



**Rationale and Intent for the Key Stage 4 curriculum…**

**What we do we want for our students and how are we going to achieve this?**

Key stage 4 will build on the learning and knowledge that pupils began to develop in key stage 3 where they will have developed key academic skills and have deepened their understanding and subject knowledge of the world around them through a topic based teaching approach. They will begin to embed the core theory they developed in key stage 3 and apply it to practical experiences in key stage 4. Moving in to key stage 4 will give our students the opportunity to apply the skills they have been taught into a wider context, either throughout school, within the local community or on residential trips. All learning opportunities will seek to maximise pupils’ independence skills, problem solving abilities and independent thinking as to they move to becoming young adults, also taking into account their individual EHCP targets, laying the foundations for their long term goals.

The key stage 4 curriculum uses a person-centred approach using trauma informed practices and focuses on applying six skill concepts across the year with subject teaching supporting the development of these so that they are taught as abilities that our students can acquire and practice. Our curriculum stems from the core set of skills that are at the heart of skills based initiatives for the promotion of health and well-being of children and adolescents as outlined by the World Health organisation; Critical thinking and problem solving, Empathy, Creative thinking, Decision making, Self-awareness and Coping with emotions and stress: This is The Learning for Life curriculum.

The development of these skills will enable our students to adapt and deal effectively with the demands and challenges of life as they progress forward. We take a person-centred approach using trauma informed practices, ensuring all learning is purposeful and supports our students in preparing for adulthood. Subject lessons act as a vehicle to develop skills that we use to problem solve, manage situations and develop a sense of self. It focuses on self-development and reflection and aims to support students in building on their confidence and self-esteem to start applying what they are learning each day in school into real life situations, promoting independence. Key principles of **safety, trust, choice**, **collaboration**, **equity** and **empowerment** are embedded throughout the Key Stage 4 curriculum and weaved into the everyday of the classroom environment. Along with the learning for life skills, we aim to make sure that our students are able:

* **to feel safe** (physically and emotionally)
* **to be able to regulate / self-regulate** (emotional / sensory needs)
* **to be connected** (positive and attuned relationships)
* so that they can **be ready** **to learn** (skill building and resiliency)

Enrichment activities will also be integrated and will allow pupils to develop their knowledge and understanding of the world and their place in it, but also to excite and engage them in developing any particular interests they may have. There is also a large emphasis on RSE and PSHE ensuring our pupils know how to stay safe. Teachers will maximise all opportunities for pupils to make links in their learning by setting ambitious learning intentions; the skills curriculum has been designed to facilitate this. The curriculum also has a strong focus on online safety during each unit of work alongside specific focus during Safer Internet Day. This will ensure that students feel confident in using computers and the internet safely, and know what to do if encounter inappropriate content. Students will also start working towards their Duke of Edinburgh award offering our students the opportunity to serve their communities, experience adventure and develop and learn outside the classroom. It works alongside our Learning for Life curriculum creating opportunities and supporting the development of essential skills and attributes for work and life such as resilience, problem solving, team-working, communication and developing a sense of self.

The key stage 4 curriculum will be purposeful, offer a balanced, accessible and relevant range of learning experiences for all students in an attempt to help them to reach their potential. We aim to create confident, resilient and well-rounded adults who have an aspiration for self-improvement and are able to navigate the world beyond school life. We recognise that all students need to develop spiritually, morally, socially and culturally. This development allows them to make sense of their world. The key stage 4 curriculum supports students in developing an informed and balanced view on world events, beliefs and value of others.

The aim of our two year curriculum is to prepare our young people for the transition into Post 16 education and subsequently into the next part of their lives and adulthood. Our purpose is to develop our students not just as learners, but as well-rounded young adults who will be able to access further education and are able to lead safe, healthy and fulfilling lives, make great individual progress and become responsible citizens who can make productive contributions to society.

**Coping with stress** some of our students can feel that “I’m not good enough” or "Something is wrong with me". This can cause issues with their mental health and well-being. Scientific research has established that stress is the core factor in physical, mental, and emotional health. Good strategies or activities that support our students in having positive mental health can govern our students’ moods, emotions, behaviour, and sleep patterns, as well as every aspect of their physical health. Coping with stress means recognising the sources of stress in our students lives, recognising how this affects them, and working towards finding strategies that help control the levels of stress, by changing our environment or lifestyle and learning how to relax. Our students will need to develop an understanding of sensory regulation which allows our students to maintain an appropriate level of alertness in order to respond appropriately across environments. We work on the basis that our students to be regulated to be ready to learn.

**Coping with emotion** our students can often find it difficult to manage their emotions, we need to support them in becoming aware of their emotions and give them the tools to be able to help them identify things which can make them relax. The ability to regulate our emotions should not be presumed, emotional regulation is a skill and needs to be learned, sometimes through explicit instruction. Recognising emotions and identifying effective strategies for managing these is a key skill for our students.  Coping with emotions means involving recognising emotions within themselves and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on health if we do not respond appropriately. Again, we need to ensure our students know how to become regulated and ready to learn.

**Empathy** To have a successful relationship with our loved ones and our community, our students’ need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, communication with others will be difficult. Our students will grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, it is important to develop a need of understanding themselves and others. Our students will need to equip themselves to have an awareness of the impact of their interactions, to talk people they know, present their thoughts and ideas and tackle delicate issues without offending other people. Empathy can help our students to accept others, who may be very different from them. This can improve social interactions and starts by developing listening skills and turn taking skills.

**Self-Awareness** includes our student’s recognition of themselves, their character, strengths and weaknesses, desires and dislikes. Developing self-awareness can help our students to recognize when they are stressed or feel under pressure or just not quite themselves. It also helps them know who they are, what is healthy and normal for them and when they need to ask for help.

**Effective Communication** means that our students are able to express themselves, both verbally and non-verbally, in ways that are appropriate to cultures and situations. This means being able to express wants and needs, opinions and desires, and also needs and fears. It may also mean being able to ask for advice and help in a time of need. It helps us overcome diversities, build trust and respect, and create conditions for sharing creative ideas and solving problems. ***This is crucial across all development and with flow through all topic maps.***

**Interpersonal Relationships.**  Theseskills help will help our students to relate in positive ways with the people they interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively and say how they are feeling to others. ***This is crucial across all development and with flow through all topic maps.***

**Problem Solving** Problem solving will help our students to deal constructively with problems they may face in their lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. Developing problem solving attributes also helps to show a range of other competencies such as logic, creativity, resilience, imagination, lateral thinking and determination. It is a vital skill for professional and personal life. Problem solving is at the core of human evolution. It is the methods we use to understand what is happening in our environment, identify things we want to change and then figure out the things that need to be done to create the desired outcome.

**Creative Thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). We will help develop executive functioning skills by challenging students with our planning, developing cognitive flexibility, working memory and by initiating actions.

**Decision Making** helps our students to deal constructively with decisions about their lives where they can and make as many choices as they can. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have. Decision making is a crucial skill across all levels of learner.

**Critical Thinking** is an ability to analyse information and experiences in an objective manner. Developing Critical thinking skills can contribute to our students’ health by helping them to recognize and assess the factors that influence their attitudes and behaviour, such as values, peer pressure and the media.

**KS4 Learning for Life Curriculum skills at St Andrews**

These skills aim to strengthen the learning process, foster a natural sense of curiosity and teach our pupils the skills to find out more independently. Students will be motivated to think logically, analyse concepts and apply their insights. We aim to develop learners into independent thinkers and prepare them for the challenges in the future as well as being able to express themselves appropriately and recognise their emotions.

**Critical Thinking and Problem Solving** Enables students to hone analytical and critical thinking skills in all the courses. It is a way to avoid rote learning and focus more on synthesising, evaluating, and applying facts and ideas on your work. The sessions on entrepreneurship help students to anticipate problems and devise solutions accordingly

Observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making, recognise factors that can influence their values, attitudes, behaviours (e.g. peer pressure, social media)

**Coping with Emotion and Stress**

Creating good habits, developing physical, mental and emotional health, recognising sources of stress, finding strategies to support them, learning how to relax, become aware of and regulate their emotions, respond to emotions, recognise how emotions can affect behaviour

**Self-Awareness**

Recognition of themselves, recognising their character, knowing their strengths and weaknesses, when to ask for help, knowing their desires, likes and dislikes. Develop attention skills, recognise what we need to be safe and healthy.

**Empathy**

Understanding others, trust, understanding themselves, develop social interactions, develop curiosity and open mindedness, sensitivity to themselves and others emotions.

**Creative Thinking**

Helps students in learning how to be independent and approach problems in a creative way. It gives a way to move beyond traditional methods and think innovatively.

Fluency, flexibility to adapt, originality (conceiving of something new), elaboration (building on other ideas) analytical mind, organising, problem solving, communication, developing opinion

**Decision Making**

Leadership, intuition, time management, reasoning, evaluate, create solutions, and make appropriate choices, be able to adapt ideas.

We take a person-centred approach using trauma informed practices. Key principles of **safety, trust, choice**, **collaboration**, **equity** and **empowerment** are embedded throughout the Key Stage 4 curriculum and weaved into the everyday of the classroom environment. The development of understanding how we use and apply these skills, practicing them in different situations and encouraging our students to learn about themselves enables our students:

* **to feel safe** (physically and emotionally)
* **to be able to regulate / self-regulate** (emotional / sensory needs)
* **to be connected** (positive and attuned relationships)
* so that they can **be ready** **to learn** (skill building and resiliency

The skills of effective communication and interpersonal relationships will thread throughout all the other skill areas and within each curriculum subject. These areas (within Effective communication and PSHE frameworks) will be assessed on throughout the whole year using evidence for learning.

**Interpersonal Relationships (and personal development)**

Interpersonal relationship skills will be covered across four main components- PSHE, RSE, Life skills and the Duke of Edinburgh Award.

Students’ personal development is seen as a core part of the curriculum. All students will work towards individual targets set out by the Education and Health Care Plan and individual education targets set by class teams.

For students that it is appropriate for, they will set a personal target each week and this will be reviewed weekly by staff.

Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to work on their individual targets daily and in a wide variety of contexts.

