

English

Delivered through key skills, taught English lessons, 'Reading for Life' & cross-curricular activities

Focus Text: *Fantastic Mr Fox*

Reading & Comprehension

- Reading individually
- Reading with an adult
- Group Reading and Guided Reading sessions
- Taught fluency, vocabulary and comprehension skills. **Spring 1 focus comprehension skill: Inference**

Reading for Pleasure – In and outside of class

Reading for Life – Reading related to work experience and community visits; exposure to a range of magazines, newspapers, brochures, catalogues, leaflets, menus, signs, timetables and logos.

Writing

- Using Colourful Semantics and communication boards
- Letter formation practice
- Writing in different genres and for different purposes. **Spring 1 focus: Captions and C.V.s**
- Expanding vocabulary used when communicating and writing
- Writing using sentence starters, vocabulary lists and topic prompts

Preparation for Adulthood

- **Using Community Facilities** – Chesterton swimming pool, College links, Work Experience and other outings into the community.
- **Breakfast Club**
- **Independence and Responsibilities** – In school and out to build skills for the future (e.g. making a drink, collecting and putting away resources, contributing to overall class and school organization); personal care; individual responsibility for belongings; learning how to build social connections and resolve problems and conflicts.
- **Person Centred Planning & Self-Advocacy** – Learning how to communicate wants and needs and advocate for things we strongly believe in.

Text: Fiction: Zog by Julia Donaldson / Fantastic Mr Fox**PSHE and Development**

Delivered through break time, lunch time, social games, in class discussion, Assembly, Work Related Learning and Community Outings, College links, DoE & cross-curricular activities throughout the day.

PSHE theme: *Self-Awareness*
Class Focus: *Skills for Learning*

PSHE Taught Curriculum

I can identify what makes my friends/family special
I can identify what makes me special
I can identify what I like doing at school
I can identify what I would like to be better at in school.
I can describe the particular ways we like to learn.
I can describe simple strategies we can use to help us be organised in our learning.
I can describe how it feels to achieve a target.

Class Intervention: Sex and Relationships Education**Communication**

Delivered through all activities & interactions throughout each day and through planned and spontaneous opportunities for discussion.

Colourful Semantics and Communication Boards – To help students structure thoughts and feelings and request needs and wants.

Chatter Boxes – Written questions and sentence starters in social time to help students initiate conversations with each other, express their needs and wants and practise skills such as 'small talk' and 'how to be a good listener'.

Discussion – As part of taught lessons, with opportunities for individual and group discussion inside and outside of lessons.

Work Related Learning Reflective Diaries – As part of Work Related Learning, students will have opportunities to communicate their thoughts and feelings about their experiences through communication boards and symbols, the spoken word, video and written reflections.

Makaton – Key Vocabulary

Creativity

Delivered through Choir, Enterprise Activities, College and cross-curricular links

Enterprise – This terms' focus includes creating cards with original art to sell

Art – Students will create art through different media and art linked to events, such as **Valentine's Day and Easter**

Choir – Performing as part of a group, making song choices, learning Makaton, singing, dancing, performing.

Physical Gross Motor

Swimming – Key aquatic skills and water confidence, swimming with support, swimming unaided, stroke techniques, building strength and stamina.

Cycling**Regulation Walks****Gym and Swim****Sensory Circuits and Lunch Clubs****Physical Fine Motor**

Clever fingers – Using fingers to manipulate small items; activities to build strength and dexterity in the fingers; practising tasks for daily living, e.g. dressing, household tasks, cooking, writing.

Life and Living Skills

Home Management: Selecting and Using Cooking Equipment; Following a Simple Recipe; Preparing Drinks and Snacks; Using Shopping Facilities

World of Work: Developing Skills for the Workplace – following Instructions; Carrying Out Routine Tasks at Work; Participating in a Mini-Enterprise Project; Preparation for Work

Environment and Community: Travel Within the Community; Using a Community Facility Over Time

Communication: Interacting in a Group Situation, Developing Writing Skills; Writing in Sort Paragraphs

Mathematics

Focus: *Number and Measure*

Delivered through key skills, taught Maths lessons & cross-curricular activities

Number

- 1:1 correspondence
- Simple addition & subtraction
- Repeated addition
- Multiplication
- Division
- Recognising and using number in everyday contexts

Measure

- Measuring using non-standard and standard units of measure
- Measuring in cooking

Our World

Forest School – Sharing & role-playing stories, student led activities, outdoor pursuits

Cooking – Using kitchen equipment safely, planning & preparing meals, snack & drinks.

Community Outings

ICT – Using ICT to support learning and building ICT confidence

WRL/Enterprise – Working at the Castle School shop, Food Technology, Wimpole Hall, Phoenix Trust, Emmaus, Raptor Foundation, Hairdressing Skills

College – Yr 14

Current Affairs – Newsround and exploration of current world related issues.