KS4 Long Term Planning

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| Subject | Year A | Year B |
| **English:**English planning and delivery will include phonics throughout, and will focus on developing the key areas of reading, writing, speaking and listening. These elements will be practised and applied in functional situations on a daily basis, with accreditation in OCR Life and living skills or Functional Skills programmes, these will be used as a means of demonstrating student progress and achievement. Elements of the National curriculum and literacy strands will be drawn upon for those learners it is relevant and appropriate to. HNL will follow the SHINE curriculum. The planning will have a number of cross-curricular links and include a range of enrichment activities including community visits where students can practise generalising their skills in a number of different environments and situations. A range of other interventions and strategies will be utilised where appropriate to individual need. |
| English | Topic | **Term 1&2:** *David Copperfield*LS:Creating & shaping texts Engaging & responding to textWord structure & spelling Sentence structure & punctuation | **Term 3&4:** *Romeo & Juliet*LS:Listening & RespondingGroup discussion and interactionDramaWord Recognition | **Term 5&6:** *The Highway man*LS:SpeakingUnderstanding & interpreting textText structure and organisationPresentation | **Term 1&2:** *Frankenstein*LS:Listening & RespondingGroup discussion and interactionDramaWord Recognition | **Term 3&4:** *Goodnight Mr Tom*LS:Creating & shaping texts Engaging & responding to textWord structure & spelling Sentence structure & punctuation | **Term 5&6:** *War Poetry*LS:SpeakingUnderstanding & interpreting textText structure and organisationPresentation |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation: | FS EL 1 / 2; LLS B04/B06 | FS EL1 / EL2 / EL3 |
| Other: | **Enrichment Activities:**Community visits (e.g. museums linked to text, libraries, local amenities etc)World Book Day; Poetry WeekCookingResidentialShakespeare School Festival | **Interventions:**Independent life skills programmePECSLanguage Through colourSCERTSWork ExperienceIntensive InteractionTEACCHActive EducationSHINE focus GroupSpecialist English focus groupSpeech and Language TherapyCAT ServiceEAL Programme |
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| **Maths:**Maths planning and delivery will be taught functionally on a daily basis incorporating the key aspects of money and time, and appropriate accreditation opportunities will be utilised to demonstrate student achievement and progress through the OCR FS and LLS programmes. Other topic areas will include shape, space and measure, number and statistics. Planning will also incorporate a variety of enrichment activities such as community based visits to help students apply and generalise their skills in daily life situations e.g. accessing local shops, cafes, sports centres, museums etc, and gaining independence in using their skills. Students will be encouraged to develop their fluency in using a variety of maths based skills in order to solve problems and reason mathematically. Elements of the National curriculum will be drawn upon for those learners it is relevant and appropriate to. HNL will follow the SHINE curriculum. The planning will have a number of cross-curricular links, and mini-enterprise opportunities will utilised at key times through the year. A range of other interventions and strategies will be utilised where appropriate to individual need. |
| Maths | Topic: | **Term 1&2:** *Pets*Data Handling Criteria / Statistics & Probability* Data Collection
* Presentation
* Analysis

Money (Number)TimeUsing & Applying | **Term 3&4:** *Party*Number / develop fluency (money)* Counting & understanding money
* Knowing and using number facts
* Calculating

Shape, Space & Measure / Geometry* 2D/3D shapes
* Pattern and symmetry

Using & Applying | **Term 5&6:** *DIY*Shape, Space & Measure 3D shapes / Geometry & Proportion* 2D shapes
* Pattern and symmetry
* Position, direction and movement
* Length
* Mass
* Capacity

Money (Number)Using & Applying | **Term 1&2:** *Zoo Animals*Data Handling Criteria* Data Collection
* Presentation
* Analysis

Money (Number)TimeMeasures:* Length
* Mass
* Capacity

Using & Applying | **Term 3&4:** *Sports*Money (Number)* Counting & understanding money
* Knowing and using number facts
* Calculating

Time (SSM)Using & Applying | **Term 5&6:** *Transport*Shape, Space & Measure 3D shapes* 2D shapes
* Pattern and symmetry
* Position, direction and movement