**Effective Communication**

Communication is part of the foundation for the KS4 skills curriculum and it is vital to develop these skills for their transition to post 16. This means there will be a focus across all areas of learning using English and communication skills in functional, transactional contexts, through practice around the school and then application within the local community. (e.g. sending emails, filling out forms, making lists, online shopping, mark making with a purpose, creative writing in response to media or stories, writing text messages, reading recipes, menus, navigating the internet, reading signs in the environment, reading for information)

Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to practice these skills daily and in a wide variety of contexts.

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| ***An example of how the life skills can be approached with differing levels of students*** | **Level 1** | **Level 2** | **Level 3** |
| **Self- Awareness** | Learning about them as their own person | Self-Control, who can help them | Their rights and responsibilities |
| **Empathy** | Understanding how people are alike but also how they can differ. | Appreciating the differences between people and avoiding prejudice and discrimination | Caring of people |
| **Interpersonal relationship skills** | Learning to value relationships with friends, families and teachers | Forming new relationships effectively and surviving the loss of certain relationships or change. | Seeking support or advice from others in a time of need. |
| **Communication** | Basic verbal and non-verbal communication skills | Assertive communication in the face of peer pressure. Being able to communicate our thoughts and feelings appropriately. | Using assertiveness to resist pressure to do potential health damaging activities. (e.g. Unprotected sex) |
| **Critical Thinking** | Learning the basic processes in critical thinking. | Making objective judgements about choices and risks. | Resisting media influences and pressures on a variety of matters. |
| **Creative Thinking** | Developing capacities to think in creative ways and know their likes and dislikes. | Generating new ideas about things. | Adapting pro-actively to changing circumstances. |
| **Decision Making** | Learning the basic steps to help them make a decision. | Being able to make difficult decisions. | Decision making about important life plans. |
| **Problem Solving** | Basic steps for problem solving. | Generating solutions to difficult problems or dilemmas. | Conflict resolution. |
| **Coping with Stress** | Identifying sources of stress. | Have their own methods and strategies for coping in stressful situations. | Coping in situations of adversity. |
| **Coping with Emotions** | Recognition of the expression of different emotions. | Understanding how emotions affect the way we behave. | Coping with emotional distress. |

Key Stage 4 curriculum- Topic Overview

All our topics are aimed at developing the skills, knowledge and understanding that support our students in working towards the PFA outcomes - Employment, Independent Living, Social and Community Inclusion, and Health and Wellbeing. The topics below allow students to participate in educational learning activities using a trauma informed approach, which will support a wider understanding of the opportunities and challenges that adulthood brings. Sessions are planned to ensure independence is increased through decision making, giving our students the opportunity to make informed choices and practice practical life skills in an environment that makes our students feel safe. Our topics encourage purposeful and meaningful learning journeys for our young people allowing them to practise the learning for life skills, achieve autonomy, resilience and develop understanding of their wellbeing, which is then applied in a range of contexts. During each topic students will have access to a range of activities and opportunities that promote and support independence, develop their problem solving skills and support individual interests, creative abilities and thinking. Each term, the scheme of work is planned with the aim to develop interpersonal skills which can be applied to the friendship and relationship opportunities they will experience within school and later in the wider world.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | **Entertainment in our society and culture-**  ***Why:***   * Wider awareness of what is available away from their usual. * Experience different cultures promoting inclusion * Understand what is real and what is fake * Develop understanding of reality TV culture and how this can sometimes be a false portrayal of reality * To find ways they can relax that act as a stress relief * Teach about the past * Discuss social issues * Preserve cultural heritage and traditions | **Hobbies and Interests-**  ***Why:***   * Develop self-occupying skills * Developing their knowledge of likes and dislikes * Development of fine and gross motor skills * Develop their sense of self. * To learn about and carry on traditions * Students to have new experiences * Links to mental and emotional wellbeing * Develop social interaction skills | **Our Mental Health and Wellbeing**  ***Why:***   * Promote awareness of what mental health is * Improve relationships * Understand themselves and develop/recognise strategies to help them regulate * Enhance self-care * To know their needs * To link in hobbies and interests to things that make them feel good * Develop vocabulary and comprehension around emotional literacy | **Exploring-**  ***Why:***   * To expand their horizons * Enhance communication skills and develop vocabulary * Encourage independence * Encourages curiosity * Support them in developing skills to prepare them for their future * Links in reading for pleasure | **Fantasy and Adventure**  ***Why:***   * Develop imagination linked to creative thinking skills * Develop speaking and listening skills and storytelling techniques * Promote discussion * Escapism and entertainment- give them experience of imaginary worlds * Speaking and listening | **Local Events**  ***Why:***   * Community awareness * Citizenship * Learn about local history and develop appreciation of where they live * Diversity awareness * Community engagement |
| Year 2 | **The World Around Us**  ***Why:***   * Global citizenship * Conservation * Develop understanding of climate change, poverty and what they can do to help * Experience and appreciate different cultures * Learn and understand what is important to them and their world | **Leisure opportunities**  ***Why:***   * See what they can access outside school and within their local community * Promote them looking after their health and wellbeing * To learn about stress reduction and regulation * Support their personal development * Link opportunities in their local community to their likes/hobbies and interests * Developing knowledge of what is available to them * Give them a place in society | **Change and Growth**  ***Why:***   * Awareness of their changing needs * Understanding of puberty and how it will affect them * Develop strategies to be able to embrace change * Be provided with opportunities for self-improvement * Develop independence skills * Develop self-awareness skills * To know what to do if they feel uncomfortable with change | **Heroes and Justice**  ***Why:***   * Moral and ethical development * Discuss their inspirations and recognise qualities that they admire in people * Develop understanding of their social responsibility * Support them in learning conflict resolution strategies * Development of empathy and compassion * Right and wrong and consequences- know what it looks like in our current culture | **Adventure and travel**  ***Why:***   * Understanding of the wider world * Support travel training * To build up bravery * Develop courage to try something new * Expand the way they see and interact with the world * Spend time outdoors * Forge new friendships * Create excitement in exploring * Encourage students to try something outside their comfort zone | **Current Affairs and Events**  ***Why:***   * Connect their learning to the real world * Take opportunities to help others and feel the benefits from doing this * Develop planning skills * Develop their own opinions * Expand their world view * Encourage curiosity |

**Key information on subjects in Key Stage 4 curriculum.**

**RE-**

The RE topics are taken from the religious, philosophical and ethical studies themes from GCSE AQA specifications.

Component 2- Thematic Studies

* Theme A: Relationships and families.
* Theme B: Religion and life.
* Theme C: The existence of God and revelation.
* Theme D: Religion, peace and conflict.
* Theme E: Religion, crime and punishment.
* Theme F: Religion, human rights and social justice.

Component 1: The Study of religions, teaching, beliefs and practices.

* Buddhism
* Christianity
* Catholic Christianity
* Hinduism
* Islam
* Judaism
* Sikhism.

**Team Challenge**

This lesson allows students to apply the skills they are learning each day practically and in a fun way. They are presented them with problems that could be solved in a variety of ways with no specific correct answer so that everyone is able to succeed whatever skill level they are at. It allows all students to have the opportunity to be able to ‘win’/excel at something each week. It helps develop problem solving skills, facilitates collaborative work, responsive and meaningful communication, aids thinking outside the box, develops the use of tools, scissors, sticking etc. (fine and gross motor skills) and the sharing of opinions and ideas with their peers.

There is a lot of links to science, design and technology, literacy, speaking and listening and numeracy so it works well as a cross curricular exercise.

**Growth Mind set (based on research done by Carol Dweck).**

Each week students take part in ‘Growth Mind set’ sessions that enable them to reflect on the learning for life skills and how they have applied them during the week. Our goal is to help students become increasingly growth orientated. In developing this we hope they will persist with challenges a little bit longer and with each passing week, reflect on how they have applied the skills outlined in the Learning for Life curriculum and use these to support them in getting regulated and ready to learn. It will develop their confidence in being able to take on a bit more of a challenge, create and work towards personal goals and respond more positively to any mistakes.

Students across the continuum have different world views and experiences, therefore each student requires different teaching strategies. A student with a currently fixed mind set will respond and act differently to a student with a low growth mind set so we will adapt our teaching methods accordingly throughout the week in order to support our students.

Growth Mind set is a journey. It is about believing in the potential for development and that learning a new skill comes from practice and perseverance. Something that involves small progressive shifts in thinking that is linked to the learning for life skills and the session at the end of the week allows students to celebrate and reflect on what they have achieved and how.

The aim of growth mind set allows our pupils to value what they're doing regardless of the outcome. They are tackling problems, charting new courses, working on issues important to them and this will support them in increasing their independence in taking on everyday tasks, communicating with others, thus, preparing them for adulthood.

**Music**

Students will learn about how music can enrich their personal development – how music is a part of one’s identity and can influence emotions and behaviours. Music does not have to be taught through discrete lessons at KS4. It is to link to all areas of the Learning for Life framework and to feed into other curriculum subjects, providing a motivator to develop reading skills, computing skills, social skills and much more. Students’ individual learning journeys can be documented through case studies, recorded on EfL with the Music ‘tag’. Students following the Highlands Curriculum will access one term each year of music education in school, delivered by Baby People, a Derby-based music and arts development organisation.

Learning activity ideas:

* Enjoy different styles of music together within lessons and within social contexts such as break time – what do students and staff within the class enjoy? Why do they like it? How does it make them feel?
* Access recorded music – learn how to use YouTube, Apple Music, Amazon Music, Spotify and so on – search for favourite songs / styles of music. Learn about legal rights and restrictions (of pupils and artists), age-appropriate content and so on.
* Explore the link between music and emotions / mental health – does a particular song or style of music influence or change how you are feeling or behaving? Use music for relaxation, or to motivate you to exercise.
* Using iPad and Desktop apps and websites such as Audacity and Garageband to record and edit music / Rave DJ to create mixtapes and mashups / Incredibox to arrange DJ mixes – developing skills in music as a hobby – activities pupils can do in their free time.
* Find out about local music venues – plan a visit to a live music performance – learn how to navigate websites and book tickets. Attend and enjoy the show!
* Rehearse and perform music to others – Christmas / summer concerts, or mini class performances.
* Learn an instrument for the Duke of Edinburgh skills section (Derbyshire Music Hub could deliver this)

**Outdoor Education**

At St Andrew’s Academy we see the benefits of a successful outdoor learning experiences every day; in terms of building confidence, forging relationships and increasing self-esteem. All students in Key stage 4 will continue on from Forest Schools in Key Stage 3 and move onto the ’50 things to do outdoors’ scheme of work in Key stage 4 or they will start their Duke of Edinburgh award.

