understanding Endangered Species: Students will learn what it means for a species to be endangered, including the criteria that classify a species as endangered or critically endangered. They will explore the concepts of biodiversity and the importance of each species within an ecosystem. Causes of Endangerment: Students will gain knowledge about the various factors that contribute to the endangerment of species, such as habitat destruction, pollution, climate change, poaching, and invasive species. They will understand how human activities impact wildlife and ecosystems. Conservation Efforts: Students will learn about the importance of conservation and the efforts made to protect endangered species, including laws, protected areas, and rehabilitation programs. They will explore ways individuals and communities can contribute to conservation efforts, such as supporting wildlife organizations and sustainable practices.	
Open awards Certificate Entry 1 Independence Skills Living in the community			Living in the community Learners will develop an understanding of living in their community by identifying services or facilities they have accessed and recognising areas where they feel confident, as well as areas they would like to explore further. They will review their progress and	Law and order Learners will develop an understanding of laws and their role in society by identifying examples of laws and recognising how they benefit the community. They will learn about how laws are made, including who is responsible and the role of elected	Volunteering Learners will develop an understanding of voluntary organisations by identifying what they are and recognising examples within their local community. They will explore the role of a volunteer within an organisation and understand the contribution	Self-advocacy Learners will develop an understanding of their own views by identifying something they would like to happen in their lives and recognising who should hear their opinions. They will explore the importance of being heard by reflecting on times when their views may not have	Using public transport buses and trains Learners will develop the knowledge and skills needed to travel independently on public transport. They will learn how to plan journeys by identifying destinations and finding information about bus and train services. Learners will practise making a journey, including arriving at the departure point on	Exploring art Learners will develop an appreciation of art by exploring different pieces and expressing their preferences with reasons. They will learn about a range of art techniques, including the materials and equipment needed and how to use them. Learners will then create and present their own artwork, reflecting on their work by commenting on

			identify who can support them in achieving their goals. Learners will also consider what their community means to them by describing where they live and what they like about it, helping them to build confidence and independence within their community	representatives. Learners will also explore what happens when laws are broken by identifying examples and possible consequences. In addition, they will understand how laws are enforced and who is responsible for this. By the end, learners will be able to recognise the purpose of laws, how they are created, and the importance of following them	volunteers make. Learners will also identify the steps needed to become a volunteer, including recognising actions they can take to get involved. By the end, learners will understand voluntary work and how to access opportunities to participate	been listened to and why it is important to express themselves. Learners will also identify support available to help them communicate their needs and practise how to express their point of view clearly and confidently. By the end, learners will be able to recognise their right to be heard and develop skills to communicate their views effectively	time, paying fares, boarding safely, and travelling considerably. They will also learn how to signal for stops, get off at the correct destination, and understand how to stay safe while travelling. By the end, learners will be able to plan and carry out a journey and travel safely and responsibly on public transport	their piece. They will also develop responsibility by learning how to clean and store equipment correctly. By the end, learners will be able to appreciate art, use basic techniques, create and present their own work, and tidy up appropriately
Open awards Certificate Entry 1 Independence Skills Looking after yourself and your home			Looking after yourself Learners will reflect on their ability to look after themselves and their home by identifying areas they feel confident in and areas where they need further development. They will review their progress and recognise ways to improve their independence. Learners will also identify sources of guidance and support to help them continue developing these skills	Cooking techniques Learners will develop an understanding of different cooking methods by identifying ways food can be prepared and recognising foods that can be cooked using a variety of techniques. They will learn about the equipment needed for different methods and explore key health and safety considerations, including potential risks. Learners will also take part in practical activities using different cooking methods to prepare a dish. By the end, learners will be able to identify cooking	Household Expenses Learners will develop an understanding of managing money by recognising different types of expenses, including regular bills, weekly spending, and longer-term costs such as repairs or replacements. They will explore ways to pay for these expenses and identify different methods of payment. By the end, learners will be able to recognise and describe everyday financial responsibilities and how they can be managed	Looking after your clothes Learners will develop practical skills in caring for clothing by understanding why clothes need to be washed and how to sort them correctly. They will learn to use a washing machine safely by following simple instructions and explore different ways to dry clothes. Learners will also learn how to store clothing appropriately, including using hangers and drawers. By the end, learners will be able to carry out basic laundry tasks and care for their clothes independently	Exploring performance Learners will develop skills in preparing for and taking part in a performance by identifying a preferred performance and recognising the props, equipment, or clothing needed. They will practise following instructions and working cooperatively with others, showing consideration for fellow performers. Learners will also reflect on their performance by identifying what went well and areas for improvement. By the end, learners will be able to prepare, participate, work with others, and reflect on their performance	Using domestic appliances Learners will develop an understanding of common household appliances by identifying different appliances and their uses. They will learn how to use appliances safely by following instructions, recognising safety rules, and identifying potential hazards. Learners will also practise switching appliances on and off and storing them correctly. By the end, learners will be able to use and store appliances safely and responsibly

