



# Newfield

Inspire | Support | Achieve | Together

## Post 16 Scheme of Work

## Post 16 – Year A

<b>Post 16</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Theme Title</b>	<b>Being responsible</b>	<b>Festivals and Celebrations</b>	<b>Expressing Myself</b>	<b>My local community</b>	<b>Caring for Ourselves and the Environment</b>	<b>Lights, camera, action!</b>
<b>Independent Living</b>	Taking care of my belongings Class jobs	Planning and Preparing for a party	Being organised Getting changed	Travel training Getting around school independently	Personal care Keeping school tidy	Using technology – internet safety
<b>Good Health</b>	Making healthy snacks	Mental wellbeing – things I enjoy	Making choices, expressing preferences	Developing fitness	First aid Healthy choices	Working together, solving problems
<b>Community Participation</b>	Working together	Shopping	Taking part in community activities	Using community facilities	Country code Map reading	Performance
<b>Employment (Work related learning)</b>	Jobs in school	Mini-enterprise Christmas fayre	Learning about local jobs	Work experience	Community project	Make items for the performance
<b>English</b>	Instructions	Posters/invitations Non-fiction - celebrations	Autobiography Express opinions about stories/poems	Job research Fact files	Recognising environmental signs Newspaper reports	Film review Using ICT to share information
<b>Maths</b>	Number Time Sequencing/sorting	Money Statistics	Measure Shape	Position and direction	Number	Time Money

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• Be able to start a task or activity independently</li> <li>• Follow instructions carefully</li> <li>• Be able to finish a task or activity independently.</li> <li>• Understand and respond to a range of sensory experiences</li> <li>• Recognise own belongings and take care of them</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the jobs people do in school</li> <li>• Assist staff to do jobs e.g. help set up/clear away tables etc at lunch time, wash windows, do shredding . . .</li> <li>• Take responsibility for improving an area in school e.g. library, sensory garden</li> <li>• Raise money for charity</li> <li>• Hava a job or monitor position in class</li> </ul>	<p>Personal Progress Following Instructions (2) Getting things done (4)</p> <p>PMLD – exploring work (3)</p> <p>DofE – volunteering</p>
Independent living	<p>Plan and source equipment needed to complete a task</p> <p>Use, tolerate and explore a range of materials</p> <p>Demonstrate understanding of cause and effect</p> <p>Know the name of household equipment and what it is used for</p> <p>Keep self clean</p> <p>Keep environment clean</p>	<ul style="list-style-type: none"> <li>• Collect and return own equipment</li> <li>• Understand and follow their own daily routine</li> <li>• Tidy up after class activities</li> <li>• Follow instructions to complete class jobs with increasing independence</li> <li>• Learn to use household appliances e.g. washing machine/ switch activate</li> <li>• Role play activities/ life skill room</li> </ul>	<p>Personal Progress Looking after your own environment (2) Taking part in daily routine activities (3)</p>

Being Healthy	<ul style="list-style-type: none"> <li>Participate in and begin to understand the need for regular exercise</li> <li>Experience and begin to identify healthy/unhealthy foods</li> <li>Make choices</li> </ul>	<ul style="list-style-type: none"> <li>Making (selling) healthy snacks</li> <li>Healthy snack time/ cooking/ tuck shop activities</li> <li>Taking part in physical activity e.g. MOVE, gym</li> </ul>	Personal Progress Being Healthy (2)  DofE – physical skill
Community Participation	<ul style="list-style-type: none"> <li>Show tolerance of others in group tasks/ activities</li> <li>Understand the qualities of being a good friend</li> <li>Learning to understand and/or manage their own feelings/behaviour</li> <li>Know the names of different family members and relationships within a family</li> </ul>	<ul style="list-style-type: none"> <li>Intensive interaction</li> <li>turn taking games and activities/ including working alongside other people</li> <li>Joining in with social activities in the community</li> <li>Working together on collaborative/co-operative activities e.g. art project</li> <li>Activities about families/ each other's families and the differences</li> </ul>	Personal Progress Getting on with other people (4) PMLD – People and friendships (4)
Functional Maths	<ul style="list-style-type: none"> <li>Sequencing – e.g. daily routine, putting pictures of a task/job in order</li> <li>Number – playing games using dice, giving out/collecting the correct number of items</li> </ul>		Personal Progress Sequencing and sorting (3) Developing Number Skills(2) PMLD – sequence and pattern (3)
Functional English	<ul style="list-style-type: none"> <li>Reading and following instructions e.g. recipe, craft, simple job</li> </ul>		Personal Progress Developing reading skills (3) Developing writing skills (3)

## Autumn 2 – Festivals and Celebrations

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>To experience a range of activities and be able to express preferences about them</li> <li>To accept new and different experiences</li> <li>To be able to carry out tasks in different ways/ accept suggestions</li> <li>Complete tasks with independence when broken down</li> <li>Make choices in a range of settings</li> </ul>	<ul style="list-style-type: none"> <li>Plan a mini-enterprise – make choices about what to make/sell</li> <li>Follow picture/written/verbal instructions to make items to sell</li> <li>Set up stall and sell items</li> <li>Use seasonal festivals to create craft items e.g. winter/ Christmas/ Diwali/ bonfire night</li> </ul>	<p>Personal Progress Participating in a mini-enterprise project (4)</p> <p>DofE – volunteering (if raising money for charity)</p>
Independent living	<ul style="list-style-type: none"> <li>Be able to identify a range of food types by name/ written word/ or sensory exploration</li> <li>Identify which shops sell specified items</li> <li>Be able to create a shopping list</li> <li>Visit a shop with independence and complete a set task while in the shop</li> <li>Carry out tasks associated with preparing and making food</li> <li>Follow/ show understanding of health and safety rules</li> <li>Plan a route to somewhere new</li> </ul>	<ul style="list-style-type: none"> <li>Research and choose food appropriate for the celebration</li> <li>Plan – make shopping lists etc</li> <li>Go shopping for food items</li> <li>Use public transport where appropriate</li> <li>Use kitchen equipment appropriately – collect and recognise cooking utensils</li> <li>Use picture/ symbol/ written recipes</li> <li>Identify and collect equipment/ingredients</li> <li>Clean up after activity</li> </ul>	<p>Personal Progress Planning and Preparing food for an event (3)</p>

<p>Being Healthy</p>	<ul style="list-style-type: none"> <li>• Understand what makes me happy and expressing preferences</li> <li>• Make choices that are helpful to mental wellbeing</li> <li>• Be able to express positive qualities of self</li> <li>• Be able to relax and accept support to find soothing activities</li> <li>• Experience a range of activities that improve fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying/choosing activities that make them happy - linked to festivals/celebrations (music/art/dancing etc)</li> <li>• Learning a dance/song or create a performance</li> <li>• share resources or activities in groups and say what is special about each other</li> </ul>	<p>Personal Progress Engaging in new creative activities (3) PMLD – creativity (3) DofE – new skill</p>
<p>Community Participation</p>	<ul style="list-style-type: none"> <li>• To follow instructions to buy items at the shop</li> <li>• Be able to manage feelings/ behavioural responses in a range of community settings (including strong feelings)</li> <li>• Accept new and different sensory experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Use a shopping list and find items in the shop</li> <li>• Follow simple routines – e.g. when using a checkout</li> <li>• Use money – wait for change</li> <li>• Use public transport where appropriate</li> <li>• Join in with local celebrations or events/ invite people into school to celebrate with us</li> </ul>	<p>Personal Progress Getting out and About (5) PMLD – being part of things (3) Centre and community based events (4)</p>
<p>Functional Maths</p>	<ul style="list-style-type: none"> <li>• Money – using money to go shopping, identifying coins, working out change</li> <li>• Statistics – collecting data e.g. who wants to buy mini-enterprise items</li> </ul>		<p>Personal Progress Sequencing and sorting (3) Understanding what money is used for (3)</p>
<p>Functional English</p>	<ul style="list-style-type: none"> <li>• Reading and following instructions e.g. recipe, craft, simple job</li> <li>• Learning about why and how festivals are celebrated</li> <li>• Making invitations/posters for event</li> </ul>		<p>Personal Progress Developing reading skills (3) Developing writing skills (3) PMLD – sensory story (3)</p>

