

Curriculum Overview (Engage & Discover)

PHASE 14-18, 2024-25

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
School Value		<i>Respect</i>	<i>Trust</i>	<i>Honesty</i>	<i>Positivity</i>	<i>Kindness</i>	<i>Independence</i>
Holistic Curriculum Context for Learning		What a wonderful world	Performing for others	First impressions	Making new friends	My responsibilities	Off on an adventure
Whole school Events		Art Week	Remembrance Day Friendship Week Children in Need Day Christmas Jumper Day Christmas Performances	Music Week Children's Mental Health Week	Book Week	Diversity and Pride Week	Performing Arts Week
Personal, Social, Emotional Development (PSED)	RSHE	<b>Self-Awareness</b> Pupils to identify personal strengths and skills Pupils discuss how to treat others fairly Pupils will learn about how stereotypes can cause damage. Pupils will discuss how, in school and wider society, they can expect to be treated with respect and in turn should respect others.	<b>Managing Feelings</b> Pupils will identify ways they can talk about their emotions accurately and sensitively. Pupils will identify some types of behaviour within relationships are criminal including violent and controlling behaviour. Pupils will be able to judge whether what they are	<b>The World I Live in</b> Pupils will understand that everyone is unique and equal. Pupils will be able to explain how and why everyone has rights and responsibilities regarding quality. Pupils will be able to understand how to use money	<b>Self-care, Support and Safety</b> Pupils will learn how to judge when a family or friend relationship feels unsafe and learn how to seek help or advice. Pupils will begin to recognise what risky behaviour is and if/when they are engaging in it.	<b>Healthy Lifestyles</b> Pupils will demonstrate an awareness of unsafe substances Pupils will identify a variety of ways in which they can demonstrate healthy living Pupils will identify the positive associations between physical activity and mental well-being Pupils will be able	<b>Changing and Growing</b> Pupils will learn what permission and consent is and know how to express their views Pupils will identify changes that occur at different stages of life Pupils will be able to identify different types of relationships and describe some differences.

			feeling and how they are behaving is appropriate (online and offline).	Pupils will identify a variety of ways in which they can prepare for adulthood	Pupils will describe what may be unwanted physical contact and learn ways of asking for help	to discuss the impact of social media on body image	
	Preparing for adulthood	<p><b>Classes will complete all of the following over the course of the year, participating in a different one each half term.</b></p> <p><b>Travel training</b> - Travel-walking, transitions, bus, minibus, train, road safety, bikes, beebots, road signs, timetables, Daily Mile. Visits- shop, supermarket, park, woodland, playpark, leisure centre, areas around school</p> <p><b>Food tech/ Cafe</b> - Menu, advertising, shopping, orders, preparation, presentation, delivery, money, visit to a café and or shop, catering for a small event</p> <p><b>Looking after yourself/ First aid</b> - Personal hygiene, first aid, housework, online safety</p> <p><b>Gardening/ Maintenance</b> - Planting, growing, plant care skills, weeding, picking litter, sweeping, forest school activities</p> <p><b>Futures</b> - Building confidence, questions, forms, interview practice, the world of work, work experience opportunities within class or around school</p> <p><b>School Newspaper</b> - Articles, research, interviews, activities, photography, art work, looking at newspapers and magazines, trip to newsagents/ library, publication of work</p>					
Communication and Language	<ul style="list-style-type: none"> <li>• Combine two words/symbols within different situations.</li> <li>• Learns new words or signs during play or structured situations.</li> <li>• Understands sentences with 2 key words by responding to instructions.</li> <li>• Use a variety of nouns and verbs when communicating.</li> <li>• Use language to share experiences, feelings and thoughts.</li> <li>• Engage in simple conversation with others.</li> <li>• Follow simple rules in a group.</li> </ul>						