The outdoor environment encourages skills such as problem solving and negotiating risk which are important for development.

Opportunities for people to access the natural environment are diminishing and as a society we are spending less time outside due to concerns over safety, traffic, crime, and parental worries. Modern environments have reduced amounts of open green spaces too, while technology has increased sedentary time. It is for these reasons and more that many think schools have arguably the greatest potential – and responsibility – to give children access to natural environments.

Learning outdoors allows all our students the opportunity to have new experiences and try things outside of the ‘normal’, developing fine and gross motor skills. We are hoping to offer some form of residential to all our young people. All of our outdoor learning links in with the executive functioning skills and learning for life skills which is the focus of our curriculum.



During their time in Key Stage 4, some students will be given the opportunity to begin their Duke of Edinburgh journey, beginning with the Bronze Award in year 10 and moving on to their silver in year 11. This will be integrated into the daily learning and class timetable and will work alongside the WHO skills our students will be focusing on. The award provides students with a balanced programme of activities that develops the whole person – mind, body and soul – in an environment of social interaction and team working.  Taking part builds confidence and develops self-esteem.  It requires persistence, commitment and aims to have a lasting impact on the attitudes and outlook of all our young people who take part. The Award provides an enjoyable, challenging and rewarding programme of personal development for our young people.

*“The Duke of Edinburgh’s Award encourages and supports the participation of youth with cognitive disabilities in areas including: academics, communication, decision making, functional skills, time usage, self-concept/esteem, sexuality and social skills.   Students will leave the programme more self-reliant with regard to taking care of their personal needs and surroundings.  They will be better equipped to make a successful transition to the work force or other structured community settings.*

*Teachers (acting leaders) incorporate The Duke of Edinburgh’s Award into their class so that activities they have done from September to June can be used for completion of the Duke of Edinburgh’s Award Bronze, Silver and Gold.*

*Skill: cooking, communication (for some basic reading, for others it may be basic printing), music appreciation through music therapy, arts and crafts, woodworking, painting etc.*

*Physical: swimming, walking, bowling, gymnasium time, aerobics and etc.*

*Service/Volunteering: school recycling program, delivering absentee forms to office, helping with various activities around school like setting up chairs, group/class clean-up projects, visiting seniors etc.*

*Expeditions: This section can have modification.  Some of these youth can have major physical conditions that prevent them from taking part in many expeditions. Also, some of these youth have never spent a night away from their parents.  Obviously, the challenges are different in this section as compared to that of the average participant.  However, they still do the very basics in preliminary training.  It is conducted at their cognitive level.  They are still expected to do the minimum times i.e. one night/two days away from home and they are expected to take part in as many aspects of the planning and preparation as well as immerse themselves in all activities on the actual trip.*

*Some of the youth may only be able to complete one or two of the sections. The Award still recognizes what the participant is able to complete, and a special certificate outlining the different sections completed is given, along with a special coloured pin. We really want to encourage all youth to take part in the Award!  
Because The Duke of Edinburgh’s Award Program compliments what the teachers are doing, all students who register in September can complete their Award by June.  The teacher/leader support in day to day and all activities that were being done anyway are now being expanded upon documented and used for “Duke Credit”  At the end of the school year these young people now have something tangible to show for their efforts- record books, their pins and certificates and many wonderful memories!”*

<https://www.dukeofed.org/nb-resources-youth-with-special-needs>

**Awards, accreditation and recognition**

**AQA Units**

Our students will complete 6 AQA units over the course of the year. Two in Literacy, two in Numeracy and two in functional Skills/PSHE. Please see the list below for AQA units that are linked in with the Key Stage 4 topics and curriculum

**Numeracy-**

75349 Days of the Week Pre Entry Level

75350 Knowing the month of the year Entry

41962 Work it Out- Domestic Maths Pre Entry Level

71051 Numeracy (Unit 2): Domestic and everyday life Entry Level

76146 Numeracy: Citizenship and the community Entry Level

79312 Introduction to measurement Entry Level

110250 Mathematics: Matching times on clocks Pre Entry Level

10283 Mathematics: Time and calendars Entry Level

110631 Days of the week using symbols Pre Entry Level

110988 Early number skills in Games Pre Entry Level

113626 Counting and recognising numbers (unit 1) Pre Entry Level

**Literacy/Effective Communication-**

111726 Basic Literacy Skills for life with support Pre Entry Level

105745 Basic Literacy Skills for life Pre Entry Level

71030 Sensory Stories: Participation with assistance Pre Entry Level

105225 Prerequisites for Literacy Pre Entry Level

113327 Early Reading: Enjoying Books Pre Entry Level

110628 Reading Symbol Instructions Pre Entry Level

40015 Literacy: Vocabulary Pre Entry Level

CE8031 Speaking and Listening Entry Level

83500 Social Communication Entry Level

72984 Listening to and following simple instructions Entry Level

105373 Communicating in a group Pre Entry Level

105375 Engaging in simple discussion Pre Entry Level

108126 Interaction through hearing and touch: Greetings Pre Entry Level

108188 Using alternative communication in a café setting (Unit 1) Entry Level

10054 English: Work: Speaking and Listening Entry Level

**PSHE-** The five highlighted sections will be covered in KS4 and KS5 to ensure students get a high level of coverage in all areas. This will be on a rolling program.

PSE046 Personal Safety Entry Level

PSE011 Sex and Relationship Education Entry Level

PSE021 Emotional Wellbeing Entry Level

PSE026 Healthy Lifestyles Entry Level

PSE041 Relationships, Behaviours and practices in the workplace Entry Level

111925 Managing on a low income Entry level

112084 PSHE: Learning how to keep our bodies safe Pre Entry Level

74209 Safety and hygiene in the kitchen with support Pre Entry Level

81319 Healthy Lifestyles and Emotional Well-being Pre Entry Level

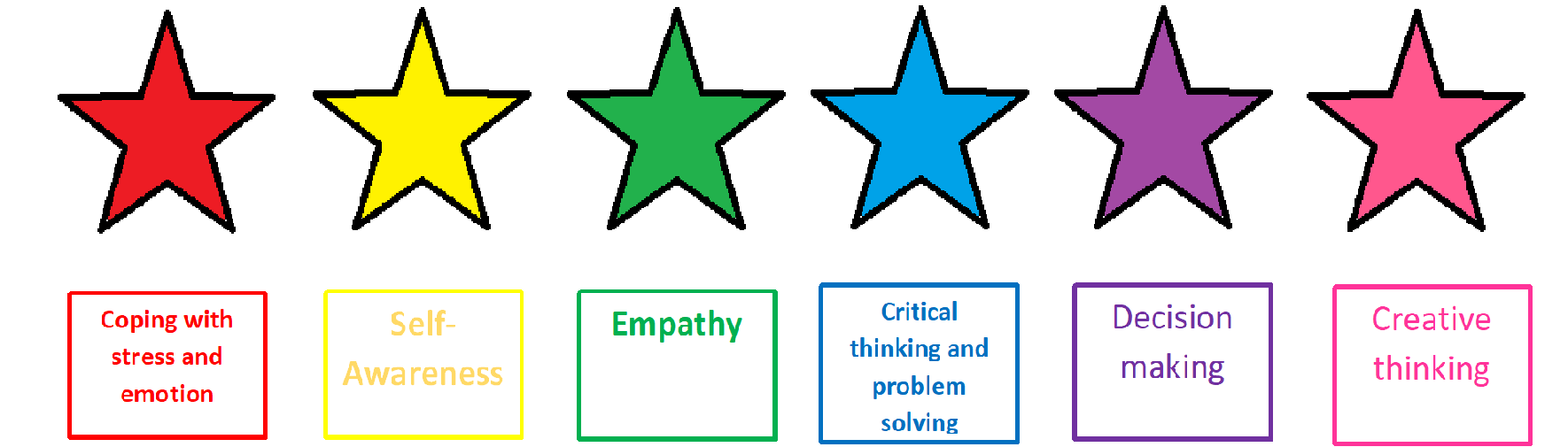
86255 Aspects of hygiene in daily life Pre Entry Level

40245 PSHE: Finding out about different forms of media Pre Entry Level



**Learning for Life Awards**

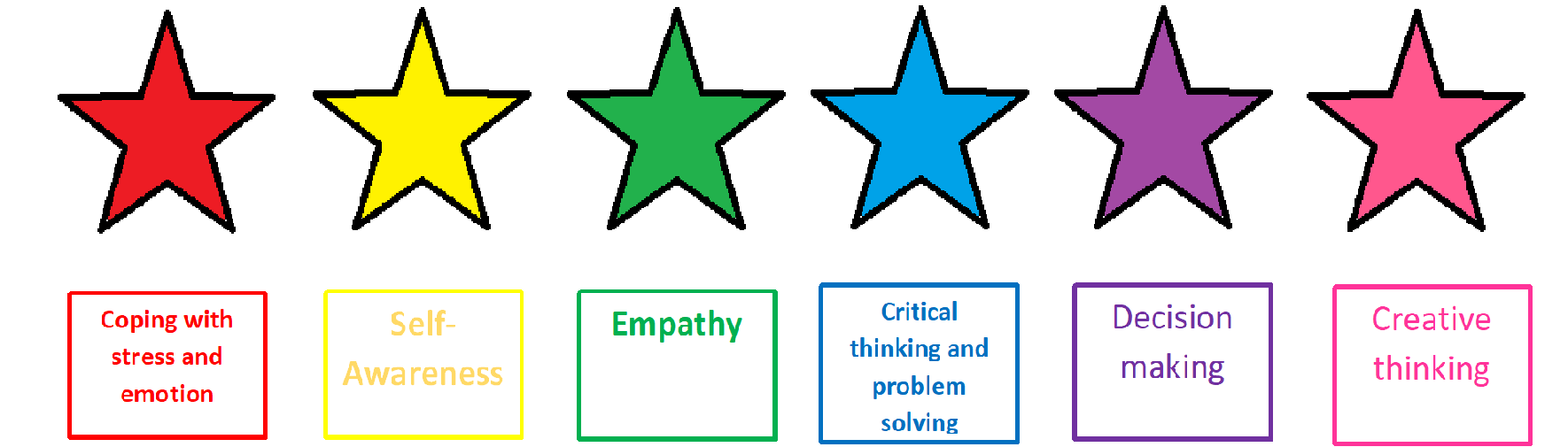
At the end of Key Stage 4, students will be awarded with a ‘Learning for Life’ award, celebrating the skills they started to cultivate in Key Stage 3 and how they developed and practiced them in Key Stage 4. These awards will provide students with relevant and purposeful recognition of how their hard work, learning and applying of functional skills and the development of the learning for life skills have worked towards preparing them adulthood. The awards focus on all of the functional literacy and numeracy skills needed to complete these essential life tasks as independently as possible. These will be awarded across different levels (Level 1, 2 and 3) according to the level of support needed with Level 3 meaning students are independent in these areas.

