

The long term planning framework for the curriculum at Endeavour Academy will follow a thematic approach which incorporates discrete sessions in areas which we consider to develop functional key skills, and an entitlement to broader subject areas of the National Curriculum. These are defined as;

### **Functional Key Skills**

- Communication, Language and Literacy
- Intellectual and Reasoning Skills - Thinking and Learning
- Numeracy
- Personal, Social, Health and Economic Education (PSHE) including SRE

### **Broader Subject Areas**

- Physical Education
- Technology and Computing
- Creative
- Humanities
- Science
- Religious Education
- Work Related Learning

Long Term Planning is differentiated for each Key Stage Group, and focuses on the key components of learning and development for each. For example, at Key Stage 2 and 3 young people will learn and experience through modules of work all areas of the National Curriculum, whereas at Key Stage 4 the range of subjects and modules followed will be less to allow for more targeted sessions of experiencing work related learning.

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As we move into Key Stage 5 the curriculum itself targets the main areas of development which directly link to transition planning for the future, and young people's development of the core skills they need to aid their move from the school into more adult focused environments.

The long term planning for each Key Stage allows for a theme to be followed for a time period of a term for each theme; unlike other environments the theme which each Key Stage follows is the same across the whole school for the period of a term.

As the class sizes are smaller, allowing for more individualised learning and experiences to take place, this allows for teachers to plan their curriculum around the individual, the class/key stage group and naturally allow for opportunities to come together as a larger group as and when this may be appropriate. Highly skilled differentiation ensures that those learning within each Key Stage have a very different approach to the theme during each term.

'Module planning' enables the key areas of the curriculum which are outlined above to be broken down into subject specific themes which allow for shorter periods of teaching and learning within one area of a subject, and allow for assessment and progression to be planned around full subject coverage. For example, within the subject of Science a module may be planned around Textures which relates directly to Materials and their Properties.

The module would outline key learning activities, the purpose for this project and the activities which would take place over a number of days/weeks. Modules also provide cross curricular themes which can link to other subject areas, and the young person's Individual Education Plan.

Subjects covered are seen as 'vehicles' through which to develop the functional key skills for each young person, also taking account of the additional programmes for Occupational Therapy, Speech and Language Therapy and to support Behaviour Management.

Long term planning for each Key Stage is based on a three year rolling programme, allowing for young people to cover a breadth of themes and modules in each subject as they move through any Key Stage.

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At the Endeavour Academy we ensure that any teaching and learning promotes a non-partisan overview of religion and political views.

Our curriculum:

- Reflects and celebrates the major world faiths and communities.
- Teaches knowledge of the UK and the world.
- Raises awareness and tolerance of differences.
- Teaches right and wrong and the references to the law of the country.
- Enables resources used to support the teaching aim to reflect the diverse population of the school
- Places a strong emphasis upon PSHE with life skills and sense of community being taught throughout all curriculum areas.
- Enables young people will be a part of their local community which embraces diversity and ethnicity

The academy also understands the need to promote British values as outlined below

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

## Key Stage 2 Long Term Planning Overview by Subject

### Key Stage 2 Long Term Planning – Year A

Subject	Autumn 1 and 2 'New Beginnings'	Spring 3 and 4 'Lifestyles and Cultures'	Summer 5 and 6 'Fundraising and Events'
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Big Books Non – Fiction- Biographies – Stories about others  Communication Systems Handwriting and Writing	Narrative – Sensory Stories Big Books Non – Fiction- Cultural Texts and Poems  Communication Systems Handwriting and Writing	Narrative – Sensory Stories Big Books Non – Fiction- Quiz and Questions  Communication Systems Handwriting and Writing
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)
<b>Numeracy</b>	Numbers  Measurement – Time  Geometry - Shape	Number  Measurement – Money  Geometry - Position	Numbers  Measurement – Measure  Statistics – charts
<b>PSHE (including RE and SRE)</b>	<b>PSHE</b> – Personal Care Skills  <b>SRE</b> – See IEP targets  <b>RE</b> – Christianity	<b>PSHE</b> – Being Healthy – diet  <b>SRE</b> – See IEP targets  <b>RE</b> – Special Places	<b>PSHE</b> – Being Safe – local community  <b>SRE</b> – See IEP targets  <b>RE</b> - Judaism

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<b>Computing and Technology</b>	<p><b>Computing –</b> Learning a log in/access code</p> <p><b>Technology –</b> Moving Toys</p> <p><b>Food –</b> Making a simple snack</p>	<p><b>Computing –</b> Using an iPad</p> <p><b>Technology –</b> Sound Toys</p> <p><b>Food –</b> Cooking with different foods from different cultures (tastes and smells)</p>	<p><b>Computing –</b> Using a simple programme</p> <p><b>Technology –</b> Texture toys</p> <p><b>Food –</b> Baking; Cakes</p>
<b>Science</b>	Human Body and Diet and Exercise	Animals – Growing Old Life Cycles	Electricity
<b>Physical Education</b>	Swimming Game Skill – Throwing	Swimming Game Skill - Running	Swimming Game Skill – Jumping
<b>Creative (Art, Music, Languages, Drama)</b>	<p><b>Art –</b> Sketchbooks and images of me and my family</p>	<p><b>Music –</b> Songs and music from different cultures. Focus on listening activities</p> <p><b>Drama –</b> Plays and images from music theatre</p>	<p><b>Foreign Languages –</b> Focus week on a language; Learning basic words, sounds of language and repetition The people, place and food Choose country – Italian</p>
<b>Humanities (History and Geography)</b>	<p><b>Geography</b> Where do I live? Recognising my home</p>	<p><b>History</b> Old and New</p>	<p><b>Geography</b> My local community – Barton</p>