## Spring 1 – Expressing Myself

PFA area	Skills and content	Activities	Accreditation links
Employment/ Work related learning	<ul style="list-style-type: none"> <li>Follow instructions in a sequence</li> <li>Ask and answer questions to find out information</li> <li>Be able to carry out some work-related activity in role play situations</li> <li>Tolerate / participate in work-related experiences</li> <li>Carry out activities safely</li> </ul>	<ul style="list-style-type: none"> <li>Learn about different jobs (visitors to come to school) e.g. driver, dentist, hairdresser, cook</li> <li>Take part in role play/activities about different jobs – use real life equipment associated with the role</li> <li>Use pictures and videos to identify different job roles</li> <li>Express preferences about job activities</li> </ul>	<p><a href="#">Personal Progress</a>  <a href="#">Engaging with the world of work – work experience (3)</a>  <a href="#">PMLD - Exploring work (3)</a></p>
Independent living	<ul style="list-style-type: none"> <li>Be able to identify household equipment and it's associated purpose (e.g. iron/ ironing board)</li> <li>Accept / ask for help when needed</li> <li>Follow a timetable/ planner</li> <li>Respond to/ follow familiar routines and anticipate next steps</li> <li>Make choices about plans for the day</li> </ul>	<ul style="list-style-type: none"> <li>Identify and collect correct clothing/ equipment needed for an activity e.g. apron for cooking, wellies for gardening</li> <li>Change own clothes/shoes for activity</li> <li>Follow instructions to access a venue safely</li> <li>Use a range of daily home management tasks to develop skills e.g. folding clothes/ turning on the washing machine</li> <li>Travel safely to different community venues</li> <li>Life skills room</li> <li>Multi-sensory studio</li> </ul>	<p><a href="#">Personal Progress</a>  <a href="#">Getting out and about</a>  <a href="#">Going places</a>  <a href="#">PMLD - Dressing and undressing (3)</a></p>

Being Healthy	<ul style="list-style-type: none"> <li>• Make healthy food and express preferences</li> <li>• Experience creative activities and express preferences /make choices</li> <li>• Have healthy expectations of relationships and know how to keep safe</li> <li>• Communicate choices that support positive mental health (preferences and enjoyment)</li> <li>• Participate in fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/choose leisure activities they want to do</li> <li>• SRE– relationships and sexual health – healthy/ unhealthy relationships. Giving consent and saying no</li> <li>• respond and listen to a range of genres and styles of music. Use sensory resources to go alongside and encourage movement and rhythm</li> </ul>	<p>Personal Progress Engaging in new creative activities (3) PMLD – creativity (3) DofE – new skill</p>
Community Participation	<ul style="list-style-type: none"> <li>• Make and communicate choices</li> <li>• Visit a community setting and respond appropriately to the setting e.g. quiet in a cinema</li> <li>• Communicate feelings (whether positive or negative) to others</li> <li>• Accept and explore new and different experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in sporting activities in community settings – express preferences</li> <li>• Find out about their community’s leisure facilities and participate in related activities</li> <li>• Make choices about what they would like to do in the community</li> </ul>	<p>Personal Progress Getting out and about (5) Personal enrichment (2) Participating in sporting activities (3)</p>
Functional Maths	<ul style="list-style-type: none"> <li>• Shape – using the language of shape to describe objects, making patterns/art</li> <li>• Measure – personal measurements, weighing ingredients, using language to describe/compare e.g. long, tallest</li> </ul>	<p>Personal Progress Shape (2) Measure (2)</p>	
Functional English	<ul style="list-style-type: none"> <li>• Autobiography – finding out about famous people</li> <li>• Create all about me booklet</li> <li>• Read stories/poems – make comments about them – express preferences</li> </ul>	<p>Personal Progress Communication skills (3) All about me (3) PMLD – developing a profile (3)</p>	



PFA Area	Skills and content	Activities	Accreditation links
Employment/ Work related learning	<ul style="list-style-type: none"> <li>Follow instructions to complete a task</li> <li>Follow health and safety rules when doing a job</li> <li>Accept working with new/ unfamiliar people</li> <li>Identify different clothes associated with different job roles</li> <li>Identify and collect equipment needed for a set task</li> </ul>	<ul style="list-style-type: none"> <li>Find out about jobs people do in the local community</li> <li>Visit at least one work place and find out about the jobs people do</li> <li>Take part in community based work experience opportunities e.g. at the farm</li> <li>Set up and run a business in school e.g. café, car washing service, bakery - £10 enterprise challenge</li> <li>Participate in a project that will help/ improve the local community</li> </ul>	<p>Personal Progress Engaging with the world of work – work experience (3) Looking after and caring for animals/plants (2) PMLD - Exploring work (3)</p>
Independent living	<ul style="list-style-type: none"> <li>Know routes and travel routes between places (may be within or outside of school)</li> <li>Understand and follow road safety rules</li> <li>Explore routes to various destination, responding to and recognising sensory cues along the way</li> <li>Understand a map/ pictures are representative of something else</li> <li>Respond/ anticipate familiar routes and show awareness if these change</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions to travel safely to a community venue</li> <li>Road safety activities within school (sensory room)</li> <li>Follow simple routines to use public transport e.g. visual sequences/ prepare in advance</li> <li>select and organise own belongings to go out on a visit</li> <li>Find their way around the school building/grounds independently</li> <li>Use pictures/map to follow a trail</li> <li>Follow a sensory trail around school (inside or out)</li> </ul>	<p>Personal Progress Travel within the community – going places (3) Keeping safe (2)</p> <p>DofE expedition</p>

Being Healthy	<ul style="list-style-type: none"> <li>• Know how to access medical help/ how to make a doctor's appointment</li> <li>• Accept and tolerate new and different sensory experiences</li> <li>• Understand and prepare for a change in activity or expectation</li> <li>• Name/ identify medical professionals in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Build up fitness and stamina by walking/travelling longer distances</li> <li>• Follow instructions to engage in exercise activities e.g aerobics/ zumba/ yoga</li> <li>• Activities/ role play around going to the doctors/ dentist. What to expect/ what equipment will be used. Identify doctor's surgery in the local community</li> <li>• Look at emergency situations. When and when not to dial 999</li> </ul>	DofE – expedition
Community Participation	<ul style="list-style-type: none"> <li>• Express preferences about community visits</li> <li>• Know and identify places in the local community</li> <li>• Know and write address/ phone number (if appropriate)</li> <li>• Recognise own house in photographs</li> <li>• Identify and collect equipment</li> <li>• Follow simple conventions to use a community facility e.g. queuing, paying for a ticket, using changing room</li> </ul>	<ul style="list-style-type: none"> <li>• Visit local leisure venues e.g. gym, library, swimming pool</li> <li>• Identify what they can do at the different venues</li> <li>• Identify and take the right equipment/ clothing</li> <li>• Visit local cafes/restaurants</li> <li>• Follow simple routines, e.g. choose items, pay, wait for food</li> <li>• Join in with activities provided by post 19 providers</li> </ul>	Personal Progress Getting out and about (5) Participating in sporting activities (3) PMLD – centre and community-based events (4)
Functional Maths	<ul style="list-style-type: none"> <li>• Position and direction – following simple instructions to move in the right direction, placing items where asked</li> </ul>	Personal Progress Position (2)	
Functional English	<ul style="list-style-type: none"> <li>• Research jobs/places in Blackburn on the internet</li> <li>• Create document about a job/place they are interested in</li> <li>• Explore items related to jobs/places – communicate about them</li> </ul>	Personal Progress Developing reading skills (3) Developing writing skills (3) PMLD – objects (4)	