Literacy		<b>Reading for Purpose and Meaning</b>  Learners will learn how to follow simple text and recognise purpose.	<b>Listen and Respond</b>  Learners will learn how to listen and respond to simple spoken information and in simple exchanges.	<b>Speak and writing to communicate</b>  Learners will learn how to communicate basic information in informal and formal situations, through speech and writing.
Suggested texts		Newspapers Leaflets Menus Instructions Magazines Comic books	Instructions Scripts The 13-storey Treehouse George’s Marvellous Medicine The BFG	Diaries Speeches Diary of a Wimpy Kid The World according to Humphrey Diary of a Big Bad Wolf Vlad and the Great Fire of London
Maths and Problem Solving	Maths	<b><u>Number</u></b>  Pupils will be working towards gaining a Gateway accreditation through coursework-based evidence:  Entry 1: Using Whole Numbers  Entry 2: Using Whole Numbers and Fractions  Entry 3: Using Whole Numbers, Decimals, Fractions and Percentages  Level 1: Numbers, Decimals, Fractions and Percentages  Level 2: Numbers, Decimals, Fractions and Percentages	<b><u>Using size, shape and space / Calculations</u></b>  Pupils will be working towards gaining a Gateway accreditation through coursework-based evidence:  Entry 1: Using Size, Shape and Space  Entry 2: Using Size, Shape and Measure  Entry 2: Addition, Subtraction and Multiplication  Entry 3: Making Calculations  Level 1: Making Calculations  Level 2: Making Calculations	<b><u>Time, Money and Temperature</u></b>  Pupils will be working towards gaining a Gateway accreditation through coursework-based evidence:  Entry 1: Money and Time#  Entry 2: Money, Time and Temperature  Entry 3: Money, Time and Temperature  Level 1: Money, Time and Temperature  Level 2: Money, Time and Temperature

	Digital Skills  Entry Level 1	Online safety and safe online practices	Digital skills for personal/leisure purposes.	Digital skills for personal/leisure purposes.	Digital skills for informal communication purposes.	Digital skills for informal communication purposes.	Digital Skills for entertainment
Understanding the World	Science	<p><b>Science Health and Safety</b> - Identify basic hazards associated with using materials and procedures in the lab.</p> <p>Follow 1 or 2 step instructions to work safely under close supervision</p> <p>Make observation</p> <p>Collect results and record</p>	<p><b>Science Health and Safety</b> - Fire</p> <ul style="list-style-type: none"> <li>- requirements for fire.</li> <li>Fire safety</li> <li>Action to take in case of fire.</li> </ul>	<p><b>Working with Electrical Circuits</b></p> <ul style="list-style-type: none"> <li>- Identify electrical components.</li> <li>Using electricity safely</li> <li>Build electrical circuits</li> <li>Series and parallel</li> </ul>	<p><b>Working with Electrical Circuits</b> - Uses electricity or not?</p> <ul style="list-style-type: none"> <li>Name electrical appliances</li> <li>Battery or Mains?</li> <li>Investigations involving electricity: circuits</li> <li>Brighter or dimmer</li> </ul>	<p><b>Introduction to Plant Care</b> - gain basic skills and understanding in the care of plants.</p> <ul style="list-style-type: none"> <li>-parts of plants</li> <li>-what do plants need for healthy growth?</li> <li>-plant a seed.</li> <li>-assist in preparing seed beds</li> </ul>	<p><b>Introduction to Plant Care</b> - care for a plant in order to maintain healthy growth. -produce a food/flower crop - ways of storing their produce.</p>
	Vocational	<p><b>Skills for Independent Living:</b></p> <p>Employability skills incl. following instructions.</p> <p><b>Art and Design:</b></p> <p>Preparing to transition to the next stage of education or world of work</p>	<p><b>Skills for Independent Living:</b></p> <p>Learning skills incl. making choices about learning.</p> <p><b>Art and Design:</b></p> <p>Creating a 2D image</p>	<p><b>Skills for Independent Living:</b></p> <p>Personal and Social skills incl. Understanding relationships.</p> <p><b>Art and Design:</b></p> <p>Creating a 3D image in a range of different materials. Research project</p>	<p><b>Skills for Independent Living:</b></p> <p>Personal and Social skills incl. taking exercise.</p> <p><b>Art and Design:</b></p> <p>Creating a 3D image in a range of different materials. Research project</p>	<p><b>Skills for Independent Living:</b></p> <p>Personal and Social skills incl. Using money.</p> <p><b>Art and Design:</b></p> <p>Getting ready for the exhibition</p>	<p><b>Skills for Independent Living:</b></p> <p>Consolidating learning.</p> <p><b>Art and Design:</b></p> <p>Getting ready for the exhibition</p>