### Key Stage 2 Long Term Planning – Year B

<b>Subject</b>	<b>Autumn 1 and 2</b> 'Our Place in this Space'	<b>Spring 3 and 4</b> 'The Wonderful World of...'	<b>Summer 5 and 6</b> 'Environments
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Big Books Non-Fiction – All about me, Autobiographies  Communication Systems Handwriting and Writing	Narrative – Sensory Stories Big Books Non-Fiction – Lists and Questions  Communication Systems Handwriting and Writing	Narrative – Sensory Stories Big Books Non – Fiction- Newspapers and Magazines  Communication Systems Handwriting and Writing
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)
<b>Numeracy</b>	Numbers  Measurement – Measure  Statistics – charts	Numbers  Measurement – Measure  Statistics – charts	Numbers  Measurement – Measure  Statistics – charts
<b>PSHE (including RE and SRE)</b>	<b>PSHE</b> – Personal Care Skills  <b>SRE</b> – See IEP targets  <b>RE</b> – Christianity	<b>PSHE</b> – Being Healthy – exercise  <b>SRE</b> – See IEP targets  <b>RE</b> – Special People	<b>PSHE</b> – Being Safe – Travel and Independence  <b>SRE</b> – See IEP targets  <b>RE</b> – Islam

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<b>Computing and Technology</b>	<p><b>Computing</b> – Taking photos and creating images of me and my world</p> <p><b>Technology</b> – Building a tower</p> <p><b>Food</b> – Making simple snacks</p>	<p><b>Computing</b> – Using the internet</p> <p><b>Technology</b> – Building a container or box</p> <p><b>Food</b> – Cooking with Chocolate</p>	<p><b>Computing</b> – Digital images of the news (finding and creating)</p> <p><b>Technology</b> – Building a shelter or home</p> <p><b>Food</b> – Baking; Bread</p>
<b>Science</b>	<p>Earth</p> <p>Space</p>	<p>Forces</p> <p>Evolution and Fossils</p>	<p>Living Things</p> <p>Habitats and Homes</p>
<b>Physical Education</b>	<p>Swimming</p> <p>Game</p> <p>Skill – Catching and Throwing</p>	<p>Swimming</p> <p>Game</p> <p>Skill – Running and Jumping</p>	<p>Swimming</p> <p>Game</p> <p>Skill – Dance movement</p>
<b>Creative (Art, Music, Languages, Drama)</b>	<p><b>Art</b> –</p> <p>Sculpture and creating images in different materials.</p>	<p><b>Music</b> -</p> <p>Songs from different bands (current and old)</p> <p><b>Drama</b> – Being in a Band</p>	<p><b>Foreign Languages:</b></p> <p>Focus week on a language;</p> <p>Learning basic words, sounds of language and repetition</p> <p>The people, place and food</p> <p>Choose country – Spain</p>
<b>Humanities (History and Geography)</b>	<p><b>Geography</b></p> <p>The World - Land, Sea, City and People</p>	<p><b>History</b></p> <p>Young and Old – me and my family</p>	<p><b>Geography</b></p> <p>Places – beach, mountain, forest</p>

### Key Stage 2 Long Term Planning – Year C

Subject	Autumn 1 and 2 'Food Glorious Food'	Spring 3 and 4 'People Power'	Summer 5 and 6 'Lights, Camera, and Action!'
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Big Books Non – Fiction- Labels and Packaging  Communication Systems Handwriting and Writing	Narrative – Sensory Stories Big Books Non – Fiction- Family Tree  Communication Systems Handwriting and Writing	Narrative – Sensory Stories Big Books Non – Fiction- Telling a story and plays  Communication Systems Handwriting and Writing
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Early Stimulation – learning responses, play, reasoning skills and perception (visual and tactile)
<b>Numeracy</b>	Numbers  Measurement – Measure  Statistics – charts	Numbers  Measurement – Measure  Statistics – charts	Numbers  Measurement – Measure  Statistics – charts
<b>PSHE (including</b>	<b>PSHE</b> – Personal Care Skills	<b>PSHE</b> – Being healthy – wellbeing	<b>PSHE</b> – Being Safe - Independence with

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<b>RE and SRE)</b>	<b>SRE</b> – See IEP targets <b>RE</b> – Christianity	<b>SRE</b> – See IEP targets <b>RE</b> – Celebrations	Economic wellbeing <b>SRE</b> – See IEP targets <b>RE</b> – Judaism
<b>Computing and Technology</b>	<b>Computing</b> – Making labels and packaging for food <b>Technology</b> – Dyeing and changing clothing <b>Cooking</b> – Making simple snacks	<b>Computing</b> – Using the Internet safely <b>Technology</b> – Sewing <b>Cooking</b> – Cooking with vegetables	<b>Computing</b> – Making a film or a presentation about me <b>Technology</b> – Decorating a t-shirt <b>Cooking</b> – Baking; Biscuits
<b>Science</b>	States of Matter – Heating and Cooling/ Dissolving and Mixing  Properties of Materials	Animals – Teeth  Animals – Food Chains	Light  Sound
<b>Physical Education</b>	Swimming  Game  Skill - Athletics	Swimming  Game  Skill - Gymnastics	Swimming  Game  Skill – Dance
<b>Creative (Art, Music, Languages, Drama)</b>	<b>Art</b> –  Painting and drawing  The world in different styles and artists	<b>Music</b> –  Copying sounds and patterns  <b>Drama</b> – Following a routine to music	<b>Foreign Languages</b> –  Focus week on a language;  Learning basic words, sounds of language and repetition  The people, place and food  Choose country – France