## Summer 1 – Caring for ourselves and the environment

PFA area	Skills and content	Activities	Accreditation links
Employment/ Work related learning	<ul style="list-style-type: none"> <li>• Be able to plan steps needed to complete a task</li> <li>• Be able to identify equipment needed to complete a task</li> <li>• Be able to complete task within given amount of time</li> <li>• Respond to and understand familiar routines and sequences/ show anticipation</li> <li>• Experience a range of tactile materials and explore with independence</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a community project – to improve an area of school e.g. weeding and planting the raised beds - or to improve a community area e.g. litter picking at the park</li> <li>• Upcycle old items to sell e.g. use old jeans to make cushions</li> <li>• Follow instructions to complete tasks</li> <li>• Follow health and safety instructions e.g. wear gloves, wash hands</li> </ul>	<p>Personal Progress Caring for the environment (3) Looking after and caring for plants (2) Mini-enterprise (4) PMLD – The natural environment (3)</p>
Independent living	<ul style="list-style-type: none"> <li>• Explore and understand what personal care items are used for</li> <li>• Keep self clean</li> <li>• Recognise and collect items needed for personal care activities e.g. brushing teeth</li> <li>• Carry out jobs with independence when shown what to do</li> <li>• Communicate with others when carrying out task in order to complete it</li> </ul>	<ul style="list-style-type: none"> <li>• Independently engage in personal care activities or co-operate with them</li> <li>• Make choices/express preferences in community settings</li> <li>• Make choices/ preferences of different resources associated with personal care e.g. hairbrushes/ smells of shower gel</li> <li>• Keep our school environment tidy – e.g. putting rubbish in the bin, tidying up after an activity</li> <li>• Independently carry out jobs e.g. recycling, watering plants</li> </ul>	<p>Personal Progress Personal Care (2)</p>

Being Healthy	<ul style="list-style-type: none"> <li>• Make healthy choices at leisure times</li> <li>• Be able to take turns / wait</li> <li>• Complete information online e.g. online forms/ orders</li> <li>• Be able to identify activities (like smoking/ abusing alcohol) that are harmful to health</li> <li>• Understand medicines can be dangerous and must be used properly</li> <li>• Work alongside other people to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• Build up fitness and stamina by walking/travelling longer distances</li> <li>• Learn about basic first aid (DofE requirement)</li> <li>• Activities to show the harmful effects of smoking (if appropriate to understanding)</li> <li>• Safe storage of medication and drugs that can help and harm us</li> <li>• Engage in simple group games/activities with their peers</li> <li>• Work collaboratively to create art work using recycled materials</li> <li>• Make healthy food choices. Follow recipes to create healthy snacks and simple meals</li> </ul>	<p>DofE – expedition  Personal Progress  Being Healthy  PMLD – being a part of things</p>
Community Participation	<ul style="list-style-type: none"> <li>• Be able to understand and manage emotions</li> <li>• Recognise and find familiar features in environment</li> <li>• Be able to name environmental features</li> <li>• Accept and participate in new and different experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the country code (DofE requirement)</li> <li>• Follow a simple map/pictures of landmarks to find your way when on a walk in the community</li> <li>• Join in with activities provided by post 19 providers</li> </ul>	<p>Personal Progress  going places (3)</p>
Functional Maths	<ul style="list-style-type: none"> <li>• Number – identifying numbers in the environment, counting/finding a number of items outside</li> </ul>	<p>Personal Progress  Developing Number Skills (2)</p>	
Functional English	<ul style="list-style-type: none"> <li>• Newspaper reports – linked to the environment</li> <li>• Information texts about British plants/animals</li> <li>• Recognising signs in the local environment, logos etc</li> </ul>	<p>Personal Progress  Developing reading skills (3)  Developing writing skills (3)</p>	

## Sumer 2 – Lights, Camera, Action!

SPFA area	Skills and content	activities	Accreditation links
Employment/ Work related learning	<ul style="list-style-type: none"> <li>Follow instructions in a variety of formats to complete a task</li> <li>Work with unfamiliar people</li> <li>Make and communicate choices</li> <li>Responds to new sensory experiences e.g. new flavours/ smells not associated with school</li> <li>Be able to identify equipment that may be needed in a given situation e.g. chairs for the audience to sit on</li> </ul>	<ul style="list-style-type: none"> <li>To follow a sequence of instructions to make props for a performance and/or for the prom</li> <li>Planning what refreshments/items to sell</li> <li>Following a sequence of instructions to make items</li> <li>Following instructions to set up the stall</li> <li>Interacting with people to sell items</li> <li>Making choices about which work activity they want to do</li> </ul>	<p>Personal Progress Mini-enterprise (4) Planning and preparing food for an event (3)</p>
Independent living	<ul style="list-style-type: none"> <li>Make and communicate choices</li> <li>Develop personal confidence to be able to perform to an audience</li> <li>Experience a range of leisure activities and indicate preferences</li> <li>Prepare drinks and snacks and serve to others</li> <li>Learning about internet safety</li> <li>Understand what to do if they do not like something that happens or is seen online</li> </ul>	<ul style="list-style-type: none"> <li>Making choices about daily activities, food, music etc</li> <li>Making choices about their role in the performance</li> <li>Communicating about how they would like to spend their time – now and in the future</li> <li>Using the computer/ipad to access games/websites that they enjoy</li> <li>Using the ipad to take photos/video related to the performance</li> <li>Research other performances and watch in other media</li> <li>Following instructions to make food/drinks</li> </ul>	<p>Personal Progress Having your say (3) Developing ICT skills (3)</p> <p>PMLD – engaging with technology</p>

<p>Being Healthy</p>	<ul style="list-style-type: none"> <li>• Participate in collaborative activities</li> <li>• Understand the importance of enjoyment in our mental health and wellbeing</li> <li>• Express opinions and seek opinions from others</li> <li>• Develop physical coordination and dexterity through movement</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others to create a performance</li> <li>• Getting on with other people</li> <li>• Engaging in new creative activities – drama, dance, music – and expressing preferences</li> <li>• Participate in DofE expedition</li> </ul>	<p>Personal Progress Engaging in new creative activities (3) PMLD - Creativity (3) DofE – expedition</p>
<p>Community Participation</p>	<ul style="list-style-type: none"> <li>• Recognise a range of emotions in other people and explain what might cause people to feel that way</li> <li>• Recognise appropriate social behaviours for different settings</li> <li>• Expressing views/ opinions on a performance and explain why</li> </ul>	<ul style="list-style-type: none"> <li>• Following simple routines to buy items in the shop</li> <li>• Using money to pay for purchases and waiting for change</li> <li>• Inviting friends/family to come to the performance</li> <li>• Actively taking part in a performance</li> <li>• Going to the cinema/theatre to see a film/play</li> </ul>	<p>Personal Progress Getting out and about (5) PMLD – centre and community events (4)</p>
<p>Functional Maths</p>	<ul style="list-style-type: none"> <li>• Time – identifying what happens at different times of day and on different days of the week – telling the time</li> <li>• Money – shopping</li> <li>• Have a budget and work out how it is going to be spent</li> </ul>	<p>Personal Progress Measure (2) Recognising time through regular events (3)</p>	
<p>Functional English</p>	<ul style="list-style-type: none"> <li>• Watch a film/play – make comments about it</li> <li>• Write a film review</li> <li>• Use the computer to find information</li> <li>• Use the computer to record information</li> </ul>	<p>Personal Progress Developing reading skills (3) Developing writing skills (3) Communication skills (3)</p>	

Post 16	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Theme Title</b>	<b>All about me</b>	<b>Making and selling</b>	<b>Creative and Kind</b>	<b>Making the news</b>	<b>Outdoor Adventures</b>	<b>Time to Party</b>
<b>Independent Living</b>	Daily routines Following instructions	Shopping Travel training	Time – key events My rights	Drinks and snacks	Personal presentation Making choices	Planning making food for an event
<b>Good Health</b>	Mental health Emotions Physical health	Working together	Creative activities Self-expression	Healthy eating Exercise Self-care	Exercise First aid	Friendship and bullying
<b>Community Participation</b>	Cultural/religious events Similarities and differences	Visiting community businesses	Responsibilities to others	Using community facilities	Planning a route Outdoor learning	Performance Being part of a group
<b>Employment (Work related learning)</b>	What am I good at? What would I like to do?	Mini-enterprise	Raising money for charity	Local jobs Clothes/equipment	Gardening	Solving problems Following instructions
<b>English</b>	Autobiography Fact files	Adverts Non fiction - shops	Fiction Research - charities	Newspapers Film reviews	Logos/signs Non fiction – local wildlife/plants	Drama
<b>Maths</b>	Number Measure	Money Statistics	Time Number	Statistics Measure	Position and direction Time	Shape/colour/pattern