* Going shopping
* Cooking a meal
* Organising a social gathering/getting ready to go out
* Housekeeping and cleanliness
* Personal hygiene and self care

These skills feed into Skills Builder at Key Stage 5.

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **YEAR ONE**  *(Links to PFA outcomes)* | Entertainment in our society and culture-  *Good health and well-being* | Hobbies and Interests-  *Friendships, relationships and community* | Our Mental Health and Wellbeing  *Good health and wellbeing* | Exploring-  *Developing independent skills* | Fantasy and Adventure  *Developing independent skills* | Local Events  *Life and employability skills* |

Key stage 4 skills scheme of work- YEAR ONE



The stars are used on each half terms scheme of work to indicate areas where the lesson content will support in developing these skills. These will be reflected on during the plenary at the end of lessons and each week during growth mind set sessions and the language and vocabulary will be used throughout each day to support the understanding of these skills and how they help prepare us for our future.



**Science**

Team challenge activities (See server for ideas and support) Forces Focus - pushes and pulls, friction and gravity. Link to maths- Obstacle courses

**Maths (Inc IXL)**

**Geometry -** Position and Direction/ Properties of Shape (linked to science)

**Number -** Multiplication Division/Statistics 

**Life Skills**

Home management- Sorting laundry, using a washing machine, recognising what belongs to them, folding and drying clothes, ironing and safety around it. (Link to safety hazards and signs)

Using correct products to wash clothes (wash conditioner, tablets etc.)

**English** **and Phonics**

Non Fiction- Instruction texts and phonics/functional literacy skills *Texts- recipes, instructions, information leaflets, maps (for D of E, hospital layout maps, shopping centre maps)*.

**Food Technology *(ongoing kitchen safety)*** Understanding when we are hungry and thirsty and how to solve it practically- Independently making snack/ drinks. Watch cooking shows (link to TV topic) Follow recipes. What recipes do students like and why?

Following instructions- recognising key words (pour, mix, and stir)



*Prior knowledge: Students will use their knowledge, skills and attitudes, developed throughout KS3, and apply them in more functional contexts on a more regular basis. Students will begin to study the attitudes to life in more detail and these will support them in being able to live a healthy and fulfilled life.*

**Entertainment in our society and culture**

Empathy- Listen

Critical thinking and problem solving- Organise ideas

Coping with stress and emotion- Talking about our emotions

Creative thinking- Make a plan

Decision making- Confidence in a group

Self- Awareness- Responsibility for our choices

**Humanities** Celebrity and reality TV culture. Who is important to us (famous people- past and present?) Reality TV stars linked to peer pressure and mental health

How film and TV has changed over time. How do they impact our decisions? Explore primary sources from television overtime and compare.

**History-**Shaping the Nation- Health and People c1000 to Now

**PSHE-Relationships: Managing Emotions** Good Emotional Health- Having appropriate relationships, good friendships and how these can affect our emotional health. *Links to social media and online comments.* How can we help people feel better?

**RSE-** Public and private body parts- What is ok to touch and when/where.

**Work Related Learning**

What skills do I have that relate to job opportunities? Focus on job role and the skills needed to fulfil that role. Make up scenarios of jobs to develop skills (e.g. a café, a production line, cleaning)

**Duke of Edinburgh**

Getting to know each other and how the 4 sections will look over the year. Sign up for EDofE Begin walking and developing road safety.







*What’s next: Students will have started to become familiar with the learning for life language and next steps will move them forward to be able to identify some areas where they are applying it. In KS5 students will apply WRL knowledge of the skills they have and apply their strengths to their placements. Students will start D of E expedition training and start their volunteer work placements.*

**Expressive Arts**

Music - see page 5

Art- Photography- Being aware of what is around us, what makes us feel calm, happy, and angry? Artwork related to selfies and what we have on social media. (Hopefully link to course at Quad)Design hats/outfit linked to fashion topic

PE- Swimming

**Cultural Development/Global Learning/SMSC**

Transition into Key Stage 4 /Year 11- Who am I in my peer group? Where do I belong? Who am I within my family/class/ at St Andrew’s? Visits to cinema (include planning and budgeting for this) Possible Bradford Film and TV museum trip? Plan a fashion show

Jeans for Genes, Black history month (Oct), World mental health day, Recycling Week (Oct)

**Sustainable development goals 9**- Industry, innovation and infrastructure



**RE**

* *Theme F: Religio****n****, human rights and social justice.*

Black History Month (October) (link to films, celebrity role models, news)

Identifying similarities and differences



**ICT- E-Safety**

Learning how to prevent and deal cyberbullying, use search engines safely and how to be good digital citizen*.*







**Maths (Inc IXL)**

**Geometry -** Position and Direction/ Properties of Shape (linked to food tech warning labels and environmental signs)

**Number -** Multiplication Division/Statistics

**Life Skills** Community Access- plan visits to museums, libraries, local leisure facilities, derby city centre. Look at timetables and journey times. Discover and visit options that are in their community to aid our students in developing purposeful and fulfilling lives.

*Prior knowledge: Students will have had a lot of opportunities and experiences in key stage 3 to try different things in PE, art, music and other subjects to develop their own likes and dislikes. Following on from the film and TV topic, students will have been sharing their likes and dislikes to support them getting to know each other.*

**Science**

Weather- Dressing appropriately, how weather can affect what we do, weather conditions in different countries, seasonal changes.

What activities can you do in different weathers? 

**Food Technology**

Spoiled foods- Raw and uncooked foods. Where to store foods in the kitchen.

Food labelling and regulations- Sell by and use by dates, allergen advice and ingredients.



**English** Narrative- Gothic Horror/Creative Writing *Texts- Twilight books, The legend of sleepy hollow, Shopping with Zombies, The night ship, Rebecca.*



**Hobbies and Interests**

Empathy- Share experiences with friends

Critical thinking and problem solving- Have an opinion

Coping with stress and emotion- How we relax

Creative thinking- Make a plan

Decision making- Think of different ideas

Self- Awareness- Know our likes and dislikes

**Humanities/Cultural development**

(Link to enrichment) Trial a variety of activities and see how we enjoy spending time on our own and with others.

**Geography-** The changing economic world- International aid (sport relief, charity events) and developing rural areas.



**PSHE-** Influences on health- Drugs, smoking, alcohol, sleeping, and medicines. Identify thing we can do to keep safe and things we need help with.

**RSE** Online scams and recognising what information we need to keep private. Sexual imagery and video content.



**ICT- E-Safety**

 Learning how to prevent and deal cyberbullying, use search engines safely and how to be good digital citizen*.*



**Duke of Edinburgh**

Continue work on the 4 sections- Volunteering, Physical, skills and Expedition



**RE** Beliefs, teaching and practices of Christianity. Possible visit to a church. *Adapt for a multisensory approach.*



*What’s next: Students will continue to look at occupying themselves in the Leisure opportunities topic in year 2. This will be an important skill and understanding to have as they prepare for adulthood. Students will link their hobbies and interests with what makes them feel good with their learning in our mental health well-being topic next. The learning for life skills will help students to develop a sense of self.*

**Celebrations and Events/Global Learning/SMSC**

Armistice Day

Black History month (Oct)

Anti-Bullying week

Bonfire night- Consequences and effects it could have had.

Links to current news movements (e.g. Marcus Rashford with food for kids campaign) **Sustainable development goals 13**- Climate Action

**Work Related Learning**

Finding a structure and routine within their personal lives -Learning about a work/life balance.

Hobbies vs work- What is the difference. If students have a hobby could they link it to volunteering? Leading a fulfilling life.



**Creativity** Art- Crafting- Knitting, crochet, making jewellery, scrapbooking (hobbies that we can occupy our time with, inexpensive)

Music - see page 5

PE- Sport as a hobby (Darts, walking, running)





**Maths (Inc IXL**

**Measurement –** Money Time (linked to team challenge)

**Number –** Fractions Decimals Percentages

**Life skills**

Ground maintenance and horticulture- Gardening, growing foods, using this positively for mental health, using large tools safely, being safe outside, what to wear when gardening or being out in the garden. (D of E link)

**Food Technology *(ongoing kitchen safety)*** Look at alternative food produce (Quorn, tofu, meat free days) and how to make meals healthy/find healthier options. Link with how this can affect our mental and physical health. Measuring temp in cooking.

**Science**

Habitats and conservation –Looking after animals and where they live, looking after our world.

Climate change and resource management.

**English and Phonics**

Poetry- Free verse and Phonics/functional literacy skills *Texts- The sandwich by Tony Bradman, poems suitable to learners likes.*

*George the poet- Spoken word performers*





*Prior knowledge: Students have worked in KS3 on the topic of me and my school. This scheme of work will support them in the development of their identity within their community and their place in the wider world. Students will have learnt about basic emotions and will begin to explore this further. Students will continue to develop knowledge around their own health and wellbeing and look at services that can support them.*

**PSHE- Self-care, Support and Safety**

Identify what an emergency is and what you can do. Identify emergency services and who can help us. 111, 999, pharmacy, mental health services- different services for different needs.