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<b>Humanities</b> <b>(History and Geography)</b>	<b>Geography</b> Growing Foods and Farming	<b>History</b> Timelines and Family Trees	<b>Geography</b> Being a Tourist at the Seaside and in the City (choose places)
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## Key Stage 3 Long Term Planning Overview by Subject

### Key Stage 3 Long Term Planning – Year A

<b>Subject</b>	<b>Autumn 1 and 2</b> 'New Beginnings'	<b>Spring 3 and 4</b> 'Lifestyles and Cultures'	<b>Summer 5 and 6</b> 'Fundraising and Events'
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Non-Fiction – Autobiographies, Myself  Communication Systems ASDAN Communication Systems Handwriting and Writing	Narrative – Sensory Stories Non-Fiction – Lists, Quizzes and Questionnaires  Communication Systems ASDAN Communication Systems Handwriting and Writing	Narrative – Sensory Stories Non-Fiction – Newspapers, Magazines  Communication Systems ASDAN Communication Systems Handwriting and Writing
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction
<b>Numeracy</b>	Number  Measurement - Money and Time	Number  Geometry - Shape and Space	Number  Measurement - Length, Capacity, Weight

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<b>PSHE (including RE and SRE)</b>	<b>ASDAN</b> – New Horizons <b>SRE</b> – See IEP <b>RE</b> My local community	<b>ASDAN</b> – New Horizons <b>SRE</b> – See IEP <b>RE</b> Islam	<b>ASDAN</b> – New Horizons <b>SRE</b> – See IEP <b>RE</b> Christianity
<b>Computing and Technology</b>	<b>Computing</b> – Using and setting up my iPad for communication <b>Technology</b> – Food – Simple Snacks Shelters – designing and making an outdoor shelter	<b>Computing</b> – All About Me Power Point – how I live, manipulating images <b>Technology</b> – Food – Making a meal from a different culture Textiles – exploring and designing a t-shirt	<b>Computing</b> – Making publicity materials/using a camera <b>Technology</b> – Food – Menu for an event Making a product to sell – food based or another item.
<b>Science</b>	Green Plants Classification and Variation	Recognising Materials	Electricity The Earth
<b>Physical Education</b>	<b>Swimming</b> Athletics Game - Football	<b>Swimming</b> Gymnastics Game - Netball	<b>Swimming</b> Athletics Game – Rounder's
<b>Creative (Art, Music, Languages, Drama)</b>	<b>Art</b> Sketchbooks Images of me and those around me	<b>Music</b> Making Music- copying sounds and patterns <b>Drama</b> Dance and Music combination	<b>Foreign Language</b> Focus week on a language; Learning basic words, sounds of language and repetition Choose country who links to fundraising

			opportunity
<b>Humanities</b> <b>(History and Geography)</b>	<b>History</b> Old and New objects – comparisons	<b>Geography</b> People Everywhere	<b>History</b> Celebrations of the Past – differences between now and then

### Key Stage 3 Long Term Planning – Year B

<b>Subject</b>	<b>Autumn 1 and 2</b> 'Our place in this space'	<b>Spring 3 and 4</b> 'The Wonderful World of...'	<b>Summer 5 and 6</b> 'Environments'
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Non-Fiction – Family Tree  Communication Systems ASDAN Communication Systems Handwriting and Writing	Narrative – Sensory Stories Non-Fiction – Cultural Texts  Communication Systems ASDAN Communication Systems Handwriting and Writing	Narrative – Sensory Stories Non-Fiction – Newspapers  Communication Systems ASDAN Communication Systems Handwriting and Writing
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction
<b>Numeracy</b>	Number  Measurement - Money and Time	Number  Geometry - Shape and Space	Number  Measurement - Length, Capacity, Weight

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<b>PSHE – (including RE and SRE)</b>	<b>ASDAN – New Horizons</b> <b>SRE – See IEP</b> <b>RE Special People</b>	<b>ASDAN – New Horizons</b> <b>SRE – See IEP</b> <b>RE Buddhism</b>	<b>ASDAN – New Horizons</b> <b>SRE – See IEP</b> <b>RE Sikhism</b>
<b>Computing and Technology</b>	<b>Computing –</b> The internet – being safe, accessing safe sites. <b>Technology –</b> Food – Snacks Building – building objects	<b>Computing –</b> Creating an E-Book on a famous person or topic - using images and sounds <b>Technology –</b> Food – Making a meal from a different culture Smells and Tastes - exploration	<b>Computing –</b> Using Computers in the local community to access areas <b>Technology –</b> Food – Menu for an event Making a product – Moving Toy
<b>Science</b>	Forces and Motion	Grouping Materials Changing Materials	Living things and their environments
<b>Physical Education</b>	<b>Swimming</b> Athletics Game - Hockey	<b>Swimming</b> Gymnastics Dance	<b>Swimming</b> Outdoor Activities Adventurous Activities
<b>Creative (Art, Music, Languages, Drama)</b>	<b>Art</b> Styles and Artists The world in different styles, periods	<b>Music</b> Learning to Play – range of instruments <b>Drama</b> Performing own music – Musical Theatre	<b>Foreign Language</b> Focus week on a language Learning basic words, sounds of language and repetition Languages within our local