				methods, use equipment safely, and participate in preparing food				
Open awards Certificate Entry 1 Physical health and Wellbeing			Healthy Lifestyles Learners will develop an understanding of how to maintain a healthy body by identifying key needs such as healthy eating and physical activity. They will learn about the importance of sun protection and how to stay safe in the sun. Learners will also explore the roles of healthcare services in supporting health. By the end, learners will be able to recognise ways to stay healthy, protect themselves, and understand basic healthcare support	Health and hygiene Learners will develop practical skills in maintaining personal health and a clean environment by understanding the importance of keeping rooms clean and identifying appropriate cleaning materials. They will learn how to care for clothing and maintain good personal hygiene, including handwashing and dental care. Learners will also explore how to keep their bodies healthy through good choices and understand the importance of regular sight tests. By the end, learners will be able to demonstrate basic self-care, hygiene, and healthy living skills	Substance misuse awareness Learners will develop an awareness of substance misuse by identifying common substances that may be misused and understanding their potential effects. They will explore the impact substance misuse can have on individuals and recognise the importance of seeking help. Learners will also identify sources of support and information available for those affected. By the end, learners will be able to recognise substance misuse, understand its effects, and know where to access help	Causes of anxiety Learners will develop an understanding of anxiety by identifying what it is, recognising common causes in everyday life, and identifying signs that someone may be experiencing anxiety. They will also explore simple strategies to manage anxiety. By the end, learners will be able to recognise anxiety and identify ways to deal with it	Emotional wellbeing Learners will develop an understanding of emotions by identifying and communicating happy and sad experiences, and recognising who can provide support in different situations. They will explore bullying by identifying harmful behaviours, understanding how to respond assertively, and knowing who to tell. Learners will also learn how to be a good friend by identifying ways to support others. By the end, learners will be able to recognise emotions, seek help, understand bullying, and demonstrate positive friendship skills	Anger Management and self-esteem and confidence. Learners will develop an understanding of anger by identifying its effects and recognising how it can impact themselves and others. They will explore ways to manage anger and learn practical techniques to reduce it. By the end, learners will be able to recognise the effects of anger and identify strategies to manage their emotions effectively Learners will develop an understanding of confidence and self-esteem by exploring what these terms mean and how they relate to their own experiences and feelings. They will reflect on times they have felt confident and identify positive personal attributes that contribute to self-esteem. Learners will also consider situations where they may lack confidence or self-esteem and explore strategies to improve both. By the end, learners will be able to recognise and describe