Measures * Length
* Mass
* Capacity

Money (Number)Using & Applying |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation: | FS EL1 / EL2 / EL3 | FS EL1 / EL2 / OCR LLS J01 |
| Other: | **Enrichment Activities:**Community visits (e.g. places linked to topic e.g. Zoo, DIY stores etc, local amenities etc)CookingSTEM weekResidential | **Interventions:**Independent life skills programmeSpecialist focus Maths groupSHINE focus groupTravel TrainingTEACCHWork Experience |
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| **Computing:**Computing planning and delivery will be taught functionally to support our students to use and access technology in a safe and healthy way. E-safety will be delivered as a standard element throughout every bespoke lesson, as well as teaching students how to effectively and safely access information and protect their identity and personal information. Where appropriate accreditation through OCR FS or LLS will be used to demonstrate student achievement and progress. Elements of the National curriculum will be drawn upon for those learners it is relevant and appropriate to, enabling them to develop and apply their analytic, problem-solving, design, and computational thinkingskills. HNL will follow the SHINE curriculum. The planning will have a number of cross-curricular links and include a range of enrichment activities such as community visits where students can practise generalising their skills in a number of different environments and situations. A range of other interventions and strategies will be utilised where appropriate to individual need. |
| Computing | Topics | Story booksE-Safety | Card MakingE-Safety | CodingE-Safety | PhotographyE-Safety | Music VideosE-Safety | CodingE-Safety |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation: | FS EL2 / EL3; LLS F01 / F02  |  |
| Other: | **Enrichment activities:**Using and recognising ICT in the community (e.g. using cash points, using cameras / I-Pads etc etc)STEM Week E-Safety WeekResidentialCooking | **Interventions:**TEACCHCAT ServiceSpeech and Language TherapyWork Experience |
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| **PSHE&RSE:**PSHE and RSE will be embedded into the daily routines of the students timetables, supporting them to develop functional life skills such as personal care tasks, home management, friendships and relationships within the class and during leisure times. Students will be encouraged to develop their understanding around how to make informed choices about health and wellbeing, including managing transition and how to identify and access help, advice and support. In addition to this discrete lessons will take place weekly and students will be working toward achieving accreditation in the OCR LLS programme to demonstrate their progress and achievements within specific areas. Elements of the National curriculum will be drawn upon for those learners it is relevant and appropriate to. HNL will follow the SHINE curriculum. The planning will have a number of cross-curricular links and include a range of community visits where students can practise generalising their skills in a number of different environments and situations. Students will have access to practise specific home management (e.g. cooking and cleaning) and travel training skills, and for some this will include access to our Independent Life Skills programme. Independent careers and advice guidance will be sought for all learners within their time in KS4. The curriculum will incorporate all elements required to meet the Gatsby bench marks to ensure that they have an opportunity to experience a number of employment placements and to inform them of their future options. A range of other interventions and strategies will be utilised where appropriate to individual need. |
| PSHE / RSE / Careers | Topics | **Term 1&2:***ILS: Keeping Safe**Recognising work areas in the wider community* | **Term 3&4:***Healthy Living**RSWP: Following Instructions* | **Term 5&6:***Dealing with problems**First Aid* | **Term 1&2:***Positive relationships**Preparation for work* | **Term 3&4:***Rights and Responsibilities**Mini-Enterprise* | **Term 5&6:***Emotional Wellbeing**First aid* |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation | D05 | M05 & D06 |
| Other: | **Enrichment activities:**Community VisitsApprenticeship WeekBrogdale Mini-Enterprise Residential activity weekCooking | **Interventions:**Duke of EdinburghIndependent life skills programmeTravel training programme (KCC)Behaviour SupportWellbeing / Health care plansCreative Therapies (Art / Music / Play / Counselling / Lego)Reflexology / Massage TherapyFriends ProjectSNAKKIESWork ExperienceSocial Services / Early HelpTAG |
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| **Science:**Science planning and delivery will include developing key skills in scientific thinking; experimental skills and strategies; analysis and evaluation; and the development of vocabulary, units, symbol and nomenclature. These elements will be practised and applied in functional situations, and some students may gain modules of accreditation to demonstrate their progress and achievements. Where appropriate elements of the National curriculum will be utilised for those learners it is relevant and appropriate to. HNL will follow the SHINE curriculum. The planning will have a number of cross-curricular links and include a range of community visits where students can practise generalising their skills in a number of different environments and situations. A range of other interventions and strategies will be utilised where appropriate to individual need. |
| Science | Topics | **Term 1&2:***Earth and the atmosphere* | **Term 3&4:***Health, Disease and Medicine* | **Term 5&6:***Senses* | **Term 1&2:***Animals and environments* | **Term 3&4:***Plants* | **Term 5&6:***Forces & Motion* |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation | *WJEC units, AQA units* |
| Other: | **Enrichment activities:**STEM WeekHorticulture activitiesResidentialCooking | **Interventions:**Work ExperienceIndependent Life Skills programmeDuke of Edinburgh  |