**RSE** Developing a sense of self. Knowing our diagnosis and needs. Developing knowledge of self-esteem and how do we build it up. *Knowing who we are-Link to religion, sexuality, what we look like, our appearances and how these make us feel.*

**Humanities**

Understanding what we can do to support our mental health. Who can help us? What can help us in our immediate environment with our mental health?

**Geography-** Resource Management- Food, water, energy- the impact this has on well-being, areas that have lots of and not enough.

Explore own geography in feeling happy. What do you have/want that you think would make you happy.

**Mental Health and Well-being**

Empathy- Share experiences

Critical thinking and problem solving- See a problem

Coping with stress and emotion- Know how we can relax

Creative thinking- Courage to try and learn something new

Decision making- Recognise a problem

Self- Awareness- Recognise strengths

**RE** *Theme A: Relationships and families.*

Explore different relationships and being part of a family

LGBT History Month- Identifying differences between people, what brings us together and LGBT meanings.

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**Team Challenge**

Numeracy focus.



*What’s next: Developing our knowledge of our place in the world will help students develop a sense of self and a responsibility for helping our earth. We will look at what we can do to support climate change. Our developing literacy and numeracy skills will support us in becoming increasingly independent in life skills and food technology. Awareness of our mental health needs support students in being regulated and ready to learn. Learning for life language will become embedded throughout the day. In KS5 students will be able to fill out forms for work placements and finance sessions and talk about experiences on jobs that have had within school and KS4 projects.*

**Expressive Arts**

PE- - Choreography and Dance, movement to music (external provision to DeDa Dance studio possibly)

Music - see page 5

Art that shows different emotions -Art project on students faces in different emotions (e.g. Edvard Munch- The Scream, Picasso) Emotions through colours.

**Duke of Edinburgh** Cooking on the trangias. Continue work on the 4 sections- Volunteering, Physical, skills and Expedition



**Cultural Exploration/Global Learning/SMSC**

Black Lives matter week (first week of February) Media campaigns around diversity.

LGBT+ history month

Children’s Mental Health Week

7th Feb- Safer Internet Day

**Sustainable development goals 3**- Good Health and Well-being



**Work Related Learning**

What is a CV? To write a CV about themselves (inc, name and address, skills they are good at, likes and dislikes, any experience they have had, photos of things they have done in the classroom etc.) Where can we look for jobs?



**ICT- Desktop publishing**

*Creating documents by modifying text, images, and page layouts for a specified purpose.*





**Team Challenge**

Physical focus.

**Science**

Global warming and deforestation.

Exploring countries and the impact global warming has had on them.

**Life Skills** Road safety skills and stranger danger. Confidence in our local area- being able to identify what amenities are nearby school and nearby where each student lives. *Re-cap what we know (links to road signs/who can we call/what can we do if we are worried by a stranger, walking in the local area, visiting parks, skate parks)* 

**Food Technology *(ongoing kitchen safety)***

Making basic recipes from staple items we have in the cupboards and fridge. Weighing ingredients

Continue looking at meat free diet from the previous half term and the global impact this can have.

**English and Phonics**

Narrative- Science Fiction/ Explorer and Phonics/functional literacy skills *Texts- The hunger games books, Phillip Pullman, Frankenstein, War of the worlds, The Martian. Alone in Antarctica by Felicity Aston*

**Maths (Inc IXL)**

**Measurement –** Money Time

**Number –** Fractions Decimals Percentages

**Exploring**

Empathy- Pay attention

Critical thinking and problem solving- Remember information

Coping with stress and emotion- Know when I feel angry/sad

Creative thinking- Explore different or new ideas

Decision making- Think of different and adapt ideas

Self- Awareness- Take responsibility

*Prior knowledge: Students will have looked at the reduce, re-use, recycle scheme in KS3 and will have managed projects across school. This will support them in developing their understanding of the impact on the whole world and what impact we, as humans have on our planet. Students will have looked at bullying in terms of what makes a good friend. In KS3 students will have been on trips in the local community learning basic road safety skills.*

**Humanities**

Geography: How is Earth changing (David Attenborough) what can we do to make small changes? Who is in danger?

Countries- Exploring the world around us, holidays and travel

Help the planet- Class/KS4 project linked to Exploring the world around us

**PSHE- Relationships: Changing and Growing**

Keeping safe and bullying- Concerns, how to ask for advice when you aren’t comfortable around someone, who can keep us safe in different situations, people we trust. Identify occasions when someone might make us feel uncomfortable and that’s ok (doctors- Injections etc)

**RSE** Different relationships (friends, family, teachers, boyfriends, girlfriends, include religious restrictions) and appropriate touch and ways to behave. Different types of abuse and who can help us. Online dating.

**Duke of Edinburgh** Map reading, learning the key. Work in the 4 areas. 

**ICT- Desktop publishing**

*Creating documents by modifying text, images, and page layouts for a specified purpose.*







**RE** Beliefs, teachings and practices of Judaism. Possible visit to a Synagogue.

*Adapt for a multisensory approach.*



**Cultural Exploration/Global Learning/SMSC**

Women’s History Month (March) *Link in Greta Thunberg*

National Careers Week

British Science Week

Neurodiversity celebration week

**Sustainable development goals 15**- Life on Land

*What’s next: Students will build on their knowledge of relationships and appropriate touch and begin to look at sex and reproduction. They will explore in more detail how things in our surroundings can make us uncomfortable or affect our relationship with ourselves. This will link in closely with recognising who they trust and who they feel they can talk to. Students will apply their phonics skills practically and in context as they read information on food packaging when shopping. In KS5 students will apply WRL knowledge, in practice to their placements with some knowledge of the preference they may have.*

**Work Related Learning**

Jobs where you sit down, stand up, are inside or outside, with uniform or without, clean or dirty.

To understand what people can see about you on the internet and that employer’s look at it.

**Expressive Arts**

Music - see page 5

Art- Different styles of painting skies/space (Vincent Van Gogh)

PE- Accessing Fitness for free. You tube keep fit videos. Make our own fitness video. Joe Wickes, Celebrity fitness videos.



**Maths**

**Measurement** Length Height

Perimeter Area

Mass Capacity Temperature (linked to D of E expeditions)

**Number** Place value Addition/Subtraction

**Food Technology *(ongoing kitchen safety)***

Reading food packaging, following instructions and understanding cooking vocabulary. Choosing and recognising correct cooking equipment.

**Science**

Changes of state- Reversible and irreversible changes- Potions linked to Literacy story. *Links to cooking and baking. Make it functional.*

**Life Skills**

Recognising environmental signs, street signs, and local landmarks. Bus routes to different shopping precincts (travel training)

**English and Phonics**

Narrative- Adventure and Phonics/functional literacy skills *Texts- Harry Potter by JK Rowling, Percy Jackson, The Lion, the witch and the wardrobe, The Cottingley secret, The Hobbit, A brightness out the blue.*





*Prior knowledge: Students will have looked at self-esteem in KS3 and will develop this further by looking into body image. Students will use skills built up in see and learn and phonics to support functional reading out in the environment (road signs etc.) Students will use the core knowledge of money to support them in developing knowledge of budgeting and using money in real world contexts (i.e. preparing for their D of E expedition)*

**Fantasy and Adventure**

Empathy- Think about our actions

Critical thinking and problem solving- Offer to help

Coping with stress and emotion- Manage our feelings and emotions

Creative thinking- Share their own ideas with others

Decision making- Good listening

Self- Awareness- Recognise emotions

**PSHE- Healthy Lifestyles**

Online safety- Media pressure and how this can affect people and their actions. Consequences of actions. Why is Trust different to ‘like’. Body Image and the way we look. Why people might want to change the way we look. Features of positive relationships.

**RSE**

Reproductive health and how babies are made. Contraception, pregnancy, fertility, periods and how this can affect your life.

**Humanities**

The power to make impossible things happen! History links- Sword and the stone- Castles, Medieval England,

**History**- Historic environment- Medieval England

Landmarks and places/events in the UK with historical relevance. Stonehenge, castles local to us, Loch Ness monster, Giants causeway. Tie this in with the planning of a residential trip (Northumberland, Cornwall)



**Team Challenge**

Science focus.

**ICT- Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.

**D of E**

**EXPEDITIONS TO START TAKING PLACE**

Expedition planning- budgeting, packing belongings, preparing food, going through check list, going through maps.





**RE**

Debate- Choices and consequences, right and wrong. *Adapt for a multisensory approach.*





*What’s next: Students will begin preparing for their transition to next ks4 class or to campus. They will be confident in applying the learning for life skills across the curriculum. They will use the learning for life skills to support them in planning an end of term residential to celebrate the end of the year. Students will use their literacy skills and phonics to gather information and read real world information and apply it to occupying their time.*

**Expressive Arts**

Music - see page 5

Art- Mosaics and printing (upcycling items for nature reserve, sensory garden and garden)

PE- Choreography and Dance- Movement to music (possible external link to derby dance studio)

Drama- Improvisation games, write a short script based on magic/Mystery book

D&T- Link to gardening. Building bird boxes using a variety of tools (safety around this)

**Work Related Learning**

Links to money- Why do we need to earn money/ how are we entitled to money?

What do we need to live? How do we look after our money?

How much can we spend on social and recreational events?

**Cultural Exploration/Global Learning/SMSC**

Take part in a ‘Key Stage 4’ has got Talent show. Celebrate the passions and diversity of our students. Plan this event virtually or within the community for others to attend creating advertising.

Mental Health awareness week (May)

**Sustainable development goals 11**- Sustainable cities and communities.







**Maths**

**Measurement** Length Height

Perimeter Area

Mass Capacity Temperature (linked to food tech)

**Number** Place value Addition/Subtraction

**Food Technology** Be able to get what they need to eat a meal. Prepare lunch for another class/group of staff (trial ideas and recipes, check dietary requirements, choose what to cook, budget, prep, check we have correct equipment eg. Dishes, cutlery, serving platters etc) Raw and uncooked.

**English and Phonics**

Development of key literacy skills.