								confidence and self-esteem, reflect on their own experiences, and identify ways to build and improve them
Open awards Award Entry 1 Employability and Professional development			Applying for jobs and courses Learners will develop an understanding of how to apply for a job or course by identifying different ways to apply and recognising who can support them through the process. They will take part in completing an application for a specific job or course of interest, building confidence and independence. By the end, learners will be able to understand the application process and contribute to applying for opportunities	Using a keyboard in a workplace setting Learners will develop skills in using an alphanumeric keyboard by practising typing short sentences or paragraphs using letter keys, number keys, and special characters. They will build accuracy and confidence in entering information and begin to understand how keyboards are used in everyday tasks. Learners will also explore how these skills link to the workplace by identifying job roles that require the use of a keyboard. By the end, learners will be able to use a keyboard to input text and recognise its importance in different jobs	Developing communication skills Learners will develop communication skills by listening to others and showing understanding through their responses. They will practise expressing themselves using words, signs, symbols, or other communication methods, and begin to share ideas and preferences with others. Through interaction and discussion, learners will build confidence in communicating and engaging with people in a range of situations	Following instructions Learners will develop the ability to follow instructions by understanding what needs to be achieved and carrying out steps in the correct order. They will learn what to do if they do not understand instructions, including asking for help or clarification. Learners will also explore the importance of following instructions in a work environment by considering the possible consequences of not doing so. By the end, learners will be able to follow instructions effectively and understand why this is important in real-life situation	Understanding what money is used for Learners will develop an awareness of money by identifying it and distinguishing it from other items. They will explore the different uses of money in everyday life and practise using money in realistic situations. By the end, learners will be able to recognise money and understand its purpose in simple transactions	Using a telephone in the workplace Learners will develop the skills needed to use a telephone in a workplace setting by practising how to make and receive calls appropriately. They will learn how to answer a call clearly and politely, as well as how to prepare for making a call, such as knowing what to say or having key information ready. By the end, learners will be able to demonstrate basic telephone skills suitable for a work environment

Year 4

Subject Areas			TERM 1	TERM 2	TERM 3
Functional skills Literacy Entry 1- (non-accredited)			Speaking, Listening and Communicating Say the names of the letters of the alphabet Identify and extract the main information from short statements and explanations Follow single-step instructions, asking for them to be repeated if necessary	Reading Students must be familiar with differing formats across the following, for example: article, blog, email, forum, leaflet, flyer, poster & sign. Read simple sentences containing one clause.	Writing Punctuate simple sentences with a capital letter and a full stop. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.

			Make requests and ask straightforward questions using appropriate terms and registers. Respond to questions about specific information Make clear statements about basic information and communicate feelings and opinions on straightforward topics. Understand and participate in simple discussions or exchanges with another person about a straightforward topic	Understand a short piece of text on a simple subject	Use lower case letters when there is no reason to use capital letters Write the letters of the alphabet in sequence and in both upper and lower case Communicate information in words, phrases and simple sentences
Functional skills Maths Entry 1- (non-accredited)					
			Using numbers and the number system – whole numbers Read, write, order and compare numbers up to 20 Use whole numbers to count up to 20 items including zero Add numbers which total up to 20, and subtract numbers from numbers up to 20 Recognise and interpret the symbols +, – and = appropriately	Using common measures, shape and space Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20 Read 12 hour digital and analogue clocks in hours Know the number of days in a week, and months and seasons in a year. Be able to name and sequence Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (incl. square) and triangle Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above	Handling information and data Read numerical information from lists Sort and classify objects using a single criterion Read and draw simple charts and diagrams including a tally chart, block diagram/graph
Equals Moving on Traveller Science					
			Recycling and Composing Learners will explore recycling and composting through hands-on and sensory experiences, using a variety of materials to develop their understanding of how waste can be sorted and reused. They will take part in activities such as identifying different recyclable materials, investigating litter and its impact, and learning how recycling helps protect the environment. Learners will also develop early skills in sorting, sequencing, and using simple ICT tools. As they progress, they will move from initial awareness to active participation, building confidence, communication, and understanding, and applying their knowledge to real-life situations involving recycling and caring for the environment.	Machinery Learners will explore machinery through sensory and practical experiences, discovering how different machines are used in everyday life at home, school, work, and in transport. They will investigate how machines work, including simple examples such as doorbells, washing machines, and mobile devices, and experience the sights, sounds, and functions of a range of equipment. Through visits and real-life contexts, learners will develop awareness of machinery in their community. As they progress, they will move from initial responses to active participation, building skills in observation, communication, and understanding, and applying their knowledge of how machines function in the world around them.	Plants and growth Learners will explore plants and growth through sensory and practical experiences, engaging with a variety of plants using sight, smell, touch, and taste. They will grow plants from seeds, observe and record changes over time, and identify the different parts of a plant. Learners will investigate what plants need to grow by carrying out simple experiments and comparing results. As they progress, they will develop skills in observation, communication, and recording information, moving from initial awareness to active participation and understanding, and applying their knowledge of plant growth in real-life contexts.
Equals Moving on			TERM 1	TERM 2	TERM 3