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>To select areas of study that are enjoyable to them.</li> <li>Give examples of my strengths and personal qualities</li> <li>Explain what is important to them</li> <li>To understand and explore the different things I can do in the future.</li> <li>Understand their own capabilities (e.g. I can use a lift, I need to be accompanied when I go to town)</li> <li>Ask for help to do something they wish to achieve</li> </ul>	<ul style="list-style-type: none"> <li>Choose symbols/pictures of things they enjoy</li> <li>Find pictures of preferred subjects/activities on the internet and create a poster/presentation</li> <li>Find out about colleges/adult services – invite in New Directions/students who have left</li> <li>Make an 'all about me' document</li> <li>Identify things they can do independently and things they need help with</li> </ul>	<p>Personal Progress – All About Me</p> <p><a href="#">PMLD - Engaging with the world around you: developing a profile</a></p>
Independent living	<ul style="list-style-type: none"> <li>Follow a timetable independently</li> <li>Transition around the class/school independently</li> <li>Start a task independently</li> <li>Follow a sequence of instructions to complete an activity/job</li> <li>Identify and collect equipment needed for a task</li> <li>Plan and carry out daily routines independently, including self-care activities</li> </ul>	<ul style="list-style-type: none"> <li>Jobs around class/school</li> <li>Written/visual instructions to complete lesson activities/jobs</li> <li>Learning about the importance of self-care – identifying what is needed, collecting items, doing each step of the task</li> <li>Completing simple daily routines independently e.g. collecting lunch, cutlery etc and then tidying it away</li> </ul>	<p>Personal Progress – Daily Routine</p> <p>Personal Progress – Looking after yourself</p> <p><a href="#">Engaging with self-help and independence skills: dressing or undressing*</a></p>



Being Healthy	<ul style="list-style-type: none"> <li>To identify likes and dislikes</li> <li>Develop understanding of why exercise is important</li> <li>Choose exercise activities to take part in</li> <li>Request sensory activities when needed</li> <li>Develop understanding of emotions – recognising emotions in others and themselves</li> <li>Make choices of items/activities that they enjoy/find calming</li> </ul>	<ul style="list-style-type: none"> <li>Find out about how to keep themselves healthy – exercise, food, sleep, friends etc</li> <li>Try different exercise activities and identify which they like/dislike</li> <li>Use photos/film clips etc to identify emotions in others</li> <li>Engage in a range of activities and identify what helps them to feel calm/relaxed/happy</li> </ul>	Personal Progress – All About Me Personal Progress – Being Healthy
Community Participation	<ul style="list-style-type: none"> <li>Being aware of their gender, age and other significant defining characteristics</li> <li>Appreciate that in our society there are people with similarities and differences in regards to race, religion, sexuality, gender, age, ability, disability and culture</li> <li>Express likes/dislikes about community venues</li> <li>To participate in a group/activity available after school e.g. Motivate sessions</li> </ul>	<ul style="list-style-type: none"> <li>Find out about religious/cultural celebrations/events happening at this time of year</li> <li>Invite visitors in from different faiths</li> <li>Experience the food/music/art of other cultures and express preferences</li> <li>Visit community venues and express preferences</li> </ul>	Personal Progress – Personal Enrichment  PMLD - Engaging with the world around you: centre and community based events*
Functional Maths	<ul style="list-style-type: none"> <li>Measure - comparative language – shorter, taller, heavy, light etc</li> <li>Number – identifying and using number in the environment</li> </ul>		Personal Progress – Measure Personal Progress - Number
Functional English	<ul style="list-style-type: none"> <li>Autobiographies</li> <li>Create fact file about themselves</li> <li>Read stories – identify emotions</li> </ul>		Personal Progress – All About Me Personal Progress - Writing

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To understand how to earn money</li> <li>• To take part in selecting a mini-enterprise project to be involved in</li> <li>• To plan a mini-enterprise project</li> <li>• To follow instructions</li> <li>• To independently complete stages of a task</li> <li>• To participate in selling goods</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a project from a range of options</li> <li>• Carry out surveys to find out what people would buy, how much they would pay etc</li> <li>• Follow a sequence of verbal/written/visual instructions to make an item to sell</li> <li>• Complete at least one stage of the task independently</li> <li>• Set up the stall</li> <li>• Accept money from customers, give change</li> </ul>	<p>Personal Progress – Mini-enterprise                      Personal Progress – Following Instructions</p> <p>PMLD - Encountering experiences: being a part of things</p>
Independent living	<ul style="list-style-type: none"> <li>• To plan a budget for shopping and stick to it.</li> <li>• To find items on the shopping list in the shop</li> <li>• To follow simple routines in the shop e.g. queuing, paying, waiting for change</li> <li>• To use public transport</li> <li>• To follow road safety instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Create shopping lists</li> <li>• Research prices of items on the internet</li> <li>• Find items in the shop, pay, collect change and put items in the bag</li> <li>• Identify which bus they need to get</li> <li>• Pay for and wait for the ticket</li> <li>• Use road crossings safely</li> <li>• Follow simple road safety rules e.g. stop at the road, look both ways</li> </ul>	<p>Personal Progress – Getting Out and About                      Personal Progress – Going Places</p>

Being Healthy	<ul style="list-style-type: none"> <li>To work collaboratively</li> <li>To show tolerance within group tasks</li> <li>To listen and respond to others</li> <li>To communicate with others about the task/activity</li> <li>To take turns in activities or discussions</li> <li>To try new creative activities</li> <li>To express likes/dislikes</li> <li>To ask for/give help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Work together to make items to sell</li> <li>Ask peers for items they need and respond to requests</li> <li>Make choices about materials, colours etc</li> <li>Take part in discussions about the project</li> <li>Take part in new creative activities and then express likes and dislikes</li> <li>Join in with social games/activities</li> <li>Take turns</li> </ul>	<p>Personal Progress – Getting on with other people            Personal Progress – New Creative Activities</p> <p>PMLD - Encountering experiences: creativity*</p>
Community Participation	<ul style="list-style-type: none"> <li>To participate in different groups outside school.</li> <li>To visit local businesses and identify what they make/sell</li> <li>To take part in work experience activities in the community</li> </ul>	<ul style="list-style-type: none"> <li>Join in with a session run by motivate or another provider</li> <li>Visit shops, the market, a bakery – find out who works there and what they make/sell</li> <li>Work experience e.g. at the farm, litter picking at the park, heping at the community garden</li> </ul>	<p>Personal Progress – Getting out and About            Personal Progress – Following Instructions</p> <p>PMLD - Engaging with the world of work: exploring work*</p>
Functional Maths	<ul style="list-style-type: none"> <li>Money – recognising money, using money to buy things, working out change etc</li> <li>Statistics – doing a survey</li> </ul>		
Functional English	<ul style="list-style-type: none"> <li>Read non- fiction texts about shops etc</li> <li>Communicate about shops – what they sell etc</li> <li>Watch adverts – identify brands, logos – what they make</li> </ul>		

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To find out about the work of different charities</li> <li>• To choose a charity to raise money for</li> <li>• To follow instructions to make poster to advertise their business</li> <li>• To follow instructions to carry out a work task</li> <li>• To persist with the task until it is finished</li> <li>• To work with others to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video clips, research on the internet – what does the charity do?</li> <li>• Decide on a business/way to raise money e.g. making staff lunches, washing cars, running a tuck shop, being sponsored for a challenge</li> <li>• Follow instructions to run the business</li> <li>• Work together to get jobs done</li> </ul>	<p>Personal Progress – mini-enterprise ICT</p>
Independent living	<ul style="list-style-type: none"> <li>• To follow routines associated with different times of the day</li> <li>• To tell the time independently</li> <li>• To know when key events happen e.g. lunchtime, home time.</li> <li>• To relate familiar events to days of the week</li> <li>• To look after their own belongings</li> <li>• To identify some of their rights as individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independence when making transitions, doing routine activities</li> <li>• Identify key events in the week and connect them to each day – make timetables to show what happens in the week</li> <li>• Students to get own equipment, put things away, collect cutlery and return plates etc</li> <li>• Look at events that happen in the morning/at night – in school/at the weekend etc</li> <li>• What are their rights as individuals and what does that mean for them?</li> </ul>	<p>Personal progress – daily routines Personal progress – understanding time Personal progress – rights and responsibilities</p> <p>PMLD - Engaging with the world around you: sequence and pattern</p>

