

EYFS	Topics	Target Skills & Outcomes	Learning for Life Curriculum	Other Curriculum Links	
Autumn 1	<b>Personal care and development</b>  <b>Positive behaviours</b>	<p>With support or independently children will begin to manage their own basic hygiene and personal needs successfully, including dressing for going outdoors and going to the toilet independently. They will recognise when they need to wash their hands and why it is important.</p> <p><b>Working as a team/group -</b></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules (meal times/during lesson activities). They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<b>Independent Living</b>	<b>PE</b>  <b>Social interaction</b>	
Autumn 2	<b>Personal Safety</b>	<p>To understand the dangers of fireworks/bonfire night.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use</p>	<b>Independent living</b>	<b>Computing/online safety</b>	

	<b>Positive social interactions</b>	<p>technology for particular purposes. They begin to develop an understanding of online safety</p> <p>Children develop an understanding of the importance of giving to others.</p> <p>Importance of others and giving – Christmas hamper preparation.</p> <p>The class to produce a Christmas hamper to donate to the local community.</p>	<b>Community inclusion</b>	<p><b>Wider school community links</b></p> <p><b>British values</b></p>	
<b>Spring 1</b>	<b>Our environment</b>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<b>Eco Schools</b>	<b>Science</b>	
<b>Spring 2</b>	<b>Healthy ingredients</b>	<p>Begins to develop an understanding of healthy foods and understands need for variety in food. They can identify a range of healthy food options.</p>	<b>Food for life</b>	<p><b>Independent living</b></p> <p><b>Healthy schools</b></p>	

<b>Summer 1</b>	<b>Healthy Living</b>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy.	<b>Health</b>	<b>Healthy Schools PE</b>	
<b>Summer 2</b>	<b>The world of work.</b>	Children can recognise key people in the community eg. Police Officers/ambulance workers/Shop Assistants/Librarians etc. They will develop some understanding of the term 'job'	<b>Employment</b>	<b>Careers Independent living</b>	

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Y1/Y2	Topics	Target Skills & Outcomes	Learning for Life Curriculum	Other Curriculum Links	
Autumn 1	Personal care and development  Positive behaviours at meal times	To develop an understanding of the importance of having a daily routines eg. Washing, brushing teeth, toileting  Getting dressed appropriately– mornings/PE lessons etc.  Table etiquette – Turn taking, Using a knife and fork, using manners at the table.	Independent Living	PE  Social interaction	
Autumn 2.1          Autumn 2.2	Personal Safety       Positive social interactions	To understand the dangers of fireworks/bonfire night.  Personal safety in the winter months - changes in daylight hours/weather conditions/suitable clothing etc.    Importance of others and giving – Christmas hamper preparation.  The class to produce a Christmas hamper to donate to the local community.	Independent living       Community inclusion	Travel training       Wider school community links  British values	

Spring 1	Recycling	<p>To understand what recycling is</p> <p>To identify different materials that can be recycled</p> <p>To sort different materials – wood/paper/plastic etc.</p>	Eco Schools	Science	
Spring 2	Healthy ingredients	<p>Herbs – Pupils to identify main herbs and why we use them.</p> <p>To plant herbs in the school garden/classrooms</p> <p>To identify and produce suitable dish using chosen herbs.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>	
Summer 1	Healthy Living	<p>Why we need healthy foods.</p> <p>Making positive choices (chocolate/fruit etc)</p> <p>Identifying and choosing healthy snacks</p>	Health	<p>Healthy Schools</p> <p>Travel training links</p> <p>Independent living - shopping</p>	
Summer 2	The world of work.	<p>Explore different jobs</p> <p>What do you want to be when you grow up?</p> <p>Real world visits – fire station, farm etc.</p>	Employment	Careers	

\*\* W/C 24<sup>th</sup> February 2020 Shrove Tuesday celebrations – All classes will use the Learning For Life room to prepare and cook pancakes.