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			environment
<b>Humanities</b> <b>(History and Geography)</b>	<b>History</b> Timelines and Family Trees	<b>Geography</b> Earthquakes and Volcanoes	<b>History</b> Homes in the past – now and then

### Key Stage 3 Long Term Planning – Year C

<b>Subject</b>	<b>Autumn 1 and 2 'Food, Glorious Food'</b>	<b>Spring 3 and 4 'People Power'</b>	<b>Summer 5 and 6 'Lights, Camera, Action'</b>
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Non-Fiction – Labels and Packaging  Communication Systems ASDAN Communication Systems Handwriting and Writing	Narrative – Sensory Stories Non-Fiction – Biographies  Communication Systems ASDAN Communication Systems Handwriting and Writing	Narrative – Sensory Stories Non-Fiction – Scripts  Communication Systems ASDAN Communication Systems Handwriting and Writing
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction
<b>Numeracy</b>	Number  Measurement - Money and Time	Number  Geometry - Shape and Space	Number  Measurement - Length, Capacity, Weight

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<b>PSHE (including RE and SRE)</b>	<b>ASDAN – New Horizons</b> <b>SRE – See IEP</b> <b>RE Special Places</b>	<b>ASDAN – New Horizons</b> <b>SRE – See IEP</b> <b>RE Judaism</b>	<b>ASDAN – New Horizons</b> <b>SRE – See IEP</b> <b>RE Hinduism</b>
<b>Computing and Technology</b>	<b>COMPUTING –</b> Packaging and Labelling – manipulating images and drawing on computers <b>Technology –</b> Food – New Foods Containers – making a container	<b>COMPUTING –</b> Using the Internet to search about a person or group of people <b>Technology –</b> Food – Favourite Foods Materials – Exploring resistant materials	<b>COMPUTING –</b> Making a short film/presentation – animation and image <b>Technology –</b> Food – Celebration Meals Making a product – Sensory Toy
<b>Science</b>	Life Processes	Humans and other animals	Light and Sound
<b>Physical Education</b>	<b>Swimming</b> Adventurous Activities Game - Basketball	<b>Swimming</b> Dance Game – Badminton	<b>Swimming</b> Outdoor activities Game – Tennis
<b>Creative (Art, Music, Languages, Drama)</b>	<b>Art</b> Techniques and media Using materials to make a representation	<b>Music</b> Listening Skills - famous musicians and bands <b>Drama</b> Being in a Band	<b>Foreign Language</b> Focus week on a language Learning basic words, sounds of language and repetition Films and Musicals in different languages – Spanish and French

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<b>Humanities</b> <b>(History and Geography)</b>	<b>Geography</b> Investigating a Country	<b>History</b> Famous People in time (choose a person to follow)	<b>Geography</b> Tourism
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## Key Stage 4 Long Term Planning Overview by Subject

### Key Stage 4 Long Term Planning – Year A

<b>Subject</b>	<b>Autumn 1 and 2</b> 'New Beginnings'	<b>Spring 3 and 4</b> 'Lifestyles and Cultures'	<b>Summer 5 and 6</b> 'Fundraising and Events'
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Non-Fiction – Autobiographies, Myself  ASDAN - New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling	Narrative – Sensory Stories Non-Fiction – Lists, Quizzes and Questionnaires  ASDAN – New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling	Narrative – Sensory Stories Non-Fiction – Newspapers, Magazines  ASDAN – New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.

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	programmes. Opportunities for social interaction	Opportunities for social interaction	Opportunities for social interaction
<b>Numeracy</b>	Money Management Calculations/Measure Time Statistics	Money Management Calculations/Measure Time Statistics	Money Management Calculations/Measure Time Statistics
<b>PSHE (including RE and SRE)</b>	<b>PSHE</b> Personal Care Skills  <b>SRE</b> My changing body – awareness of self  <b>RE</b> My local community	<b>PSHE</b> Keeping Healthy and Safe  <b>SRE</b> Awareness and coping – gender and puberty  <b>RE</b> Buddhism	<b>PSHE</b> Independence  <b>SRE</b> Being myself – keeping safe  <b>RE</b> Sikhism
<b>COMPUTING</b>	Using computers and iPads safely	Using the Internet to search for images - cultures	Using cameras and video cameras – presentations of a subject
<b>Science</b>	Chemicals and Materials	Organisms and Health - animals	Plants
<b>Physical Education</b>	<b>Swimming</b>  Athletics  Game - Football	<b>Swimming</b>  Gymnastics  Dance	<b>Swimming</b>  Outdoor Activities  Adventurous Activities