Being Healthy	<ul style="list-style-type: none"> <li>• To respond positively to new creative activities</li> <li>• To request to take part in a new activity</li> <li>• To make choices of equipment/materials etc</li> <li>• To follow instructions to take part in an activity</li> <li>• To use creative activities to express themselves</li> <li>• To indicate which activities they enjoy</li> </ul>	<ul style="list-style-type: none"> <li>• Plan an event for other people to enjoy e.g. an art exhibition, fashion show, musical performance</li> <li>• Introduce new materials/techniques/ styles</li> <li>• Students to make choices, collect equipment etc themselves</li> <li>• Give students opportunities to experiment</li> <li>• Students to choose the creative activity they most enjoyed</li> </ul>	<p>Personal Progress – New creative activities</p> <p>PMLD - Encountering experiences: creativity*</p>
Community Participation	<ul style="list-style-type: none"> <li>• To identify some responsibilities that they have towards others in their school</li> <li>• To identify some responsibilities that they have towards others in the wider community</li> <li>• To support a community organisation</li> <li>• To visit a charitable organisation</li> <li>• To find out what jobs people do there</li> </ul>	<ul style="list-style-type: none"> <li>• Activities around listening to each other, taking tuns, following safety instructions, tidying up after themselves</li> <li>• Learning about responsibilities in the community – queueing, following safety rules, rubbish in bins etc</li> <li>• Support e.g. the food bank – collect tins, go on a visit – maybe help?</li> </ul>	<p>Personal Progress – Rights and Responsibilities</p> <p>Getting out and About</p>
Functional Maths	<ul style="list-style-type: none"> <li>• Time – sequencing daily events, telling the time</li> <li>• Number – counting, collecting a certain number of items, following instructions with numbers</li> </ul>		<p>Personal progress - number</p>
Functional English	<ul style="list-style-type: none"> <li>• Read stories about people who help others</li> <li>• Look at charity leaflets – create own poster/leaflet to advertise their charity work</li> </ul>		<p>Personal progress – reading/writing</p>

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To find out about jobs available in the local community</li> <li>• To identify some of the attitudes/qualities/skills needed for different jobs</li> <li>• To know how to dress for work.</li> <li>• To communicate with a range of people</li> <li>• Follow instructions to use equipment safely</li> <li>• Follow instructions to complete a job</li> </ul>	<ul style="list-style-type: none"> <li>• Look at job adverts – research different jobs</li> <li>• Look into what skills/qualities people might need to do those jobs</li> <li>• What do people wear for different jobs – engage in some role play – can they choose the right clothes</li> <li>• Interview people around school for the paper – about their jobs, but also hobbies etc</li> <li>• Take photos of people/events/activities in school</li> </ul>	<p>Personal Progress – Following Instructions ICT</p> <p>PMLD - Engaging with the world of work: exploring work</p>
Independent living	<ul style="list-style-type: none"> <li>• To follow a sequence of instructions to make a simple drink or snack</li> <li>• To complete at least one stage of the sequence independently</li> <li>• To follow health and safety rules when making drinks and snacks</li> <li>• To identify and collect equipment/ ingredients</li> <li>• To ask for help as needed</li> <li>• To express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a sequence of instructions to make a range of simple snacks e.g. sandwiches, beans on toast etc independently</li> <li>• Follow a sequence of instructions to make a range of drinks e.g. cup of tea, milkshake independently</li> <li>• Use cooking utensils/equipment safely</li> <li>• Create visual recipes to add to the newspaper</li> </ul>	<p>Personal Progress – Preparing drinks and snacks</p> <p>PMLD - Engaging with self-help and independence skills: eating or drinking*</p>

Being Healthy	<ul style="list-style-type: none"> <li>To recognise that having enough sleep, spending time with friends and doing some exercise are an important part of being healthy</li> <li>To make choices to be healthy (eg deciding to go to a swimming class)</li> <li>To follow simple healthy routines (eg washing hands before eating, eating a given balanced meal)</li> <li>To making decisions based on an understanding of health (eg choosing an apple instead of crisps)</li> <li>To take part in activities designed to improve fitness</li> <li>To plan an activity to spend time with a friend</li> </ul>	<ul style="list-style-type: none"> <li>Find out about different ways to keep healthy – both physical and mental health</li> <li>Try healthy food – express preferences, make choices of healthy items eg at snack time</li> <li>Independently carry out self-care tasks</li> <li>Independently do tasks to keep the environment clean e.g wiping tables, putting rubbish in the bin</li> <li>Engage in a range of exercise activities for longer periods of time , e.g. dancing, walking, swimming– express preferences</li> <li>Identify something you like to do and invite a friend to join you – watching a film, singing, playing a game etc</li> </ul>	<p>Personal Progress – Being Healthy</p> <p>PMLD - Engaging with the world around you: therapies*</p>
Community Participation	<ul style="list-style-type: none"> <li>To visit a community venue and recognise the social behaviours that are appropriate</li> <li>To observe simple conventions to use a community facility</li> <li>To choose activities to do at the community venue</li> <li>To express preferences about community venues they have visited</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and model appropriate behaviour for venue e.g. walking around the pool, being quiet in the cinema, giving personal space in a queue</li> <li>Students to buy tickets, queue, using changing room facilities etc</li> <li>Take photos and collect leaflets etc at different venues</li> <li>Write about the visit for the newspaper – expressing preferences</li> </ul>	<p>Personal Progress – Getting out and About</p> <p>Personal Progress – Using a Community Facility over a period of time</p> <p>PMLD – being part of things</p>
Functional Maths	<ul style="list-style-type: none"> <li>Statistics – collect data about the weather, do a survey for the paper</li> </ul>		<p>Personal Progress – Sorting and Sequencing</p>
Functional English	<ul style="list-style-type: none"> <li>Newspapers – to identify the features of newspapers, to comment on stories, to write their own news reports, film reviews, recipes etc</li> </ul>		<p>Personal Progress – Reading/Writing</p>

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>Follow a sequence of instructions to complete a gardening task</li> <li>Complete at least one stage of the task independently</li> <li>Follow simple routines to be safe e.g. getting out and putting away tools safely</li> <li>Identify clothing/equipment needed for the task</li> <li>To follow instructions to care for plants/the outdoors in school and also in a community setting</li> </ul>	<ul style="list-style-type: none"> <li>Weeding the planters, planting seeds, looking after trees, watering etc</li> <li>Working together to improve an area of school, e.g. the sensory garden</li> <li>Visiting the allotment or community garden and working there</li> <li>Choosing clothes/equipment needed for a job</li> <li>Using tools safely and following health and safety rules including washing hands</li> </ul>	<p>Personal Progress – Looking After and Caring for Plants</p> <p>Personal Progress – Following Instructions</p>
Independent living	<ul style="list-style-type: none"> <li>To select appropriate footwear and clothing to suit different activities/weather conditions</li> <li>To request items they need for the occasion/activity</li> <li>To follow instructions to get dressed correctly</li> <li>To collect own equipment/ items for community visits and take care of them</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the weather/seasons - and match clothing etc</li> <li>Research other events – weddings, parties, festivals, exercising – what would they need to wear?</li> <li>Practise using zips, buttons – different fastenings</li> </ul>	<p>Personal Progress – Personal Presentation</p> <p>Personal Progress – Understanding time through regular events</p> <p>Engaging with self-help and independence skills: dressing or undressing*</p>