		<p><b>Construction:</b> To learn how gloves, boots, eye shields and dust masks can help keep us safe. Personal hygiene- hand washing. To learn how safety signs help us work safely To learn how to lift or move an object without hurting ourselves</p> <p><b>Hospitality and Catering:</b> Being aware of personal hygiene</p>	<p><b>Construction:</b> Learn how to use the basic tools required for the bricklaying process. To identify a half and full brick using a gauge How to bond bricks to give half lap</p> <p><b>Hospitality and Catering:</b> Being aware of personal hygiene and safety in the kitchen</p>	<p><b>Construction:</b> Building a simple brick wall to incorporate a right angle, safely and efficiently. Keeping the work area safe during the process and cleaning equipment after use</p> <p><b>Hospitality and Catering:</b> Taking responsibility for personal safety</p>	<p><b>Construction:</b> Building a simple brick wall to incorporate a right angle, safely and efficiently. Keeping the work area safe during the process and cleaning</p> <p><b>Hospitality and Catering:</b> Growing in independence</p>	<p><b>Construction:</b> Making a personal plan of what I would like to do next in my education and looking at options for college or work placements</p> <p><b>Hospitality and Catering:</b> Using skills to produce a dish</p>	<p><b>Construction:</b> Researching and making a personal project e.g making something from timber. Painting and decorating the object.</p> <p><b>Hospitality and Catering:</b> Making choices with ingredients, identifying ingredients.</p>
	RE	<p><b>Christianity Drop Down day</b> <i>To explore and learn about the main festivals, places of worship, dress, and cuisine of the Christian faith</i></p>		<p><b>Buddhism drop Down Day</b> <i>To explore and learn about the main festivals, places of worship, dress, and cuisine of the Buddhist faith</i></p>		<p><b>Celebrations and Festivals Drop Down Day</b> <i>To explore and learn about celebrations across identified beliefs and religions and to study well renowned people associated with the religion.</i></p>	
	Food Technology	To learn basic hygiene requirements and demonstrate this effectively before and after cooking or food preparation	Implementing basic cooking skills and remain safe in the kitchen.	To produce a snack using one cooking process	To be able to follow a one or two step instruction to make a snack.	To have an understanding of what is healthy and unhealthy and prepare a snack	To implement skills to independently select ingredients and follow instructions to make a snack.

Expressive Arts and Design	<p><b>Classes will complete all of the following over the course of the year, participating in a different one each half term.</b></p> <p><b>Music</b> - Playing instruments, digital music composition, singing, song/ rap writing, performance  <b>Design and Technology</b> - Development of skills, small projects. Making a simple vehicle from balsa wood and investigating forces and friction to understand how the vehicle can move with an applied force.  <b>Art</b> - Development of skills, piece of artwork to display  <b>Drama</b> - Development of skills, building of confidence, piece to perform  <b>Craft Skills</b> - Development of skills- sewing a button or patch on, sewing, crochet, knitting, weaving, printing  <b>Movement</b> - Dance, social dances, line dancing, Tai Chi, exercise to music (on swiss balls, using boxing bag)</p>					
Physical Development	<p><b>Team Games - elements of</b> -To take part in sports skills such as basketball shooting or football passing          -Enjoy playing games with others          -To be able to use equipment such as a bat or racket appropriately</p>	<p><b>Rebound Trampolining</b> -be able to wait for a turn          -to watch a physical demonstration of a move and to be able to copy it          - Con          -Be able to complete up to the 2 Star certificate          - Be able to jump for a minute          -to be able to play a game with an adult such as throwing and catching a ball          - to get down when asked to or when shown a visual clue</p>	<p><b>Fundamental Motor Skills</b> - Run at the appropriate speed, over longer periods of time          -being able to jump onto and off apparatus          -Show accuracy and power when throwing for distance and with strength          -Demonstrate good balance and control when performing other fundamental skills</p>	<p><b>Cycling skills</b> -be able to ride a bike by...          -be able to push and glide independently in order to ride a bike          - to ride a bike in the correct direction around the playground          -to follow a course of cones around the playground          -to be able to put on safety equipment independently          -to be able to put a bike in and out of the bike shed</p>	<p><b>Outdoor adventurous activities</b> - be able to find hidden items outside on the field or on the playground          -be able to hide items with an adult for others to find          -be able to use a very basic map          -to use these skills offsite in local parks</p>	<p><b>Social and Emotional</b> -Use different strategies to persevere to achieve personal best          -Try new things outside their comfort zone          -Engagement for an extended period of time          -Taking part without frustration          -following the basics of how games are played</p>