Non Fiction- Persuasive texts (Posters, Pamphlets) and Phonics/functional literacy skills *Texts- Advertisement posters, pamphlets for days out, TV advertisements, websites, store magazines.*

**Life Skills**

Home Management- Focus on cleaning. Knowing what different cleaning supplies are intended for and how to use them. Knowing labels and the dangers of certain products and how they are harmful. Recognising different types of towels (wash cloth, hand, drying, and bath)

**Science**

Recycling- what can we do to help. Climate change. Possible visit to recycling centres?

The Water Cycle (Where does water come from to reach our home to drink and bathe in)







*Prior knowledge: Students will have gained knowledge of the wider world around them and the impacts different countries and times have had on us. They will have looked at their local area and will build on this to become members of the community. They will have had previous experience with non-fiction texts and will begin to apply the Learning for Life skills to help them solve a problem and gain the information they need.*

**Local Events**

Empathy- Pay attention

Critical thinking and problem solving- Remember information

Coping with stress and emotion- Recognise what makes me feel good

Creative thinking- Make a plan

Decision making- Confidence in trying something new

Self- Awareness- Ask for help



**PSHE- The World I Live In**

Looking to the future- Life goals and ambitions (supported living, jobs, what they can access in their free time) Identifying our hopes and aspirations and identifying support we may need to achieve these.

**RSE**

Sexual relationships and touching. Who to talk to if we don’t feel safe. Sexual consent and Rape.

**Humanities**

**TOPIC-Local events**-

Leaflets, brochures, what we can access in our spare time linked to our preferences. What is happening in our local area?

Plan an event for your class or key stage

**Geography**- Challenge of Natural Hazards- Weather, pollution and climate change



**ICT- Systems and searching**

Recognising IT systems in the world and how some can enable searching on the internet.



**Duke of Edinburgh**

Final expedition. Reflect on 3x expeditions. Planning for D of E presentation evening.



*What’s next: Some students will be preparing for their transition to post 16 education. Students continuing in KS4 will continue to develop life skills through functional learning to support them in preparing their future and managing puberty. Students will begin applying the learning for life skills in different contexts, with different people and in a variety of environments to support their preparation for adulthood. Students will have experiences of going and working with different businesses and take part in the futures fair the coming year.*

**Work Related Learning**

To understand the concept of promotion and different levels of employment within a work place and organisation. (That this links to wage and money) Look at jobs around school- Initially experience and then look at skills needed to improve and achieve. Introduce concept of apprenticeships and training courses. To look at the pathway from Post 16 onwards- university, apprenticeships, work experience, college, voluntary)

**Cultural Exploration/Global Learning/SMSC**

Transition to the next part of my education (End of term)

Pride Month (June)

Celebrate achievements they have made this year- Plan an end of year event- D of E presentation evening and KS4 award ceremony.

**Sustainable Development goals 12**- Responsible consumption and production

**Expressive Arts – Research what happens in the local community.**

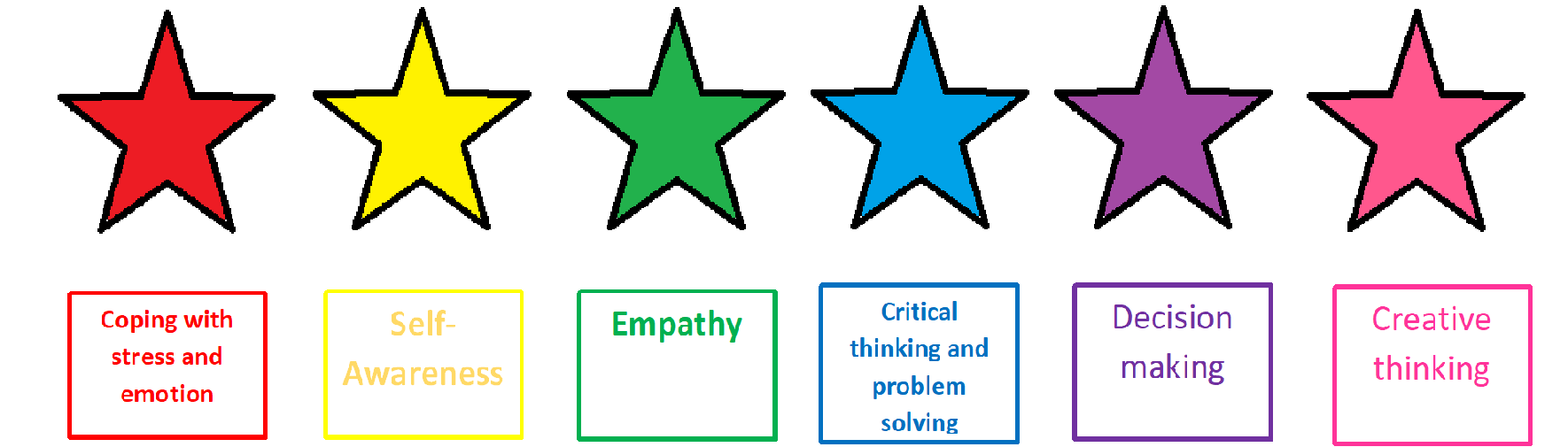
Community Art projects- Making a mural, upcycling furniture we can use in school, link to recycling project.

PE- Accessing Fitness for Free- Walking, pedometers, getting 10000 steps a day (walking Zumba classes, walk to dance, take 10, daily mile)

Music - see page 5







Key stage 4 skills scheme of work- YEAR TWO

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **YEAR TWO**  *(Links to PFA outcomes)* | The World Around Us  *Life and employment skills* | Leisure opportunities  *Friendships, relationships and the community* | Change and Growth  *Good Health and wellbeing* | Heroes and Justice  *Life and employment skills* | Adventure and travel  *Developing independent skills* | Current Affairs and Events  *Friendships, relationships and the community* |

The stars are used on each half terms scheme of work to indicate areas where the lesson content will support in developing these skills. These will be reflected on during the plenary at the end of lessons and each week during growth mind set sessions and the language and vocabulary will be used throughout each day to support the understanding of these skills and how they help prepare us for our future.

**Life Skills**

Dressing skills and preparing themselves for a variety of outings. Hygiene products and what they are used for. Trips out with links to time management, using bus/train timetables. How to book a taxi/ apps to book uber. Planning a structure for their day.

**English**

Non Fiction- Discussion texts and Phonics/functional literacy skills *Texts- Leisure facilities information on websites, prompt cards for debate discussions, websites for booking holidays, holiday brochures,*

**Maths**

**Geometry -** Position and Direction/ Properties of Shape

**Number -** Multiplication Division/Statistics

**Food Technology**

Trying food from different countries/cultures.

Developing independence skills in the kitchen. Knife skills, safe use of equipment in the kitchen.



**Science**

Hygiene (Hand and respiratory Inc. Teeth and dental Care) Visiting dentists, making appointments, keeping ourselves clean, what happens to our body if we aren’t clean? Can we fall ill?







**PSHE- The World I Live in** Diversity vs Discrimination and Inclusion. What are stereotypes? (Racism, sexism, ableism. Where discrimination and prejudice occur in different settings and different countries (school, online, community, and work) how can we support diversity and inclusivity?

**RSE** What is mental and emotional health? Mindfulness and well-being activities linked to supporting mental health. Keeping clean and healthy, knowing ourselves and how this is good for mental health.



*Prior knowledge: Students have covered a wide variety of countries and cultures throughout key stage 3. They will have also had some experience of their local area and their place in the world. Students will have looked at non-fiction texts and been introduced to the features and will have developed core theory and understanding of the concept of time throughout KS3. Students will have looked at bullying, being kind and unkind as a pre cursor to understanding diversity and inclusion.*

**Humanities**

**TOPIC- The world around us**

Continents, Food and travel, where we belong in the world around us, how does the world around us work?

Choose and explore a country/continent

**Geography-** the Living world- Hot and cold environments, eco-systems.

**The World Around us**

Empathy- Think about how our actions might affect others

Critical thinking and problem solving- See a problem

Coping with stress and emotion- Talk about our emotions

Creative thinking- Explore different ideas

Decision making- Evaluate an idea

Self- Awareness- Responsibility for our own choices

**Work Related Learning** Knowing address, phone number, recognising where we live. Making a signature. Filling out application forms. 



**RE** *Theme D- Religion, peace and conflict*Religions from the countries/cultures you choose to explore. Finding out about their way of life.



**Duke of Edinburgh** Getting to know each other and how the 4 sections will look over the year. Sign up for EDofE



**Cultural Exploration/Global Learning/SMSC**

Transition into Key Stage 4 /Year 11- Who am I in my peer group? Where do I belong? Who am I within my family/class/ at St Andrew’s?

Black History Month (October)- Links to around the world topic, movements from different countries. Jeans for Genes, World mental health day, Recycling Week (Oct)

Celebrations of different countries around the world (e.g. Anzac Day, Independence Day, -Linking to different cultures and beliefs) Voting- Citizenship- Elections/local elections- making a choice. *Becoming a school ambassador.*

**Sustainable development goals 6-** Clean water and sanitisation (linked to Science)



*What’s next: Students will have built on developing their friendships within their new setting and will have been using the learning for life language to understand the application of the skills. Year 11 students will model the usage of it to year 10 students. Students will built on the developing understanding of good mental health and how this applies online and linked to anti-bullying week, putting into practice, how they treat others. In Science and WRL students will develop understanding of the cost of living building on prior learning of money.*

**Expressive Arts**

Art- Collage- Choose an Artist to learn about from a different country/culture and produce a presentation. Choice from personal preference and do their own version of some of their work. Different materials and different tools

PE- Swimming

Music - see page 5



**ICT- E-Safety**

 Understanding spam emails, secure passwords and fake images. Using technology safely, respectfully and responsibly. Recognising acceptable and unacceptable behaviours.





**Maths**

**Geometry -** Position and Direction/ Properties of Shape

**Number -** Multiplication Division/Statistics



**English- Reading for pleasure**

Narrative- Suspense and Phonics/functional literacy skills *Texts- The woman in black, Clue, Monsters are due on Maple Street (Play), Love, The Necklace Links to possible theatre trips and local performances.*

**Food Technology** Knowing their likes/dislikes of food and being able to communicate them.

Cooking times and temperatures- Using an oven and identifying different parts of an oven and what/why we cook different things.