Being Healthy	<ul style="list-style-type: none"> <li>To engage in exercise activities including walking/travelling over longer distances</li> <li>To recognise when they are feeling unwell and know how to get help</li> <li>To develop understanding of basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>Practise journeying for the DofE expedition</li> <li>Look at basic injuries/ailments and what to do – practise basic first aid</li> <li>Role play going to the doctor's/dentist etc</li> </ul>	
Community Participation	<ul style="list-style-type: none"> <li>To develop understanding of the country code</li> <li>To use a map/visual prompts to follow a route</li> <li>To know my route to familiar places</li> <li>To plan a route to somewhere new</li> <li>To use public transport</li> <li>To follow instructions to complete outdoor activities e.g. putting up a tent, building a den</li> </ul>	<ul style="list-style-type: none"> <li>Look at videos/pictures to support understanding the country code</li> <li>Orienteering around the school grounds, then Queen's Park, then somewhere less familiar</li> <li>Use google maps to plan simple journeys</li> <li>Outdoor learning activities related to the DofE expedition – AH to support</li> </ul>	<p>Personal Progress – Going Places</p> <p>PMLD - Engaging with the world around you: the natural environment*</p>
Functional Maths	<ul style="list-style-type: none"> <li>Position and Direction – Following directions</li> <li>Time – sequencing, understanding days of the week, events connected to different times of the day/week/year</li> </ul>		<p>Personal Progress – Position</p> <p>Personal Progress – Understanding time</p>
Functional English	<ul style="list-style-type: none"> <li>Recognising signs in the community</li> <li>Information books – reading about local wildlife – making fact files</li> </ul>		<p>Personal Progress – reading/writing</p>

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To identify two or more options and make a decision to do one thing rather than another</li> <li>• To solve straightforward problems e.g. by asking for help or selecting a solution from a given range</li> <li>• To follow instructions to make props/costumes etc for the performance/prom</li> <li>• To communicate with others e.g. asking/answering simple questions</li> <li>• To co-operate with others</li> </ul>	<ul style="list-style-type: none"> <li>• Making props/costumes/decorations for the performance/prom</li> <li>• Working collaboratively to get jobs done – including with students in other TG classes</li> <li>• Making choices about what they would like to make/materials to use/colours etc</li> <li>• Discuss ideas as a group – students to contribute/express preferences</li> <li>• Opportunities to solve problems/ask for help – e.g. don't provide equipment needed</li> </ul>	<p>Personal Progress – Getting things done</p> <p>PMLD - Engaging with the world around you: objects</p> <p>Encountering experiences: creativity*</p>
Independent living	<ul style="list-style-type: none"> <li>• To make own choices when selecting food or drinks appropriate to an event</li> <li>• To follow a simple sequence independently to prepare a food item</li> <li>• To independently complete at least one stage of a task</li> <li>• To follow simple instructions to act safely</li> <li>• To follow instructions to leave the area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Plan refreshments for parents and/or food for a class party</li> <li>• Make invitations – find out how many people to cater for</li> <li>• Make food items, do simple tasks like putting biscuits on a plate</li> <li>• Follow health and safety rules</li> <li>• Wash up, wipe down tables, sweep the floor – put everything away</li> </ul>	<p>Personal Progress – Planning and Preparing food for an event</p> <p>PMLD – being part of things</p>

Being Healthy	<ul style="list-style-type: none"> <li>• To behave appropriately as a friend</li> <li>• To recognise negative behaviour and bullying</li> <li>• To demonstrate appropriate use of personal space</li> <li>• To participate in a shared task</li> <li>• To help when asked</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories or watch film clips showing people being a good friend</li> <li>• Identify the qualities of a friend</li> <li>• Use stories etc to explore what it means to be bullied and how to get help</li> <li>• Shared games/activities</li> </ul>	<p>Personal Progress – Getting on with People Personal Progress – Using Interpersonal Skills</p> <p>PMLD - Engaging with the world around you: people and friendships*</p>
Community Participation	<ul style="list-style-type: none"> <li>• To participate in a group performance for other people</li> <li>• To share space with other people</li> <li>• To listen and respond to familiar people</li> <li>• To take part in a leisure activity in the community with friends</li> <li>• To follow simple routines to use the facility</li> <li>• To express preferences about different leisure facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Practise song/dance to contribute to end of year event</li> <li>• Make invitations to invite family/friends</li> <li>• Help to get the hall ready</li> <li>• Make and serve refreshments to others</li> <li>• Plan end of year trip that involves a group activity/game</li> <li>• Make a short journal about the day out and if they enjoyed it</li> </ul>	<p>Personal Progress – New Creative Activities</p> <p>PMLD - Engaging with the world around you: people and friendships* Engaging with the world around you: centre and community based events</p>
Functional Maths	<ul style="list-style-type: none"> <li>• Shape/colour/pattern - 2D and 3D shapes – could use to make props/decorations etc</li> </ul>		Personal Progress - Shape
Functional English	<ul style="list-style-type: none"> <li>• Drama – performing part of a story</li> <li>• Reading and commenting on the story</li> </ul>		Personal Progress – reading/writing

<b>Post 16</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Theme Title</b>	<b>Seasons</b>	<b>Creative me</b>	<b>Bake off</b>	<b>Upcycling</b>	<b>Mini-olympics</b>	<b>Stories and Songs</b>
<b>Independent Living</b>	Making seasonal food Dressing for the weather	Following routines Managing resources	Cooking skills	Household tasks	Travel training	Health and Safety
<b>Good Health</b>	Self-care Growing and changing	Healthy relationships Mental health	Emotions Managing own behaviour	Social skills Collaborative working	Exercise Healthy food	First aid Feeling unwell
<b>Community Participation</b>	Community events/celebrations Food bank	Following routines in community venues	Shopping Travel training	Volunteering Improving an area	Community sporting venues	Community leisure venues
<b>Employment (Work related learning)</b>	Local jobs – linked to seasons?	Christmas fayre stall	Breakfast club/making lunches	Raising money for charity Following instructions	Work experience	Following instructions – performance/props
<b>English</b>	Seasonal poems and stories	Celebration stories	Instructions – recipes Menus	Information books/newspaper articles	Fact files – sports people Sport – equipment, clothing etc	Story/drama related to performance
<b>Maths</b>	Time Measure	Shape Number	Money Measure	Statistics Number	Position and direction Time	Shape Number

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To find out about jobs available in the local community including farming</li> <li>• To identify some of the attitudes/qualities/skills needed for different jobs</li> <li>• To know how to dress for work.</li> <li>• To communicate with a range of people</li> <li>• Follow instructions to use equipment safely</li> <li>• Follow instructions to complete a job</li> </ul>	<ul style="list-style-type: none"> <li>• Find out what skills/qualities people might need to do different jobs</li> <li>• What do people wear for different jobs – engage in some role play – can they choose the right clothes</li> <li>• Take part in jobs around school</li> <li>• Use gardening equipment to look after plants</li> </ul>	<p>Personal Progress: Following Instructions Work Experience</p> <p>PMLD - Engaging with the world of work: exploring work*</p>
Independent living	<ul style="list-style-type: none"> <li>• To try a range of seasonal food</li> <li>• To follow a sequence of instructions to make a seasonal recipe</li> <li>• To complete at least one stage of the sequence independently</li> <li>• To follow health and safety rules</li> <li>• To identify and collect equipment /ingredients</li> <li>• To ask for help as needed</li> <li>• To express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a sequence of instructions to make a range of recipes using seasonal ingredients</li> <li>• Follow a sequence of instructions to make a range of drinks e.g. cup of tea, milkshake independently</li> <li>• Use cooking utensils/equipment safely</li> <li>• Wash hands and clean up after activity</li> <li>• Taste food and express preferences</li> </ul>	<p>Personal Progress: Drinks and Snacks</p> <p>PMLD - Engaging with self-help and independence skills: eating or drinking*</p>

Being Healthy	<ul style="list-style-type: none"> <li>To understand how bodies change as we get older</li> <li>To develop a positive body image</li> <li>To know the difference between private and public behaviours</li> <li>To independently complete self care routines</li> </ul>	<ul style="list-style-type: none"> <li>Look at pictures/videos of how people age</li> <li>Discuss changes that happen as we get older – link to personal hygiene</li> <li>Activities to understand socially acceptable behaviour</li> <li>Learning about the importance of self-care – identifying what is needed, collecting items, doing each step of the task</li> </ul>	Personal Progress - Developing independent living skills: personal care
Community Participation	<ul style="list-style-type: none"> <li>Appreciate that in our society there are people with similarities and differences in regards to race, religion, sexuality, gender, age, ability, disability and culture</li> <li>Find out about religious festivals, e.g. harvest, Eid and how they are celebrated</li> <li>Visit religious/cultural venues e.g. mosque, cathedral, museum</li> <li>Express likes/dislikes about community venues</li> </ul>	<ul style="list-style-type: none"> <li>Find out about religious/cultural celebrations/events happening at this time of year</li> <li>Invite visitors in from different faiths</li> <li>Experience the food/music/art of other cultures and express preferences</li> <li>Visit community venues and express preferences</li> </ul>	PMLD - Encountering experiences: being a part of things*
Functional Maths	<ul style="list-style-type: none"> <li>Time – learning about days of the week, seasons – what happens in different seasons</li> <li>Measure – weighing and measuring</li> </ul>		Personal Progress – Understanding Time Measure
Functional English	<ul style="list-style-type: none"> <li>Seasonal stories and poems</li> </ul>		Personal Progress – reading/writing PMLD – sensory stories