Traveller Creativity		11	Traditional Music Learners will explore traditional music through interactive and sensory experiences, including live performances, drumming activities, and movement to music. They will develop listening and participation skills by engaging with different rhythms, sounds, and cultural styles. Through activities such as combining music with dance and using instruments, learners will build confidence, coordination, and communication. As they progress, they will move from initial awareness to active involvement, developing concentration, recall, and the ability to respond purposefully, eventually applying their understanding of traditional music in practical and creative ways	Artifacts in the community Learners will explore artefacts in the community by engaging with local environments such as museums, galleries, and public spaces. They will investigate objects, monuments, and displays to understand their purpose and significance. Through creative activities, learners will design and produce their own artefacts, using a range of materials and techniques. As they progress, they will develop skills in observation, communication, and community participation, moving from initial awareness to active involvement and applying their understanding of artefacts in real-life and creative contexts	Drama in the community Learners will explore drama in the community through engaging in performances, role play, and interaction with local productions or drama groups. They will develop communication and social skills by working with others, using props and costumes, and taking part in drama activities linked to real-life events. Learners will have opportunities to create and perform their own pieces for school or community audiences. As they progress, they will move from initial awareness to active participation, building confidence, self-awareness, and the ability to express ideas, eventually applying their skills in meaningful community-based contexts
ICT Functional skills Entry 1 Non-accredited					
			Using ICT – Awareness and Basic Interaction Learners will develop foundational ICT skills by interacting with technology for a given purpose. They will learn to recognise and use simple interface features such as touchscreens, buttons, icons, and switches. Learners will begin to understand basic online safety, including how to sit correctly, use equipment safely, and recognise the importance of keeping personal information secure (e.g. passwords with support). They will also begin to find simple information from ICT-based sources, such as listening to voice messages or responding to on-screen prompts. By the end of the term, learners will show increased awareness of how to use ICT	Term 2: Finding Information and Developing Control Learners will build on their early ICT skills by developing greater control and independence when using technology. They will practise finding given information from simple ICT sources, such as identifying images, text, or audio messages. Learners will begin entering and editing single pieces of information, such as typing a word, selecting symbols, or labelling images. They will also start to identify and correct simple errors with support. Safe use of ICT will continue to be reinforced, including handling equipment appropriately and maintaining basic security awareness. By the end of the term, learners will be able to follow simple instructions, make selections, and begin to use ICT more purposefully	Developing, Presenting and Communicating Information Learners will apply their ICT skills more independently by creating and communicating simple information. They will practise entering and editing single items, such as adding text, symbols, or images, and labelling their work. Learners will begin to use ICT-based communication by receiving and opening simple electronic messages, such as emails or app-based messages. They will continue to develop accuracy by recognising and correcting simple errors. By the end of the term, learners will demonstrate increased independence in using ICT to create, present, and communicate information, applying their skills in meaningful and practical contexts.

			equipment safely and begin to interact with technology with support.		
Open Awards- Entry 1 Diploma			This diploma will be designed and made with the specific student. Modules will be picked when the assessment plan is created. The list of modules is available here: QualificationGuide_127026.pdf		