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 text  Word structure & spelling  Sentence structure & punctuation | **Term 3&4:**  *Romeo & Juliet*  LS:  Listening & Responding  Group discussion and interaction  Drama  Word Recognition | | | | | | | **Term 5&6:**  *The Highway man*  LS:  Speaking  Understanding & interpreting text  Text structure and organisation  Presentation | **Term 1&2:** *Frankenstein*  LS:  Listening & Responding  Group discussion and interaction  Drama  Word Recognition | **Term 3&4:**  *Goodnight Mr Tom*  LS:  Creating & shaping texts Engaging & responding to text  Word structure & spelling  Sentence structure & punctuation | | | **Term 5&6:**  *War Poetry*  LS:  Speaking  Understanding & interpreting text  Text structure and organisation  Presentation | | | |
| *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 Week  Cooking  Residential  Shakespeare School Festival | | | | | | | | | **Interventions:**  Independent life skills programme  PECS  Language Through colour  SCERTS  Work Experience  Intensive Interaction  TEACCH  Active Education  SHINE focus Group  Specialist English focus group  Speech and Language Therapy  CAT Service  EAL 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)  Time  Using & 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)  Time  Measures:   * 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 | |
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| 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)  Cooking  STEM week  Residential | | | | | | | | | **Interventions:**  Independent life skills programme  Specialist focus Maths group  SHINE focus group  Travel Training  TEACCH  Work 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 thinking  skills. 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 books  E-Safety | | Card Making  E-Safety | | Coding  E-Safety | | | | | Photography  E-Safety | | Music Videos  E-Safety | | | Coding  E-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 Week  Residential  Cooking | | | | | | | | | **Interventions:**  TEACCH  CAT Service  Speech and Language Therapy  Work 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* | |
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| Accreditation | D05 | | | | | | | | | M05 & D06 | | | | | | | |
| Other: | | **Enrichment activities:**  Community Visits  Apprenticeship Week  Brogdale  Mini-Enterprise  Residential activity week  Cooking | | | | | | | | | **Interventions:**  Duke of Edinburgh  Independent life skills programme  Travel training programme (KCC)  Behaviour Support  Wellbeing / Health care plans  Creative Therapies (Art / Music / Play / Counselling / Lego)  Reflexology / Massage Therapy  Friends Project  SNAKKIES  Work Experience  Social Services / Early Help  TAG | | | | | | | |
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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* | | |
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| Accreditation | *WJEC units, AQA units* | | | | | | | | | | | | | | | | |
| Other: | | **Enrichment activities:**  STEM Week  Horticulture activities  Residential  Cooking | | | | | | | | | **Interventions:**  Work Experience  Independent Life Skills programme  Duke 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 etc  Theatre  Cinema  Shakespeare School festival  Residential | | | | | | | | | **Interventions:**  Creative Therapies (Music / Art / Lego / Counselling)  Wellbeing Plan  Massage therapy / Reflexology  Independent Life skills programme  Work 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 Award  Duke of Edinburgh  OCR LLS Units | | | | | | | | | | | | | | | | |
| Other: | | **Enrichment Activities:**  Local gym, Leisure centres, swimming, cycling, orienteering  Swimming Gala  Sports Day  Sports week  Olympics / Paralympics / Special Olympics  Residential activity week  Competitions | | | | | | | | | **Interventions:**  MOVE  Active Education  Duke of Edinburgh  Independent life skills programme  Clever fingers / Hands  Sensory circuits  Rebound Therapy  Sherbourne  Hydrotherapy  Work Experience  Sports 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)* | | |
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| Accreditation | WJEC; AQA Unit Award Scheme, OCR LLS programme | | | | | | | | | | | | | | | | |
| Other: | | **Enrichment activities:**  Church service’s  Community visits  Observance of Religious events (e.g. Christmas, Easter and so on)  Museums  Religious buildings  Varied landscapes (Rivers / Seaside / woods / forests etc)  Residential | | | | | | | | | **Interventions:**  Creative Therapies (Music / Art / Play / Lego / Counselling)  Friends project  DofE  Independent Life Skills programme  Forest School  Work 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)* |
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| *Accreditation:* | | OCR LLS / Jamie Oliver B-Tech / WJEC / AQA Unit Award Scheme | | | | | | | | | | | | | | | | |
| *Enrichment:* | | Enrichment activities:  Community visits  Shopping  Using local amenities e.g. restaurants / cafes  Residential experiences (Particularly Centre Parcs / Seastar) | | | | | | | | | Interventions:  Independent life skills programme  Work Experience  SNAKKIES  Wellbeing Plan | | | | | | | |