<b>Creative (Art, Music, Languages, Drama)</b>  <b>Humanities (History and Geography)</b>  <b>Technology</b>	<b>Creative</b> Music/Drama  Making Music- copying sounds and patterns  Dance and Music combination  <b>Technology</b>  Food – Preparation	<b>Humanities</b>  Geography – People Everywhere  <b>Technology</b>  Food – Simple Snacks	<b>Foreign Language</b>  Focus week on a language;  Learning basic words, sounds of language and repetition  Choose country who links to fundraising opportunity
<b>Work Related Learning</b>	Jobs in my environment, the local community and local area	Volunteering Opportunities  Pennyhooks Farm, Vana Farm, Barton Community Café, Shabbington Riding Stables	Volunteering Opportunities  Pennyhooks Farm, Vana Farm, Barton Community Café, Shabbington Riding Stables

### Key Stage 4 Long Term Planning – Year B

Subject	Autumn 1 and 2 'Our place in this space'	Spring 3 and 4 'The Wonderful World of...'	Summer 5 and 6 'Environments'
<b>Communication, Language and Literacy</b>	Narrative – Sensory Stories Non- Fiction – All About Me  Communication Systems ASDAN – New Horizons and Towards	Narrative – Sensory Stories Non-Fiction– Newspapers and Media  Communication Systems ASDAN – New Horizons and Towards	Narrative – Sensory Stories Non-Fiction – Reading for Information  Communication Systems

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	Independence Communication Systems Handwriting and Writing Spelling	Independence Communication Systems Handwriting and Writing Spelling	ASDAN – New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling
<b>Intellectual and Reasoning Skills</b>	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction	<b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.  Opportunities for social interaction
<b>Numeracy</b>	Money Management  Calculations/Measure  Time  Statistics	Money Management  Calculations/Measure  Time  Statistics	Money Management  Calculations/Measure  Time  Statistics
<b>PSHE –(including RE and SRE)</b>	<b>PSHE</b> ASDAN – Engaging with the world around me – Events  <b>SRE</b> – Human Development  <b>RE</b> Special Places	<b>PSHE</b> ASDAN – Engaging with the world around me – Objects  <b>SRE</b> – Sex, Conception and Pregnancy  <b>RE</b> Christianity	<b>PSHE</b> ASDAN – Engaging with the world around me – People  <b>SRE</b> – Keeping Safe  <b>RE</b> Islam
<b>COMPUTING</b>	All About me Power Point – manipulating images and sounds	Internet Safety – Social Media and images	My local area – using COMPUTING in the local community
<b>Science</b>	The Universe	Environment - Earth	Environment - Plants
<b>Physical Education</b>	<b>Swimming</b>  Athletics	<b>Swimming</b>  Gymnastics	<b>Swimming</b>  Outdoor Activities

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	Game - Hockey	Dance	Adventurous Activities
<b>Creative (Art, Music, Languages, Drama)</b>  <b>Humanities (History and Geography)</b>  <b>Technology</b>	<b>Creative</b> Music/Drama  Listening Skills - famous musicians and bands - Being in a Band  <b>Technology</b> Food - Baking	<b>Humanities</b>  History  History of my local area – now and then, old and new  <b>Technology</b>  Food – new Foods	<b>Foreign Language</b>  Focus week on a language - Languages within our local environment  History of my local area – now and then  Art from around the world
<b>Work Related Learning</b>	Jobs in my environment, the local community and local area	Volunteering Opportunities  Pennyhooks Farm, Vana Farm, Barton Community Café, Shabbington Riding Stables	Volunteering Opportunities  Pennyhooks Farm, Vana Farm, Barton Community Café, Shabbington Riding Stables

### Key Stage 4 Long Term Planning – Year C

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<b>Subject</b>	<b>Autumn 1 and 2 'Food, Glorious Food'</b>	<b>Spring 3 and 4 'People Power'</b>	<b>Summer 5 and 6 'Lights, Camera, Action'</b>
<b>Communication, Language and Literacy</b>	<p>Narrative – Sensory Stories Non-Fiction – Labels and Packaging</p> <p>Communication Systems ASDAN New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling</p>	<p>Narrative – Sensory Stories Non-Fiction – Signs and Symbols in the community</p> <p>Communication Systems ASDAN New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling</p>	<p>Narrative – Sensory Stories Non-Fiction – Scripts</p> <p>Communication Systems ASDAN New Horizons and Towards Independence Communication Systems Handwriting and Writing Spelling</p>
<b>Intellectual and Reasoning Skills</b>	<p><b>See individual planning</b> – IEP, Sensory Diet, OT and SaLT programmes.</p> <p>Opportunities for social interaction</p>	<p><b>See individual planning</b> - IEP, Sensory Diet, OT and SaLT programmes.</p> <p>Opportunities for social interaction</p>	<p><b>See individual planning</b> - IEP, Sensory Diet, OT and SaLT programmes.</p> <p>Opportunities for social interaction</p>
<b>Numeracy</b>	<p>Money Management</p> <p>Calculations/Measure</p> <p>Time</p> <p>Statistics</p>	<p>Money Management</p> <p>Calculations/Measure</p> <p>Time</p> <p>Statistics</p>	<p>Money Management</p> <p>Calculations/Measure</p> <p>Time</p> <p>Statistics</p>
<b>PSHE (including RE and SRE)</b>	<p><b>PSHE</b> Economic Awareness</p> <p><b>SRE</b> – Public and Private, Community Belonging</p> <p><b>RE</b> Special people</p>	<p><b>PSHE</b> Citizenship - Community</p> <p><b>SRE</b> - Personal Sensitivity, and Emotional Understanding</p> <p><b>RE</b> Judaism</p>	<p><b>PSHE</b> Travel</p> <p><b>SRE</b> - Emotional Understanding and Relationships</p> <p><b>RE</b> Hinduism</p>