Spring 1	Marine	<p>Pupils will investigate marine life and how pollution can affect it.</p> <p>They will learn about how marine life can be conserved.</p> <p>Pupils will conduct a school investigation to find out what types of plastic we use in school – eg, plastic bags/straws/bottles.</p> <p>Pupils will create an information source to inform about marine life and what we can do to protect it.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>
Spring 2	Healthy diet	<p>Vegetables</p> <p>Pupils to understand there are different food groups.</p> <p>To understand why vegetables are an important part of our diet.</p> <p>To identify seasonal produce and create a healthy vegetable soup. Vegetables can either be selected from the school garden or from the shops. Pupils should be shown correct knife using skills.</p> <p>To identify which vegetables can be sown in the school garden and pupils to plant seeds ready for harvest later in the year.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>



Summer 1	Healthy Living	<p>To identify factors that help us to have a healthy body and healthy mind.</p> <p>To understand the term 'healthy weight' and how we can achieve this. Consider different meal options. Create a healthy meal.</p> <p>To understand the importance of looking after our teeth. How to clean our teeth correctly – Visit from dental service</p>	Health	<p>Healthy Schools</p> <p>Independent living</p> <p>Travel training</p>
Summer 2	The world of work	<p>All about me:</p> <p>Pupils to create a personal profile to show their likes/dislikes/hobbies and interests.</p> <p>To consider what ambition is and identify their own ambitions.</p> <p>When I grow up I would like to be ....</p>	Employment	Careers

Year 4	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	<p>Personal care and development</p> <p>Positive behaviours at meal times</p>	<p>Understanding money – paying for a snack in the school café.</p> <p>Pupils to consider different areas of the school and where things/people are located. Be able to move around the school independently for a given purpose.</p> <p>Basic safety in the home.</p> <p>Dining hall etiquette – noise levels/conversation topics/turn taking etc/use of cutlery etc.</p> <p>To develop a dining hall etiquette/behaviour statement to be displayed in school.</p>	<p>Independent living</p> <p>Social interaction</p>	<p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>
Autumn 2.1	Personal Safety	<p>Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.</p> <p>Mobile phone safety - Making a phone call/sending a text.</p> <p>Travel training - Using a road crossing safely.</p>	Independent living	<p>English</p> <p>Computing</p> <p>PHSE</p> <p>Travel training</p>
Autumn 2.2	Positive social interactions	<p>To understand that there are different groups within the community and some groups of people require further support.</p> <p>Community project - All pupils to work together to produce a class Christmas hamper to donate to the local community.</p>	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>

Spring 1	Water	<p>The importance of water as one of the earth's resources.</p> <p>To understand our potential impact on the earth's resources.</p> <p>To understand the issues surrounding the availability of clean water in other countries.</p> <p>Pupils to work together to create a school survey to identify how efficient we are at using water in school Eg. Do classes use reusable water bottles?/Do the taps self stop? Etc</p> <p>Pupils to present the results to the school and create a handy tips poster to go in each classroom on how to be efficient with our use of water.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>
Spring 2	Healthy diet	<p>Fruit</p> <p>To recap on the different food groups.</p> <p>Identify the different fruit types available and their benefits.</p> <p>To identify seasonal produce and create a healthy fruit salad/smoothie. Fruit can either be selected from the school garden or from the shops. Correct knife skills should be reinforced.</p> <p>To identify which fruit can be sown in the school garden and pupils to plant seeds ready for harvest later in the year.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>

Summer 1	Healthy Living	<p>Managing our health-</p> <p>How to articulate pain/health problems</p> <p>Immunisation – To understand what it is and its importance.</p> <p>Where to get help – visit to the doctors surgery.</p>	Health	<p>Healthy Schools</p> <p>Independent living</p> <p>Travel training</p>
Summer 2	The world of work	<p>To consider own interests, strengths and qualities.</p> <p>To investigate different types of careers and what they involve eg. Nurse/fireman etc.</p> <p>To create an information source for a chosen career to display and share with others.</p>	Employment	Careers