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To understand how to earn money</li> <li>• To take part in selecting a mini-enterprise project to be involved in</li> <li>• To plan a mini-enterprise project</li> <li>• To follow instructions</li> <li>• To independently complete stages of a task</li> <li>• To participate in selling goods</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a creative project from a range of options</li> <li>• Carry out surveys to find out what people would buy, how much they would pay etc</li> <li>• Follow a sequence of verbal/written/visual instructions to make items to sell</li> <li>• Choose materials, colours, shapes</li> <li>• Set up the stall</li> <li>• Accept money from customers, give change</li> </ul>	<p>Personal Progress – Mini-Enterprise Understanding what money is used for</p>
Independent living	<ul style="list-style-type: none"> <li>• Follow a timetable independently</li> <li>• Transition around the class/school independently</li> <li>• Start a task independently</li> <li>• Follow a sequence of instructions to complete an activity/job</li> <li>• Identify and collect equipment needed for a task</li> <li>• Plan and carry out daily routines independently, including self-care activities</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs around class/school</li> <li>• Written/visual instructions to complete lesson activities/jobs</li> <li>• Completing simple daily routines independently e.g. collecting lunch, cutlery etc and then tidying it away</li> </ul>	<p>Personal Progress – Daily Routine Activities</p> <p>PMLD - Engaging with the world around you: sequence and pattern*</p>

Being Healthy	<ul style="list-style-type: none"> <li>To behave appropriately as a friend</li> <li>To recognise negative behaviour and bullying</li> <li>To demonstrate appropriate use of personal space</li> <li>To participate in a shared task</li> <li>To help when asked</li> <li>Understand what makes me happy and expressing preferences</li> <li>Make choices that are helpful to mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Read stories or watch film clips showing people being a good friend</li> <li>Identify the qualities of a friend</li> <li>Use stories etc to explore what it means to be bullied and how to get help</li> <li>Shared activities – art projects, musical ensembles etc</li> <li>Find out about how to keep themselves healthy – including sleep, friends etc</li> <li>Identifying/choosing activities that make them happy – linked to being creative</li> </ul>	<p>Personal Progress – Getting on with People          Personal Progress – Using Interpersonal Skills</p> <p>PMLD - Engaging with the world around you: people and friendships*</p>
Community Participation	<ul style="list-style-type: none"> <li>Express preferences about community visits</li> <li>Know and identify places in the local community</li> <li>Know and write address/ phone number (if appropriate)</li> <li>Follow simple conventions to use a community facility e.g. queuing, paying for a ticket, using changing room</li> </ul>	<ul style="list-style-type: none"> <li>Visit local leisure venues e.g. gym, library, swimming pool</li> <li>Identify what they can do at the different venues</li> <li>Identify and take the right equipment/ clothing</li> <li>Visit local cafes/restaurants</li> <li>Follow simple routines, e.g. choose items, pay, wait for food</li> </ul>	<p>Personal Progress – Getting out and about          PMLD – being part of things</p>
Functional Maths	<ul style="list-style-type: none"> <li>Number</li> <li>Shape</li> </ul>		<p>Personal Progress – Number          Shape</p>
Functional English	<ul style="list-style-type: none"> <li>Religious/cultural stories linked to celebrations</li> </ul>		<p>Personal Progress – reading/writing          PMLD – sensory stories</p>



PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• Be able to plan steps needed to complete a task</li> <li>• Be able to identify equipment needed to complete a task</li> <li>• Be able to complete task within given amount of time</li> <li>• Work collaboratively with others to complete a task</li> <li>• Follow instructions to complete a task</li> <li>• Follow health and safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Run food based business project – breakfast club, tuck shop, making soup for staff lunches</li> <li>• Each student to have a job that contributes to the finished recipe</li> <li>• Use equipment safely</li> <li>• Follow good hygiene</li> </ul>	<p>Personal Progress – Following instructions Getting things done Keeping safe</p> <p>PMLD – being paart of things Objects</p>
Independent living	<ul style="list-style-type: none"> <li>• To choose a recipe to make based on the theme of the week</li> <li>• To follow a simple sequence independently to prepare a food item</li> <li>• To independently complete at least one stage of a task</li> <li>• To follow simple instructions to act safely</li> <li>• To follow instructions to leave the area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Choose items to make each week in class, based on the week e.g. cake week, bread week</li> <li>• Follow instructions and make food items</li> <li>• Follow health and safety rules</li> <li>• Wash up, wipe down tables, sweep the floor – put everything away</li> <li>• Share the food items at the end of each week and get someone to judge the star bakers that week</li> </ul>	<p>Personal Progress – drinks and snacks Preparing food for an event</p>

Being Healthy	<ul style="list-style-type: none"> <li>• Develop understanding of emotions – recognising emotions in others and themselves</li> <li>• Make choices of items/activities that they enjoy/find calming</li> <li>• To understand my feelings/triggers and what strategies help me</li> <li>• To use those strategies</li> <li>• To discuss with others what helps me</li> </ul>	<ul style="list-style-type: none"> <li>• Use photos/film clips etc to identify emotions in others</li> <li>• Engage in a range of activities and identify what helps them to feel calm/relaxed/happy</li> <li>• Identify ways they can manage their own behaviour – requesting a calming activity/time out etc</li> </ul>	<p>Personal Progress – Getting on with other People Interpersonal Skills</p> <p>PMLD - Engaging with the world around you: people and friendships* Therapies</p>
Community Participation	<ul style="list-style-type: none"> <li>• Follow simple conventions to use a community facility e.g. queuing, paying</li> <li>• To use money to pay for items</li> <li>• Be able to manage feelings/behavioural responses in a range of community settings (including strong feelings)</li> <li>• Follow instructions to use public transport</li> <li>• To know the route to familiar locations</li> </ul>	<ul style="list-style-type: none"> <li>• Use a shopping list and find items in the shop</li> <li>• Follow simple routines – e.g. when using a checkout</li> <li>• Use money – wait for change</li> <li>• Use public transport where appropriate</li> <li>• Practise road safety</li> </ul>	<p>Personal Progress – Getting Out and About Understanding and using money Going places</p>
Functional Maths	<ul style="list-style-type: none"> <li>• Money – recognising and using money</li> <li>• Measure</li> </ul>		
Functional English	<ul style="list-style-type: none"> <li>• Instructions – follow recipes</li> <li>• Menus</li> </ul>		

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>• To choose a charity to raise money for</li> <li>• To start and finish a task independently</li> <li>• To follow instructions to carry out a work task</li> <li>• To persist with the task until it is finished</li> <li>• To work with others to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video clips, research on the internet – what does the charity do?</li> <li>• Look at different upcycling projects and choose what to do</li> <li>• Get orders and plan project</li> <li>• Follow instructions to make items</li> <li>• Work together to get jobs done</li> </ul>	<p>Personal Progress – following instructions Getting things done</p> <p>PMLD – being a part of things Objects</p>
Independent living	<ul style="list-style-type: none"> <li>• To wash and iron clothes</li> <li>• To wash pots</li> <li>• To use household appliances</li> <li>• To have responsibility for simple household tasks e.g. cleaning/gardening</li> <li>• Know the name of household equipment and what it is used for</li> <li>• Keep environment clean</li> </ul>	<ul style="list-style-type: none"> <li>• Tidy up after class activities</li> <li>• Follow instructions to complete class jobs with increasing independence</li> <li>• Learn to use appliances e.g. washing machine/ switch activate</li> <li>• Role play activities/ life skill room</li> </ul>	<p>Personal Progress - Developing independent living skills: looking after your own environment</p> <p>PMLD - technology</p>

