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| **2024- 2025**  KS4 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **Relationships** | **Personal Care** | **Living in the Community** | **Re-Cycling** | **Travel** | **First Aid** |
| **Equals Semi-Formal Units** | The World About Me - People | Independence - Dressing | Independence – Shopping | The World About Me –  Re-cycling | Independence – Travel Training | The World About Me - Seasons |
| The World About Me – Relationships | World About Me - Water | The World About Me – Digital Skills | The World About Me - Weather | The World About Me – People | Independence - Dressing |
|  | Independence - Shopping | Independence - Cooking |  |  | Independence – Travel Training |
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| **Formal Curriculum Units** | The World About Me – Relationships | Independence - Dressing | The World About Me – Digital Skills | The World About Me –  Weather | Independence – Travel Training | The World About me - Seasons |
| The World About Me - People | World About Me - Water | Independence – Shopping | The World About Me –  Re-Cycling |  | Independence – Dressing |
|  | Independence – Shopping |  |  | The World About Me – People | Independence – Travel Training |
| **Communication, problem solving, and independence units taught throughout the curriculum** | | | | | |
| **Content of Learning** | | | | | | |
| **2024-2025** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English (3 lessons per week)** | Carousel of Activities including:  Reading Comprehensions (Fiction, Poetry & Non-Fiction)  Writing sentences - Colourful Semantics  Writing Sentences – Clicker8  Writing Activities – Descriptive Writing, Letters, Emails, Invitations, Reports, Fact Files  Story sequencing & Retelling stories  Reading/Spelling High Frequency Words HFW  Read Write Inc Phonics  Speaking & Listening Activities  Handwriting  Spelling, Punctuation & Grammar (SPAG) Skills Builder  Ascentis Entry Level – Reading, Writing, Spelling, Grammar & Speaking & Listening | | | | | |
| **Maths (3 lessons per week)** | Number and the Number system  Counting and Comparing | Investigating Properties of shapes  Calculating Addition and Subtraction | Exploring Time  Calculating Multiplication and division | Calculating addition and subtraction  Exploring Fractions | Measuring Space  Exploring Money | Number and the Number system going deeper  Presentation of Data |
| Equals Lesson Content- The lessons will be guided by pupils' interests, engagement and knowledge alongside their personal EHCP outcomes. The teacher covering content such as the below linked to various subject areas: | | | | | | |
| **Humanities Including History/ Geography/ RE (Equals 3 lessons)** | How have families changed over time? | How have clothes changed over time? | How has structure of society changes over time?  How has Technology shaped retail | Climates Around the World  Climate Change Disasters | Famous People Around the World  Religions/Cultures Around the World | Northern/Southern Hemispheres/Climates  Travel Around the World  Emergency Vehicles Around the World |
| **Science (Equals 3 lessons)** | Reproduction of humans, plants and animals | The Water-Cycle  Conservation of water  Ocean Life - Living Organisms | Changing Substances  Mixtures | Changing Temperatures/ | Scientists/Inventions Who Have Changed the World | Plants/Animals in Seasons  Immunes Systems |
| **PSHE (Equals 2 lessons)** | Talk About – Me | Talk About – Me & You | Talk About – Body Language | Talk About - Talking | Talk About - Friends | Talk About – Assertiveness |
| **ICT (1 lesson a week)** | Digital E-Safety  Microsoft applications including Excel, Powerpoint, Office and Teams | Digital E-Safety  Touch Technology including iPads  **Unit 9 – Developing Digital Communication Skills** | Digital E-Safety  Using Search Engines and Websites **Unit 9 – Developing Digital Communication Skills** | Digital E-Safety  Exchanging Information; E-Mail, Texting, Using a mobile phone  **Unit 9 – Developing Digital Communication Skills** | Digital E-Safety  Developing knowledge of Microsoft applications. | Digital E-Safety  Creativity ICT project – using a range of skills taught over the year to create a document. |
| **EHCP (1 lesson a week)** | Key Transitions  Education and Training | Health and Well-Being (**BTEC Unit 6)** | Friends, Community, Life and Leisure  **(BTEC Unit 11)** | Preparation for Independent Living  **(BTEC Unit 5)** | Preparation for Employment | Key Transitions |
| **Outdoor Learning (2 lessons a week)** | Senses  Blind trail  Exploring touch | Making music | Team games | Making food | Orienteering  Scavenger Hunt | Den building  First Aid |
| **Skills Builder (2 lessons a week)** | Essential skills looked at:   * Teamwork * Speaking & Listening * Aiming High & Staying Positive * Problem Solving * Creativity * Leadership | | | | | |
| *Using Skills Builder framework and resources to run sessions promoting each essential skill. Regular reflections and use Skills Passports to support.* | | | | | | |