Year 5	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	<p>Personal care and development</p> <p>Positive behaviours at meal times</p>	<p>Transport and road signs. Plan a route to a local shop. Identify the signs and potential hazards.</p> <p>Understanding money – understand items have different values. Visit a local shop and pay for an item. Appropriate interactions with unfamiliar people eg. Cashier.</p> <p>Being a positive role model - To understand how to be a positive role model at the dinner table. To be able to support others with accessing meal times eg. serving/demonstrate to others how to use cutlery/clear away etc.</p>	<p>Independent living</p> <p>Social interaction</p>	<p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>
Autumn 2.1	Personal Safety	<p>Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.</p> <p>Recognising risky situations. – Identify situations where there is potential danger in and outside of the home. What can be done to avoid any dangers. To know some facts about keeping safe in different situations.</p>	Independent living	<p>English</p> <p>Computing</p> <p>PHSE</p> <p>Travel training</p>
Autumn 2.2	Positive social interactions	Research and investigate the local area – shops and services available. Identify possible leisure/community based activities to get involved in.	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>

		Community project - All pupils to work together to produce a class Christmas hamper to donate to the local community.		
Spring 1	Energy	<p>To understand the different energy sources that are available and their impacts on the planet.</p> <p>To understand the importance of energy efficiency.</p> <p>Conduct a school survey on how energy efficient the school is eg. does the school have a green energy tariff?/When does the school heating come on etc.</p> <p>To identify ways of school becoming more energy efficient and create an information source to be displayed in classrooms to help save energy.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>
Spring 2	Healthy diet	<p>Healthy Snacks –</p> <p>Pupils to consider types of snacks and which are healthy options and how often they should have snacks.</p> <p>To identify and create a list of required ingredients. Items can either be obtained from the school garden or the local shops.</p> <p>Pupils to create their choice of healthy snacks.</p> <p>Pupils to identify and plant seeds for any ingredients for healthy snacks which can be sown in the school garden and harvested later in the year.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>

Summer 1	Healthy Living	<p>To consider types of exercise and how it can impact positively on our body and mind.</p> <p>To engage in different types of exercise eg. yoga/dance etc</p>	Health	<p>Healthy Schools</p> <p>Independent living</p> <p>Travel training</p>
Summer 2	The world of work	<p>To research and discuss different education options in the local area eg. What is a college/university/sixth form. Identify local offerings.</p> <p>Research types of courses available and what possible career choices they may bring.</p>	Employment	Careers

Year 6	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	Personal care and development	<p>Travel training – Moving around the local area safely – use of pavements/how to avoid hazards safely etc. Investigate potential modes of transport to visit local services/attractions. Consider what may be needed when embarking on a journey using public transport – personal items/information that may need to be communicated etc.</p> <p>Understanding money – locate items in a shop from a simple shopping list. Be able to pay for items with support and collect change.</p>	<p>Independent living</p> <p>Social interaction</p>	<p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>
Autumn 2.1	Personal Safety	<p>Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.</p> <p>First aid in the home – Pupils will learn about basic first aid in the home – using plasters/bandages/learning about what to do in different emergency situations including the recovery position, resuscitation, choking.</p>	Independent living	<p>English</p> <p>Computing</p> <p>PHSE</p> <p>Travel training</p>
Autumn 2.2	Positive social interactions	Community project - All pupils to work together to produce a class Christmas hamper to donate to the local community.	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>



Spring 1	Transport	<p>Pupils to investigate the impacts of air pollution globally and measures that can be taken to reduce this.</p> <p>To consider different types of transport and their potential impacts.</p> <p>Investigate methods which school could implement to reduce its impact on air pollution e.g. Staff cycle to work scheme etc.</p> <p>Investigate the local roads to school – are there suitable crossings available to encourage people to walk etc.</p> <p>To create an information source to inform others on how they can help to reduce air pollution and display this in classrooms.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>
Spring 2	Healthy diet	<p>Try something new! -</p> <p>Pupils to explore different foods that they have never tried before.</p> <p>Pupils to create simple dishes containing new ingredients - To identify and create a list of required ingredients. Items can either be obtained from the school garden or the local shops.</p> <p>Pupils to identify and plant seeds for any ingredients for dishes created which can be sown in the school garden and harvested later in the year.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>