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<b>COMPUTING</b>	Internet Shopping – food based	Creating an E-Book on a famous person	Making a short film – animation
<b>Science</b>	Body Parts - Ourselves	Energy	Electricity and Sound
<b>Physical Education</b>	<b>Swimming</b> Athletics Game - Basketball	<b>Swimming</b> Gymnastics Dance	<b>Swimming</b> Outdoor Activities Adventurous Activities
<b>Creative (Art, Music, Languages, Drama)</b>  <b>Humanities (History and Geography)</b>  <b>Technology</b>	<b>Creative</b> Art  Techniques and media  Using materials to make a representation  <b>Technology</b>  Food – Baking	<b>Humanities</b>  History  My own History - from baby to now  <b>Technology</b>  Food – Menu Planning and Budgeting	<b>Foreign Language</b>  Focus week on a language  Learning basic words, sounds of language and repetition  Films and Musicals in different languages – Spanish and French
<b>Work Related Learning</b>	Jobs in my environment, the local community and local area	Volunteering Opportunities  Pennyhooks Farm, Vana Farm, Barton Community Café, Shabbington Riding Stables	Volunteering Opportunities  Pennyhooks Farm, Vana Farm, Barton Community Café, Shabbington Riding Stables

## Key Stage 5 Long Term Planning Overview by Development Area

### Key Stage 5 Long Term Planning

Subject	Autumn 1 and 2 'New Beginnings'	Spring 3 and 4 'Lifestyles and Cultures'	Summer 5 and 6 'Fundraising and Events'
<b>Life Skills</b> Functional Literacy, Functional Numeracy, COMPUTING	Communication Systems Signs and Symbols Reading for a purpose Money Management and Handling Time Awareness COMPUTING in the Community	Communication Systems Signs and Symbols Reading for a purpose Money Management and Handling Time Awareness COMPUTING in the Community	Communication Systems Signs and Symbols Reading for a purpose Money Management and Handling Time Awareness COMPUTING in the Community
<b>Personal Skills</b> PSHE, SRE	<b>PSHE</b> The World Around Me How I belong How I can contribute <b>SRE</b>	<b>PSHE</b> Self Advocacy Out in the community Personal Safety <b>SRE</b>	<b>PSHE</b> Rights and Responsibilities How can I be safe? Using Transport <b>SRE</b>

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	Growing Up/Appropriate Behaviour Body Image Keeping Healthy <b>Cooking, Horticulture, Sports, Hobbies</b>	Relationships Personal Hygiene Personal Safety <b>Cooking, Horticulture, Sports, Hobbies</b>	Knowing About Myself and Others Growth and Development Body Changes <b>Cooking, Horticulture, Sports, Hobbies</b>
<b>Accredited Learning</b>  ASDAN and AQA	See outline below of specific accredited modules which link to the theme or modules which young people will be learning in other areas of their study.		
<b>Work Related Learning</b>  ASDAN and AQA	Farm Working Café and Mini Enterprise Horse Riding – as and when appropriate Volunteering Roles	Farm Working Café and Mini Enterprise Horse Riding – as and when appropriate Volunteering Roles	Farm Working Café and Mini Enterprise Horse Riding – as and when appropriate Volunteering Roles
<b>Transition Planning</b>	Individual planning for those young people who are moving on within that year; this may involve some targeted learning of skills which will widen the choices for moving on.  Involvement in transition planning – for education, where to live, access to family and the home.  Visiting new places and people and building relationships for moving on.		
<b>Individual Education Planning –</b> Communication, Language and Literacy, Intellectual	Targeted Planning for young people with regard to their current education ability within the key areas, and their PSHE, SRE and work related learning objectives.  Young people’s targets will be focused for the coming route into transition and how this can be developed to enable the best chances at transition times.		

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and Reasoning Skills			
<b>Curriculum Involvement</b> RE/Languages	My Local Community, Buddhism, Sikhism	Special People, Judaism, Hinduism	Special Places, Christianity, Islam  Focus Language Week – Spanish, French and local languages

At Key Stage 5, modules and themes covered in each term will relate to the whole school theme, but will allow for individual programmes of study for young people which develop their own key areas of functional skills. As a result, a menu of ASDAN and AQA accreditations will be planned for each young person which relate to areas of interest, progress and needs for transition into Adult Services and away from the school environment.

**Whole School Themes over a 3 year rolling period are;**

<b>Year A</b>	<b>Autumn</b> 'New Beginnings'	<b>Spring</b> 'Lifestyles and Cultures'	<b>Summer</b> 'Fundraising and Events'
<b>Year B</b>	<b>Autumn</b> 'Our Place in this Space'	<b>Spring</b> 'The Wonderful World of...'	<b>Summer</b> 'Environments'
<b>Year C</b>	<b>Autumn</b> 'Food, Glorious Food'	<b>Spring</b> 'People Power'	<b>Summer</b> 'Lights, Camera, Action'