| **Careers Focus** | Jobs available | Exploring Places of Work In Technology | Meeting Significant People | How Jobs Have Developed | Meeting Volunteers | Taking part in volunteering in the community |
| **Gatsby Standards** | Benchmark 2 | Benchmark 5 and 6 | Benchmark 5, 3 | Benchmark 6, 4 | Benchmark 5 | Benchmark 5 and 6 |
| **BTEC Pre Vocational Studies** |  | **Unit 6 – Engaging in Personal Health and Well-Being** | **Unit 11 - Communicating with Others** | **Unit 5 – Going on a Prepared Visit** |  |  |
| **Potential out the classroom learning experiences** | Children’s Adventure Farm Trust | Bridgewater Hall  Eco Buildings in Manchester | Community Facilities in the Local Area | Sharston Recycling Centre | Eureka | Transport Museum |
| Music/Drama, PE, Food Technology and Art are taught by specialist subjects and currently the content of these lessons is similar to that of the rest of the school.  Students in the Equals KS4 class also have the opportunity to work towards the following qualifications in their sessions:  • OCR Entry Level Life and Living or Duke of Edinburgh Award (Bronze)  • Ascentis Entry Level Stepping Stones to Functional Skills Mathematics and English  • Pearson BTEC Entry Level 1- 2 in Pre-vocational Study  • OCR Entry Level PE  **BTEC Pre Vocational Units – Music/Drama Unit 10, Food Technology Unit 1, Art Unit 17.** | | | | | | |
| **Functional ICT, English and Mathematics Skills** are also taught throughout the curriculum in everyday activities and not subject specific. These subjects follow similar schemes of work to the rest of the school, allowing for movement into other classes where appropriate for students. | | | | | | |

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| **LEARNING INTENTIONS** | **ASSESSMENT** | **CROSS CURRICULAR LINKS** | **SMSC** | **BRITISH VALUES** | **CAREERS** |
| Learning intentions are all taken from Equals Semi – Formal and Formal Curriculum schemes of work and taught through themes as shown on curriculum map.  Learning intentions are also linked to students EHCP to ensure these are personalised and the curriculum is centred around the student’s needs. | Use of Solo Taxonomy  Use of Scaffolding – Verbal and Written Formal assessment  Marking work in books Identifying significant learning in with folded corners including Next Steps.  Use of photographs and videos to show student’s learning.  Use of Observation Tracker to record student’s progress | All of the nurture topics will run into a range of subjects.  PSD, ENGLISH, MATHS, RE, SCIENCE, HUMANITIES, ART, MUSIC AND LIFE AND LIVING are all following the same theme | **Spiritual:** Examples: sense of self, unique potential,  understanding strengths and weaknesses,  curiosity about themselves and their place in  the world increases, fundamental questions.  They develop the knowledge, skills, foster  their own inner lives and non-material wellbeing.  **Moral:** Examples: right and wrong, moral conflict, a concern for others, will to do what is right,  reflect on the consequences of their actions  and learn how to forgive themselves and others. They develop the knowledge, skills, and responsible moral decisions.  **Social:** Examples: the responsibilities, rights of being members of families and communities (local,  national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities.  **Cultural:** Examples: cultural traditions, respect for their own culture and that of others, an interest in  differences, understand, appreciate and contribute to culture. | **Mutual Respect –** Pupils treating others how they would like to be treated, respecting others at all times and working together with members of the class.  **Tolerance** – throughout life and living sessions learning about others including different faiths and cultures, listen and respect other people’s viewpoints, learning about diversity throughout.  **Democracy** – making decisions as a class/group and giving each student a right to be heard/their opinion.  **Rule of law** – following the rules, discussing and learning about rules for different things. Understanding why they are important and developing rules in the activities to keep order.  **Freedom of liberty** – pupils having their own opinions and others showing mutual respect. Pupils being able to make their own choices when it comes to various activities. | Finding out about the range of jobs available  Taking part in various ‘work experiences’  Having a range of activities within each of the topics and exploring the jobs available.  Investigating about their next steps through this learning  Learning and carrying out transferable skills in each of the topics and relating how the skills maybe useful in their lifetime.  Making links between the skills learnt and the activities carried out in lessons, particularly using the skills identified in skills builder lessons and transferring to other areas of the curriculum,  Visiting many local places and meeting new people finding out about the wider world. |