**Life Skills**

Opportunities in school to develop their interests (e.g. spa sessions, creative sessions, choir, dance group, baking, boxing)- Possibly creative/enrichment afternoon between classes with TAs and teachers running groups based on skills they have.



**Science**

Forces - Rise and fall, float and sink, faster or slower. Link to developing fine and gross motor skills. (links to team challenge)



**Humanities**

**TOPIC- Leisure opportunities**

What is on in our local area? Identify things we enjoy to occupy our time with.

Leisure linked to payment and money

**Geography-** Physical landscapes in the UK (Coastal, river, glacial) links to visits, hobbies and holidays



**Leisure Opportunities**

Empathy- Share experiences with friends

Critical thinking and problem solving- Have an opinion

Coping with stress and emotion- How we relax and what makes me feel good

Creative thinking- Make a plan

Decision making- Think of different ideas

Self- Awareness- Know our likes and dislikes

**PSHE- Self-care, support and safety** Respectful relationships with friends, partners, family. Understanding different families and handling difficult relationships. Identify people to safely go to if worried or need help. The difference between people we know and people who we know that are ‘celebrities’.

**RSE** Cyber- Bullying and being safe online. Who can help you? Being safe on social media. How do we build up our social media platforms? Include dating apps and sharing safely.



*Prior knowledge: Students have looked at hobbies and interests and will have identified what they enjoy doing (eg. Baking, knitting etc) they will start to apply this to a wider community and look at leisure opportunities in their local area and how they access these. In KS3 students will have looked at what makes a good and bad friend and recongising what bullying can look like.*

**ICT- E-Safety** Understanding spam emails, secure passwords and fake images. Using technology safely, respectfully and responsibly. Recognising acceptable and unacceptable behaviours.

**RE** Diwali and which religions celebrate this**.** Hanukkah- Jewish celebration. Christmas- who was Father Christmas? Look at Nordic countries, other countries traditions and celebrations and how they differ. 



**Duke of Edinburgh** Continue work on the 4 sections- Volunteering, Physical, skills and Expedition



**Expressive Arts** Art- Still Life Drawing- This is me- Self-portraits. Research artists who do self-portraits and look at different styles. Portrait artist of the year programme link. Building fair rides.

Drama- Murder mystery- Plan an event for the key stage or one other class.

PE- Swimming

Music - see page 5



*What’s next: In KS5 students will look at developing professional relationships with potential employment and volunteer opportunities. Students will get the chance to experience a variety of leisure opportunities weekly as they move into FE. This topic informs our next topic of change and growth and will look at how our needs have changed and how we become more independent as we get older and how we fill our time purposely. Our understanding of relationships will help us as we start to discuss sex, sexuality and relationships we have as we get older.*

**Cultural Exploration/Global Learning/SMSC**

Anti-Bullying Week

Armistice Day

Black History month (Oct)

**Sustainable development goals 5-** Gender Equality



**Work Related Learning**

Jobs within the classroom and getting paid

Develop economic awareness

*Possibility of charities coming in to school/ voluntary work experience for students (care homes, dog walking, charity shops)*



**English**

Narrative- Historical Fiction and Phonics/functional literacy skills *Texts- Links to poetry and soundscapes*

*The book thief, the boy in striped pyjamas, Goodnight Mr Tom, The lion above the door.*



**Humanities/Cultural development**

**TOPIC- Change and Growth** How historical moments have shaped our future- How has the world changed for the better

*Music, fashions, key events, food, hair styles, living situations in history, inventions*

**History-** Understanding the modern world- opportunity and inequality.



**Maths**

**Measurement –** Money Time (linked to life skills and science)

**Number –** Fractions Decimals Percentages



**Life Skills** Finance and money management skills- (Link to WRL) Developing the concept of money- Put fictitious life into practical situations (i.e. owning a Porsche may not be achievable)Identify what we spend money on and what is important for our physical health and our mental health (i.e., beauty and fitness) Introduction to having responsibility of their own money.



**Science** Human Life cycle and growth (Our body)How our bodies change- Identify 3 significant changes in life (baby, teenager, adult)Team Challenge



**Food Technology**

Eat well plate- Eating a balanced diet.

Visiting different supermarkets to buy food and where to find foods in the supermarket.



**Change and Growth**

Empathy- Think about how our behaviours and words might affect others

Critical thinking and problem solving- See a problem

Coping with stress and emotion- Recognising the people who can help us regulate and talk to

Creative thinking- Ask questions

Decision making- Evaluate an idea

Self- Awareness- Know how to be healthy

**PSHE- Relationships: Changing and Growing**

How our interests change, things that we can do now that we couldn’t do when we were younger- link to different types of physical contact, What changes can we expect as we grow older- expectations from society.

**RSE** Bodies changing and puberty/hormones. Abuse- Feeling safe around our peers, peer pressure, saying no, the law- Rights and responsibilities. Knowing it is ok to say no.



*Prior knowledge: In Key Stage 3 students will have gained a broad understanding of change and loss (inc death, birth, divorce etc.) They will have gained an understanding of what basic personal hygiene is and how they can look after their bodies and spent time learning about the functions of different parts of the body. Students will have been taught the value of money and used it in a variety of contexts.*

**ICT- Communication and collaboration**

 Exploring how data is transferred by working collaboratively online



**RE** *Theme F- Religion, Human Rights and social justice*Black Lives matter week (first week of February- LGBT History Month (Feb) Link to famous historical moments) Activities related to is it fair/unfair. 

**Duke of Edinburgh** Continue work on the 4 sections- Volunteering, Physical, skills and Expedition



*What’s next: Students will go on to look at the topic of heroes and justice and how good relationships and good choices can affect their mental health and lifestyle. The next unit will support students in creating a view of good and bad in the world and how that can affect us and support them in finding their place within it. Students will begin their transition sessions and meet and greet sessions, preparing them for the next phase of their education. They will be prepared in sharing their needs, likes and dislikes.*

**Expressive Arts**

Music - see page 5

Art- Digital Art

PE- Sport as a hobby- Fitness (Darts, walking, running)



**Work Related Learning** Why do we need to earn money/ receive money? Develop economic awarenessHaving personal items, clothes, food shopping, what are house bills, who can help us with this?Class bank- Roles to earn money doing class jobs, pay in, take out and withdrawal.



**Celebrations and Events/Global Learning/SMSC**

Children’s Mental Health Week

Black Lives matter week (first week of February) Media campaigns around diversity.

LGBT+ history month

7th Feb- Safer Internet Day

**Sustainable development goals 4-** Quality Education



**Life Skills**

Keeping safe in public/local community- Recognising safe strangers that can help us in our local community. Where can we go for help in the city centre? How can we use technology to help us if we get lost? What bad things could happen to us in public if we aren’t safe?

**English and Phonics**

Narrative- Fantasy and phonics/functional literacy skills *Texts- The Tempest- Shakespeare, Alice’s adventures in wonderland, The fellowship of the ring, a wrinkle in time, Watership down.*

**Food Technology *(ongoing kitchen safety)*** Continue understanding of what a healthy, balanced diet is. Creating meals from this knowledge. Creating meal plans and budgeting (using recipe books and online) Cooking times for different things.

**Science/Team Challenge**

Feeling Ill and medicines- Looking after ourselves. First Aid. Doctors are heroes. Recognising pain and telling us where it hurts. Managing and dealing with pain. Safety around medicines and prescriptions.

**Maths**

**Measurement –** Money Time

**Number –** Fractions Decimals Percentages





**Heroes and Justice**

Empathy- Think about actions

Critical thinking and problem solving- Have an opinion

Coping with stress and emotion- Know what makes me feel good/bad

Creative thinking- Ask questions

Decision making- Recognise good and bad choices

Self- Awareness- Ask for help



**Humanities**

Modern day superheroes (doctors, teachers, scientists etc.) Modern day villains (Cyber-crime, thieves, bullies)

News stories – Explore news stories (local, national, international) and link it to people and places around the world. (Good vs bad news stories)

Famous heroes in history and how they have shaped our future.

**History**- Shaping the Nation- Power and the people (1700c to Now)

**PSHE- Self-Awareness**

Understanding of good and bad, good choices and bad choices, how do these choices influence our lives? Consequences, cause and effect.

**RSE** Have a secure knowledge of boy/girl- old/young- changes in growing up- Diversity Awareness and the law (Race, age, gender, and sexuality)

*Prior knowledge: Students will build on prior knowledge from KS3 on the topic ‘people who can help us’. Students will have built some basic knowledge on keeping safe in their community from previous school trips and community visits. Students will link emotions and managing emotions to how they feel when they make different choices.*

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**Team Challenge**

Literacy focus- Reading instructions, communication, speaking and listening

**Duke of Edinburgh**

Begin to start work on the 4 sections- Volunteering, skills, physical and expedition.

**Work Related Learning**

Research into different jobs with links to their own skills and abilities.

Across Key Stage 4, each class to split into smaller groups and create a presentation board focusing on a specific job role - This will then be presented as a job fair around the KS4 classes. ***Possibility to invite in local businesses to talk to our students.***



**RE**

*Theme D- Religion, crime and punishment*

Explore forgiveness, good and evil intentions, greed and hate. ‘Class Courtroom’ Explore roles and decision making.

**Cultural Exploration/Global Learning /SMSC**

Women’s History Month (March)

National Careers Week

British Science Week

Neurodiversity week

**Sustainable Development Goals 2-** Zero hunger

*What’s next: Students will be preparing for their first Duke of Edinburgh expedition and they will put into practice stranger danger skills and knowing safe strangers and put communication skills into practice also. Understanding good choices, bad choices and consequences will support them as they begin to develop skills to support mental health and well-being particular when being challenged and going out of their comfort zone in D of E.*



**Cultural development**

Black History month- Celebrating positive black role models.



**Expressive Arts**

Music - see page 5

PE- Swimming

Art linked to cartoons (heroes and villains) and digital art and design programs.