**ASDAN Courses relating to specific areas of study are;**

Key Stage	Curriculum Area	ASDAN Programme	Units to be studied
<b>2 and 3 (age 10-14)</b>	Personal, Social, Health and Economic Education	<b>New Horizons</b>	Personal, Social, Health, Citizenship, Relationships. There are five sections in each of the modules
<b>4 (14-16)</b>	Personal, Social, Health and Economic Education	<b>Towards Independence</b>	Engaging with the World Around Me (Events, Objects and People). Everyday Living Meal Preparation and Cooking (Sensory) Myself and Others The World Around Us
	Work Related Learning		Work Awareness World of Work
	COMPUTING		Using COMPUTING
	Creative		Creativity Mobility Multi Sensory Experiences Sound, Rhythm and Music Sport and Leisure
<b>5 (age 16-19)</b>	Communication, Language and Literacy	<b>Towards Independence</b>	Developing Communication Skills; Sensory, Introduction, Progression
	Numeracy		Developing Numeracy Skills; Introduction and Progression
	Work Related Learning		Vocational Training and Experience, Time Management and Self Organisation, Horticulture, Business Enterprise
	Personal, Social, Health and		Using Transport, Using Leisure Time, The Wider World, Self

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	Economic Education		Advocacy, Relationships, Personal Safety, Out in the Community, Meal Preparation and Cooking (Introduction and Progression), Independent Living, Knowing about Myself, Getting to Know a Group, Getting Ready to Go Out, Environment, Citizenship.
	Physical Education		Yogacise, Water Skills, Sports Studies,
	Functional Skills in Literacy, Numeracy and COMPUTING		Using Computer Technology, Recognising and Using Everyday Signs, Money Introduction, Money Progression, Photography and Multimedia, Popular Culture, Current Affairs
<b>Optional Programmes to be studied:</b>			
<b>4 and 5 (14-19)</b>	Work Related Learning	<b>Work Right OPTIONAL</b>	Health and safety in the workplace; Health and safety rules, Emergencies, Keeping your own workspace clean and tidy. Responsibilities in the workplace; Attendance, Timekeeping, Appearance. Working with others; Respecting others, Getting on with people at work, Working in a team. You at work; Doing jobs at work, The things you use at work, Getting help with problems at work.
<b>4 (14-16)</b>	English Mathematics Science Design & Technology Modern Foreign Languages COMPUTING Religious Education Citizenship Community Expressive Arts Family/Home	<b>Transition Challenge OPTIONAL</b>	Knowing How Making Choices Feeling Good Moving Forward Taking the Lead  The 5 sections above are to be completed for each of the subject areas outlined to the left.

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	Recreation Sports & Leisure Work Related		
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**Examples of AQA Courses relating to specific areas of study:**

**Year B – Theme ‘Our Place in this Space’**

<b>Key Stage 3</b>			
Subject	P1-P4	P5-P7	P8-NC1
Communication and literacy	<i>Narrative</i> – Sensory stories: Toleration 91800  Communication (Unit 2)87474	<i>Narrative</i> - Sensory stories: Cooperation 91802  Communication (Unit 4) 87476	<i>Narrative</i> - Responding to literature 85690  Communication (Unit 5) 87477
Numeracy	Number: Showing awareness of number activities and counting (Unit 1) 71856  Money: Handling money with support 73679  <i>Time</i> : Time (Unit 2): Daily events at school	Number: Recognising and using numbers up to ten with support 71364  Money – Introduction to money (unit 1) 71490  Time: Recognising and using symbols related to a timetable 72004	Number: Naming the numerals from ten to twenty 70804  Money: Money recognition 80946  Time: Time (Unit 1): introduction to telling the time 71043
PHSE	PSHCE: Personal relationships 40248	People who help us 76291	People who help us 86011

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ICT	Exploring sensory stimuli with an ICT environment 86048	Basic computer awareness: using the internet 72570	Using the internet to access the world wide web CE3931
Science	Forces and motion (Unit 1) 72440	Experiencing forces 82630	Forces: Pushes and pulls 85885 (would need an minor amendment if you want to use it please contact AQA co-ordinator)
PE  (same as KS5)	<i>Swimming</i> – Water confidence with support 70516  <i>Athletics</i> - Introduction to athletics 98538  <i>Game</i> – Sensory physical education 77475	<i>Swimming</i> – Developing water confidence 72013  <i>Athletics</i> – Introduction to athletics 98538  <i>Game</i> – Participating in ball games with support 74622	<i>Swimming</i> – Basic swimming skills (Unit 1) 71936  <i>Athletics</i> - Introduction to athletics 98538  <i>Game</i> – Team games (Unit 1) 72368
Creative	Responding to pop art style portraits (Unit 1) 78912  Creating a mixed media picture: Autumn theme CE1728	Responding to pop art style portraits (Unit 2) 78913  Creating a mixed media picture: Autumn theme CE1728	Responding to pop art style portraits (Unit 2) 78913  Creating a mixed media picture: Autumn theme CE1728
Humanities	Multi-sensory introduction to 20 <sup>th</sup> century Britain 86870	Multi-sensory introduction to 20 <sup>th</sup> century Britain 86870  History of Christmas 90714	Multi-sensory introduction to 20 <sup>th</sup> century Britain 86870  History of Christmas (Unit 1) 87122
Food technology	Selection and preparation of snack meals with assistance 93077	Preparing a simple snack 79399	Making a healthy snack product 40622