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| **Creative Arts:**Creative arts planning and delivery will include opportunities to access Music, Art, Drama, and a number of other creative activities including elements of DT (Resistant Materials, Graphic Design and Textiles), Pottery, film, animation and so on. Skills learnt from these sessions will build on and enhance functional skills. Accreditation options will be available through the OCR LLS programme, or Arts Award, these will be used as a means of demonstrating student progress and achievement. Elements of the National curriculum will be implemented for those learners it is relevant and appropriate to. HNL will follow the SHINE curriculum. The planning will have a number of cross-curricular links and include a range of community visits where students can practise generalising their skills in a number of different environments and situations. A range of other interventions and strategies will be utilised where appropriate to individual need. |
| Creative Arts | Topics | **Term 1&2:***Superhero’s* | **Term 3&4:***Art in the Community* | **Term 5&6:** | **Term 1&2:** | **Term 3&4:** | **Term 5&6:** |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation | Bronze / Silver / Gold Arts Award; OCR LLS; WJEC; AQA Units |
| Other:  | **Enrichment activities:**Community visits e.g. museums, galleries, music shops, art shops etcTheatreCinemaShakespeare School festival Residential | **Interventions:**Creative Therapies (Music / Art / Lego / Counselling)Wellbeing PlanMassage therapy / ReflexologyIndependent Life skills programmeWork Experience |
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| **PE:**Our PE curriculum aims to develop our students personal fitness, motivating them to lead active lifestyles. At the heart of this we endeavour to build links with our local sports centres and clubs in our local community and sign post students and families to extra-curricular activities in their own time. Where appropriate we will utilise elements of the national curriculum. Students will have opportunities to take part in a variety of competitive sports suitable to both their cognitive and physical abilities. A range of other specialist interventions and strategies will be utilised where appropriate to individual need. |
| PE | Topics | **Term 1&2:***Fitness* | **Term 3&4:***Leisure* | **Term 5&6:***OAA* | **Term 1&2:***Games*  | **Term 3&4:***Dance*  | **Term 5&6:***Athletics* |
| *SHINE – Who Am I?**MOVE**Active Ed* | *SHINE – Celebrations**MOVE**Active Ed* | *SHINE – Senses / Play**MOVE**Active Ed* | *SHINE – Relationships**MOVE**Active Ed* | *SHINE – Community**MOVE**Active Ed* | *SHINE – Travel**MOVE**Active Ed* |
| Accreditation | Sports Leaders AwardDuke of EdinburghOCR LLS Units |
| Other: | **Enrichment Activities:**Local gym, Leisure centres, swimming, cycling, orienteeringSwimming GalaSports DaySports weekOlympics / Paralympics / Special Olympics Residential activity week Competitions | **Interventions:**MOVEActive EducationDuke of EdinburghIndependent life skills programmeClever fingers / HandsSensory circuitsRebound TherapySherbourneHydrotherapyWork ExperienceSports Leaders |
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| **World Studies (RE / Geography / History):**Our World Studies curriculum will offer opportunities to learn about key elements within the subjects of RE, Geography and History, and utilise these skills to support their preparations and transitions into adulthood. Topic and research projects will be used to deliver a broad and balanced learning approach that will help students develop their skills in these subject areas and apply them to functional situations. All students will be encouraged to develop their own attitudes, values and beliefs with confidence to express, reflect on and accept others. Students will be encouraged to develop their awareness and understanding of British, local and world History identifying significant events, including political power. Students will also develop skills within fieldwork and gain an understanding of locations and places; human and physical geography. The planning will have a number of cross-curricular links and include a range of community visits where students can clarify and experience a range of different environments and situations. A range of other specialist interventions and strategies will be utilised where appropriate to individual need. |
| Humanities | Topics | **Term 1&2:***Festivals* | **Term 3&4:***Spring Celebrations* | **Term 5&6:***International Focus (varies yearly)* | **Term 1&2:***Festivals* | **Term 3&4:***War* | **Term 5&6:***International Focus (varies Yearly)* |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| Accreditation | WJEC; AQA Unit Award Scheme, OCR LLS programme |
| Other: | **Enrichment activities:**Church service’sCommunity visitsObservance of Religious events (e.g. Christmas, Easter and so on) MuseumsReligious buildingsVaried landscapes (Rivers / Seaside / woods / forests etc)Residential | **Interventions:**Creative Therapies (Music / Art / Play / Lego / Counselling)Friends projectDofEIndependent Life Skills programmeForest SchoolWork Experience |
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| **Cooking:**Cooking will be taught as a bespoke session on a regular basis to help encourage students to gain the knowledge, understanding and skills around healthy eating, keeping safe in the kitchen, and preparing and making meals as independently as possible. Cooking will link into a number of curriculum areas and allow cross-curricular teaching opportunities, linking into World studies topics, elements of Maths, Literacy, PSHE/ RSE, science and ICT giving students the opportunity to apply these skills into functional life situations. Students will be offered opportunities to go and purchase ingredients themselves and go through whole cooking processes so they understand where food comes from. A range of other specialist interventions and strategies will be utilised where appropriate to individual need. |
|  | **Term 1&2:***Chef Careers* | **Term 3&4:***Healthy Eating* | **Term 5&6:***International focus (varies yearly)* | **Term 1&2:***Diet types**(Vegetarian / Vegan etc)* | **Term 3&4:***Freshness* | **Term 5&6:***International focus (varies yearly)* |
| *SHINE – Who Am I?* | *SHINE - Celebrations* | *SHINE – Senses / Play* | *SHINE - Relationships* | *SHINE - Community* | *SHINE - Travel* |
| *Accreditation:* | OCR LLS / Jamie Oliver B-Tech / WJEC / AQA Unit Award Scheme |
| *Enrichment:* | Enrichment activities:Community visitsShoppingUsing local amenities e.g. restaurants / cafes Residential experiences (Particularly Centre Parcs / Seastar) | Interventions:Independent life skills programmeWork ExperienceSNAKKIESWellbeing Plan |