**ICT- Communication and collaboration**

Exploring how data is transferred by working collaboratively online





**Food Technology**

What appliance should you use to cook with? Learning how to use the cooker, microwave, and hob. Using appliances safely. Different cuisines- Experiencing different tastes.



**Life Skills**

Daily Living Skills- Problem solving daily jobs (e.g. stacking the dishwasher) *Look at resi staff coming in and talking to students.*

Develop a ‘chore chart’- recognise jobs that need to be done around the house/ classroom. Assign jobs. Hoovering, ironing, making the bed/Changing sheets, toilet cleaning (possibly using the bungalow)

**Maths**

**Measurement** Length Height

Perimeter Area (linked to D of E expeditions)

Mass Capacity Temperature

**Number** Place value Addition/Subtraction

**Science**

Team Challenge STEM focus activities – measurement, distance and gravity (see list of team challenge activities that are adaptable to the needs of individual students and classes)



**English**

Poetry- Narrative and Phonics/functional literacy skills. *Texts- Swallows and Amazons, Famous five, https://pickmeuppoetry.org/15-interesting-poems-about-islands/*









**PSHE- Self- Awareness**

Internet Safety- How to keep yourself and your information safe, personal information, who can you trust online. What is safe to share with others and what needs to be private?

**RSE** Sex and sexuality, what does intimacy mean and what are the risks? Appropriate use of vocab associated with sex, sexual reproduction, gender identity and sexual orientations.

**Humanities**

Famous Five (detective story, smugglers in the cave), Swallows and Amazons (the Swallows living on their own and learning how to live and function) Treasure Island.

What adventures do you want to have? What hobbies/sports can you do on holiday?

Residential opportunity

**History-** Historic environment- Norman England. Old and New- Buildings and costumes.



*Prior knowledge:* Students will have developed an understanding of paid work and what having a job means. They will now extend this to having an understanding of a ‘chore’ and jobs we do in the home that we don’t get paid for but need to be done. Students will have looked at online safety and know what their personal information is so they can start to identify what information they need to keep private and how they do this.

**Adventure and travel**

Empathy- Recognise facial expressions

Critical thinking and problem solving- Listen to others

Coping with stress and emotion- Have different strategies

Creative thinking- Share ideas

Decision making- Evaluate an idea

Self- Awareness- Recognise our strengths



**RE** Beliefs, teaching and practices of Islam including Ramadan and Eid. *Adapt for a multisensory approach.*

**Work Related Learning**

Visits to Post 19 provisions- T2, Derby college, Home field college, campus, Portland college, YMCA.



**D of E** Continue work on the 4 sections- Volunteering, Physical, skills and Expedition **EXPEDITIONS TO START TAKING PLACE**





**Cultural Exploration/Global Learning/SMSC**

Enterprise opportunity within school

Mental health awareness week

**Sustainable Development Goals 8-** Decent work and Economic Growth





*What’s next:* Students will have completed the majority of their expeditions and will be planning and preparing for the D of E presentation evening and end of school residential. They will apply all the functional literacy and numeracy skills to the planning of this and will plan, budget, shop and prepare for everything for the event. Students will start to evaluate their time so far in KS4 and look towards their future. They will begin to look apply all the knowledge and skills they have built up in RSE to support the understanding of sex.

**ICT Video production**

*Planning, capturing, and editing video to produce a short film.*



**Expressive Arts**

Music - see page 5

PE- Team Sports vs Individual Sports (choose from students interests)

Art- Paper Mache and Modroc, re- create landmarks, sculpture/3d artwork.

Drama- Perform a piece of poetry they have written. Act out a song, learn lyrics and actions to perform.

**Maths**

**Measurement** Length Height

Perimeter Area

Mass Capacity Temperature

**Number** Place value Addition/Subtraction

**Life Skills**

Knowing what to do if you get lost. Being able to recognise their house and address. Be able to share key information about themselves. (Stranger Danger) Using google maps to find their way to places and their own address. Looking at different shaped signs and what they mean linked to maths

**Food Technology**

Eating well linking to good mental and physical health. Looking at sugars in food and how this can affect our body. Learning about different utensils in the kitchen (e.g. colander, tin foil, tin opener etc.) and how to use them safely.



**Science** Taking care of my body-Food-Exercise and staying healthy

Why should we exercise?

What impact does exercise have on the body?



**English**

Non Fiction- Recount and Phonics/functional literacy skills

*News Stories* *Recount residential and Duke of Edinburgh. School trips, news coverage of global events*







**PSHE- Relationships: Managing Emotions**

Setting goals for work and home. Looking to the future and their transition.(*Supported living, jobs, what can they access)*

**RSE** Are we ready for sex? (Link with relationships, abuse, saying no, giving consent, sexual health and masturbation) Legal age of sex.

**Humanities** (Olympics, common wealth, music festivals etc)

Newsround- Catch up with the news

Create a newspaper to distribute/ Take ownership of the school newsletter.

Residential opportunities

**Geography-** Urban lives and challenges- Reducing unemployment and crime, environmental issues, green spaces.



**Current affairs and events**

Empathy- Think about how actions might affect others

Critical thinking and problem solving- Remember information

Coping with stress and emotion- How we relax

Creative thinking- Make a plan

Decision making- Think of different ideas

Self- Awareness- Responsibility of choices

*Prior knowledge:* Students will have looked at local events and how this connects them to their community. The topic of current affairs and events will help them look at coverage of global events and their place within the wider world and how things can affect them. They will use their prior learning and development of functional literacy and numeracy skills to support them in planning an event.

**ICT -Video production**

*Planning, capturing, and editing video to produce a short film.*

Link to blogging for D of E .

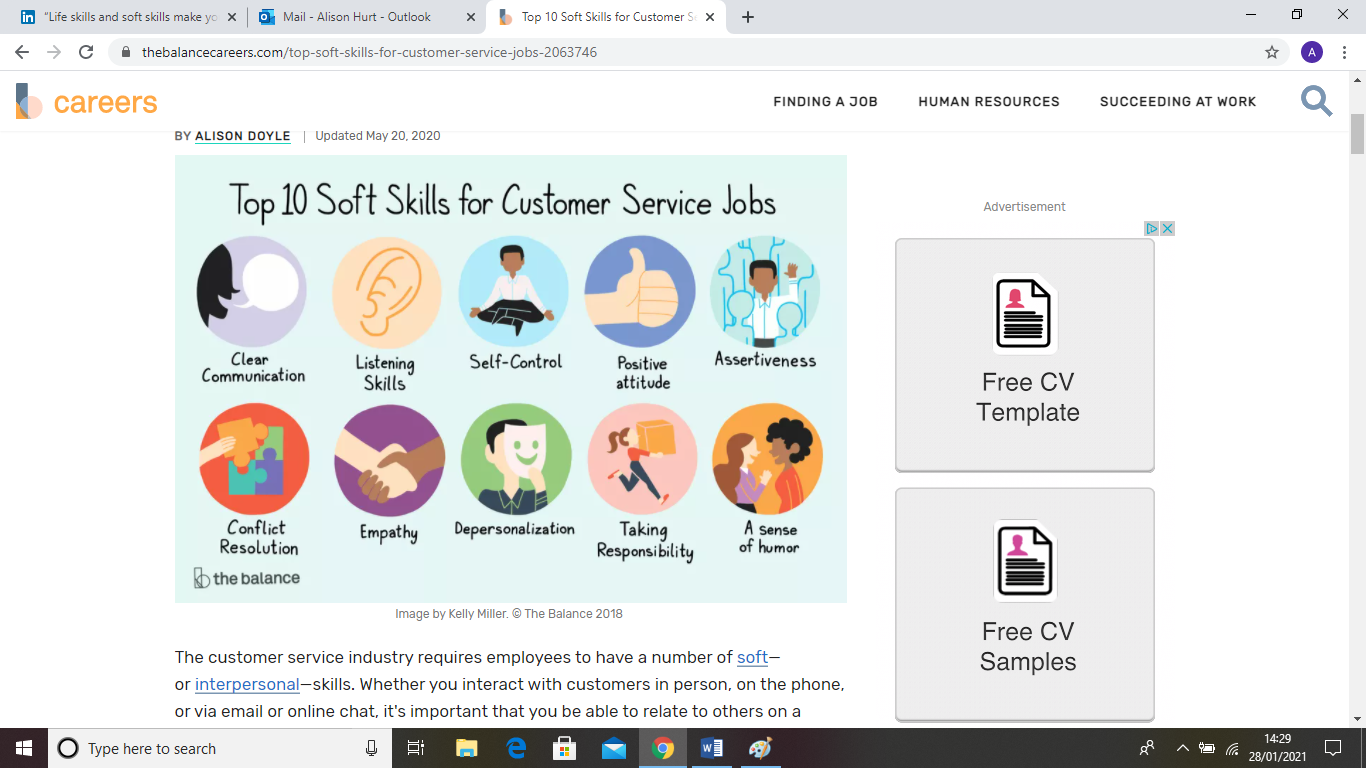




**RE** 

Multicultural Britain- Heritages in class, British Empire, commonwealth and how different cultures have been integrated into our country.





*What’s next:* Students will continue to plan and prepare themselves for their transition into the next stage of their education.Students will use their knowledge, skills and attitudes, developed throughout KS4, and apply them in the wider community and in work placements at KS5. The Learning for Life skills they have been developing over the past two years will support them in understanding and applying the skills builder in FE.



**Expressive Arts**

Art to support mental health

Music - see page 5

PE- Team Sports vs Individual Sports (choose from student’s interests) *Links to sporting events in the summer- Athletics, Olympics, and World Cup.*

**Cultural Exploration/Global Learning/SMSC**

Transition to the next part of my education (End of term)

Pride Month (June)

Celebrate achievements they have made this year- Plan an end of year event.

**Sustainable development goals 3**- Good Health and Wellbeing.



**Work Related Learning**

Students to have taster sessions of different jobs from external people.

e.g. Ed to do drilling/woodwork.

Do basic wallpapering, painting walls, DIY skills, bakers, cleaners, supermarket workers. 

**D of E**

Continue work on the 4 sections- Volunteering, Physical, skills and Expedition

**EXPEDITIONS TO START TAKING PLACE**