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<b>Key Stage 4</b>			
Subject	P1-P4	P5-P7	P8-NC1
Maths	<p><i>Time</i> – Time: Experiencing a routine 86766</p> <p><i>Money</i> – Exploring the concept of money with support 74848</p> <p><i>Calculations/Measure</i> – Pouring a measured amount of liquid with physical prompts 70722</p>	<p><i>Time</i> – Time: Weekly Events 77505</p> <p><i>Money</i> – Mathematics: Money and measures (Unit 1) 79983</p> <p><i>Calculations/Measure</i> – Adding and subtracting single items CE3989</p>	<p><i>Time</i> – Time (Unit 1): Introduction to telling the time 71043</p> <p><i>Money</i> – Recognising money up to twenty pounds 79319</p> <p><i>Calculations/Measure</i> – Measuring length, mass, capacity (Unit 2) 85162</p>
English	<p><i>Non-Fiction</i> – Self Awareness 73685</p> <p><i>Narrative</i> – Sensory stories: Toleration 91800</p>	<p><i>Non-Fiction</i> – Making a personal passport 70509</p> <p><i>Narrative</i> - Sensory stories: Cooperation 91802</p>	<p><i>Non-fiction</i> – ICT: making a presentation 70950</p> <p><i>Narrative</i> - Responding to literature 85690</p>
PHSE	<p>SRE – Self awareness with support 73684</p> <p>RE</p>	<p>SRE – Introduction of the human senses 92603</p> <p>RE</p>	<p>SRE – Science: Ourselves 90900</p> <p>RE</p>
PE	<p><i>Swimming</i> – Water confidence with support 70516</p>	<p><i>Swimming</i> – Developing water confidence 72013</p>	<p><i>Swimming</i> – Basic swimming skills (Unit 1) 71936</p>

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	<i>Athletics</i> - Introduction to athletics 98538  <i>Game</i> – Sensory physical education 77475	<i>Athletics</i> – Introduction to athletics 98538  <i>Game</i> – Participating in ball games with support 74622	<i>Athletics</i> - Introduction to athletics 98538  <i>Game</i> – Team games (Unit 1) 72368
Science	A sensory introduction to the Earth and space with support 91423	Earth in space (Unit 3)  1. Signs 80579  2. Symbols 82175	Space, planets and the Earth 76661
ICT	Operating an on-screen button using a touch-sensitive screen 70018	Early ICT skills: Click and drag (Unit 2) 70810	ICT: making a presentation 70950
Creative	<i>Music/Drama</i> – Group music making with assistance (Unit 1) 70632  <i>Food technology</i> – Sensory baking 84607	<i>Music/Drama</i> – Group music making with assistance (Unit 1) 70632  <i>Food technology</i> – Introduction to baking 91954	<i>Music/Drama</i> – Music: Communication, Socialisation and Creativity (Unit 2) 70621  <i>Food technology</i> – Baking cakes and biscuits 71469

Key Stage 5			
Subject	P1-P4	P5-P7	P8-NC1
Life skills	<p><i>Communication – Communication (Unit 1) 87473</i></p> <p><i>Signs and symbols – Making a shopping list with support 74851 or Using a symbol communication book (Unit 2)93309</i></p> <p><i>Reading for purpose – Recognising signs and symbols (Unit 1) 72333</i></p> <p><i>Money management – Shopping skills with assistance 70176</i></p> <p><i>Time awareness – Engaging in communication (Unit 6) 71332</i></p> <p><i>ICT in the community – ICT and its impact on the way we live (Unit 1) 88093</i></p>	<p><i>Communication – Communication (Unit 3) 87475</i></p> <p><i>Signs and symbols – Using a shopping list with support 70335 or Using a symbol communication book (Unit2) 93309</i></p> <p><i>Reading for purpose – Using a pictorial recipe to prepare food (Unit 1) 73722</i></p> <p><i>Money management – Using money in a practical social setting with support 70508</i></p> <p><i>Time awareness – Telling the time (Unit 1) 75189</i></p> <p><i>ICT in the community – Using a vending machine with assistance 81277</i></p>	<p><i>Communication (Unit 5) 87477</i></p> <p><i>Signs and symbols – Making a weather chart 81121</i></p> <p><i>Reading for purpose – Using a pictorial recipe to prepare food (Unit 2) 73723</i></p> <p><i>Money management – Shopping in the community 71358</i></p> <p><i>Time awareness – Time (Unit 1): Introduction to telling the time 71043</i></p> <p><i>ICT in the community – Using a vending machine 8234</i></p>



Personal skills	Self-awareness with support 73684	Basic safety awareness in own environment 75343	Creating a digital portfolio of life at school 70951
WRL	Assisted work experience (Unit 1) 74060	Participating in the running of as small cafeteria 73002	Work experience: receptionist 70336 Running a mini enterprise making and selling cakes 72009
Transition planning	Sensory experiences to make a book 85263 (could be made as 'All about me' creating communication passport)	Making a personal passport 70509	Making a personal passport 70517
PE	<i>Swimming</i> – Water confidence with support 70516  <i>Athletics</i> - Introduction to athletics 98538  <i>Game</i> – Sensory physical education 77475	<i>Swimming</i> – Developing water confidence 72013  <i>Athletics</i> – Introduction to athletics 98538  <i>Game</i> – Participating in ball games with support 74622	<i>Swimming</i> – Basic swimming skills (Unit 1) 71936  <i>Athletics</i> - Introduction to athletics 98538  <i>Game</i> – Team games (Unit 1) 72368

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