Being Healthy	<ul style="list-style-type: none"> <li>To work collaboratively</li> <li>To show tolerance within group tasks</li> <li>To listen and respond to others</li> <li>To communicate with others about the task/activity</li> <li>To take turns in activities or discussions</li> </ul>	<ul style="list-style-type: none"> <li>To work on an upcycling project together</li> <li>To ask for items and respond to requests from others</li> <li>To listen to and follow instructions</li> <li>To play games – do social activities that involve taking turns, sharing resources etc</li> </ul>	<p>Personal Progress – communication skills Getting on with other people</p> <p>PMLD - Engaging with the world around you: people and friendships*</p>
Community Participation	<ul style="list-style-type: none"> <li>Be able to start a task independently</li> <li>Follow instructions carefully</li> <li>Be able to finish a task or activity independently.</li> <li>Understand and respond to a range of sensory experiences</li> <li>Work collaboratively as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>Work together to improve an area in school or in the community - e.g. weed the sensory garden, paint the planters, make bird boxes</li> <li>Or improve areas in school that need to be regularly tidied – e.g. library, PE cupboard etc</li> </ul>	<p>Personal Progress - Developing community participation skills: caring for the environment</p> <p>PMLD - Engaging with the world around you: the natural environment*</p>
Functional Maths	<ul style="list-style-type: none"> <li>Sorting/data handling</li> <li>Number</li> </ul>		<p>Personal Progress – Sequencing and Sorting</p>
Functional English	<ul style="list-style-type: none"> <li>Information books/articles about the environment</li> </ul>		<p>Personal progress – reading/writing</p>

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>Follow instructions to complete a task</li> <li>Follow health and safety rules when doing a job</li> <li>Accept working with new/ unfamiliar people</li> <li>Identify different clothes associated with different job roles</li> <li>Identify and collect equipment needed for a set task</li> </ul>	<ul style="list-style-type: none"> <li>Find out about jobs people do in the local community</li> <li>Visit at least one work place and find out about the jobs people do</li> <li>Take part in community work experience opportunities</li> <li>Find out about jobs in school</li> <li>Complete tasks in school</li> </ul>	<p>Personal Progress – following instructions Getting things done Work experience</p> <p>PMLD - Engaging with the world of work: exploring work*</p>
Independent living	<ul style="list-style-type: none"> <li>Know routes and travel routes between places (may be within or outside of school)</li> <li>Understand and follow road safety rules</li> <li>Explore routes to various destination, responding to and recognising sensory cues along the way</li> <li>Understand a map/ pictures are representative of something else</li> <li>Respond/ anticipate familiar routes and show awareness if these change</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions to travel safely to a community venue</li> <li>Road safety activities within school (sensory room)</li> <li>Follow simple routines to use public transport e.g. visual sequences/ prepare in advance</li> <li>select and organise own belongings to go out on a visit</li> <li>Find their way around the school building/grounds independently</li> <li>Use pictures/map to follow a trail</li> <li>Follow a sensory trail around school (inside or out)</li> </ul>	<p>Personal Progress – Going Places Keeping safe ICT</p>

Being Healthy	<ul style="list-style-type: none"> <li>To make choices to be healthy (eg deciding to go to a swimming class)</li> <li>To take part in activities designed to improve fitness</li> <li>Participate in and begin to understand the need for regular exercise</li> <li>Experience and begin to identify healthy/ unhealthy foods</li> <li>Make choices</li> </ul>	<ul style="list-style-type: none"> <li>Find out about different ways to keep healthy</li> <li>Try healthy food – express preferences, make choices of healthy items eg at snack time</li> <li>Engage in a range of exercise activities for longer periods of time , e.g. dancing, walking, swimming– express preferences</li> </ul>	<p>Personal Progress – being healthy</p> <p>PMLD - therapies</p>
Community Participation	<ul style="list-style-type: none"> <li>To recognise appropriate clothing and footwear to suit different sporting activities</li> <li>Follow simple instructions when doing a sporting activity</li> <li>Make choices about exercise activities</li> <li>Follow basic safety rules when taking part in different sporting activities</li> <li>To observe simple conventions to use the facility (eg waiting in a queue, closing the cubicle door before getting changed)</li> <li>Show awareness of why they need to exercise</li> </ul>	<ul style="list-style-type: none"> <li>Visit a community sporting venue over a period of time</li> <li>Engage pupils in activities – give instructions e.g. raise your arms</li> <li>Use exercise equipment safely – get it out and put it away after use</li> <li>Follow instructions e.g. don't run in the pool, wear a helmet for cycling</li> <li>Look at different kinds of exercise – what do they enjoy?</li> <li>Learn about why we need to keep fit</li> <li>Take part in a competitive sports event at school</li> </ul>	<p>Personal Progress - Developing community participation skills: participating in sporting activities</p> <p>Being Healthy</p> <p>Getting Out and About</p> <p>PMLD - therapies</p>
Functional Maths	<ul style="list-style-type: none"> <li>Position/direction</li> <li>Time</li> </ul>		<p>Personal Progress – Position, Understanding time</p>
Functional English	<ul style="list-style-type: none"> <li>Information books about sports – sports people</li> </ul>		<p>Personal Progress – reading/writing</p>

PFA Area	Skills and content	Activities	Accreditation links
Employment /Work related learning	<ul style="list-style-type: none"> <li>Follow instructions in a variety of formats to complete a task</li> <li>Work with unfamiliar people</li> <li>Make and communicate choices</li> <li>Responds to new sensory experiences e.g. new flavours/ smells not associated with school</li> <li>Be able to identify equipment that may be needed in a given situation e.g. chairs for the audience to sit on</li> </ul>	<ul style="list-style-type: none"> <li>To follow a sequence of instructions to make props for a performance and/or for the prom</li> <li>Planning what refreshments/items to sell</li> <li>Following a sequence of instructions to make items</li> <li>Following instructions to set up the stall</li> <li>Interacting with people to sell items</li> <li>Making choices about which work activity they want to do</li> </ul>	<p>Personal Progress – New creative activities</p> <p>PMLD - creativity</p>
Independent living	<ul style="list-style-type: none"> <li>Learning about internet safety</li> <li>Understand what to do if they do not like something that happens or is seen online</li> <li>Understanding accidents and risk. What can we do to keep safe.</li> <li>What to do in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>Identify health and safety signs and what they are for</li> <li>Follow simple safety routines e.g. washing hands, wearing PPE</li> <li>Look at different emergency scenarios and what they would need to do – evacuate, ring an ambulance etc</li> </ul>	<p>Personal Progress – keeping safe</p> <p>Health and Safety</p> <p>PMLD - technology</p>

Being Healthy	<ul style="list-style-type: none"> <li>• To engage in exercise activities including walking/travelling over longer distances</li> <li>• To recognise when they are feeling unwell and know how to get help</li> <li>• To develop understanding of basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Practise journeying for the DofE expedition</li> <li>• Look at basic injuries/ailments and what to do – practise basic first aid</li> <li>• Role play going to the doctor's/dentist etc</li> </ul>	Personal Progress – Being healthy
Community Participation	<ul style="list-style-type: none"> <li>• To participate in a group performance for other people</li> <li>• To share space with other people</li> <li>• To listen and respond to familiar people</li> <li>• To take part in a leisure activity in the community with friends</li> <li>• To follow simple routines to use the facility</li> <li>• To express preferences about different leisure facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Practise song/dance to contribute to end of year event</li> <li>• Make invitations to invite family/friends</li> <li>• Help to get the hall ready</li> <li>• Make and serve refreshments to others</li> <li>• Plan end of year trip that involves a group activity/game</li> <li>• Make a short journal about the day out and if they enjoyed it</li> </ul>	Personal Progress – New Creative Activities Getting on with other people  PMLD - Encountering experiences: creativity
Functional Maths	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Number</li> </ul>		Personal Progress – shape, number
Functional English	<ul style="list-style-type: none"> <li>• Stories and songs linked to the performance</li> </ul>		Personal Progress – reading/writing PMLD – sensory stories