Summer 1	Healthy Living	<p>To understand importance of a healthy mind as well as physical health.</p> <p>To consider and explore different methods of keeping a healthy mind – talking to others/meditation etc.</p>	Health	<p>Healthy Schools</p> <p>Independent living</p> <p>Travel training</p>
Summer 2	The world of work	<p>To explore different places of work in the local area and the skills and qualities that may be required for the different roles.</p> <p>To revise their personal profile and consider their ambitions for the future based on their research of different job roles.</p>	Employment	<p>Careers</p> <p>Travel training</p>

Year 7	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	Personal care and development	<p>Health checks – Dental/eye/hearing etc. Why they are important and where to go for help.</p> <p>Managing money - Concessionary travel – What is it and how to apply.</p> <p>Consider different places to shop and why it is important to shop around. Big brands V's shops own brand.</p>	<p>Independent living</p> <p>Social interaction</p>	<p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>
Autumn 2.1	Personal Safety	<p>Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.</p> <p>To investigate the police/fire and ambulance service. What they can help us with. How to contact the relevant services.</p>	Independent living	<p>English</p> <p>Computing</p> <p>PHSE</p> <p>Travel training</p>
Autumn 2.2	Positive social interactions	<p>Community project – who may need help in the local community? How can we help people?</p> <p>All pupils to work together to produce a class Christmas hamper to donate to the local community.</p>	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>

Spring 1	Healthy diet	<p>Special dietary requirements.</p> <p>Pupils to explore the different dietary requirements people may have eg. Gluten intolerance/allergies/vegetarian etc.</p> <p>To create simple meals for the different dietary requirements.</p> <p>To identify and create a list of required ingredients. Items can either be obtained from the school garden or the local shops.</p> <p>Pupils to identify and plant seeds for any ingredients from meals created which can be sown in the school garden and harvested later in the year.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>
Spring 2	School grounds	<p>To consider the local environment and different types of pollution.</p> <p>Pupils to investigate and consider the school grounds and how they can positively or negatively impact on the environment. Eg. Does the school have a wildlife garden/orchard/flower or vegetable beds etc.</p> <p>To identify ways of improving the school grounds to help the environment and present findings.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>

Summer 1	Healthy Living	<p>Immunisations – what they are and why they are important for you and your family Eg. Tetanus, childhood/adult immunisations. HPV</p> <p>Drugs – Legal and illegal drugs. Possible effects of taking drugs on self and others.</p>	Health	<p>Healthy Schools</p> <p>Independent living</p>
Summer 2	The world of work	<p>The changing world of work. Pupils will investigate how jobs have changed over the years and identify possible jobs for the future. What jobs would they like to see or be able to do.</p> <p>Consider what skills and qualities may be needed for future jobs and what courses they would need to complete at school/college.</p>	Employment	<p>Careers</p> <p>Travel training</p>

Year 8	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	Personal care and development	<p>Budgets – What is a budget?</p> <p>To investigate living expenses and consider what decisions should be made about what to spend money on.</p>	<p>Independent living</p> <p>Social interaction</p>	<p>Numeracy</p> <p>Literacy</p> <p>Travel training</p> <p>Vocational learning</p>
	Positive behaviours at meal times	<p>Eating options – Eating in V's Eating out.</p> <p>How this can affect your budget. What are the factors that should be considered when deciding whether to eat in or out. Cost/travel/clothing etc.</p>		
Autumn 2.1	Personal Safety	<p>Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.</p> <p>Personal safety using electrical items in the home. Eg. Hairdryer/washing machine/iron etc.</p> <p>Where to get help if needed.</p>	Independent living	<p>English</p> <p>Computing</p> <p>PHSE</p> <p>Travel training</p>
Autumn 2.2	Positive social interactions	<p>Be able to take part in an activity which helps others in the community</p> <p>All pupils to work together to produce a class Christmas hamper to donate to the local community.</p>	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>

Spring 1	Healthy diet	<p>A taste of India/Italy/Spain etc....</p> <p>Pupils to investigate and experience foods from different cultures.</p> <p>Pupils to create simple dishes - To identify and create a list of required ingredients. Items can either be obtained from the school garden or the local shops.</p> <p>Pupils to identify and plant seeds for any ingredients for dishes created which can be sown in the school garden and harvested later in the year.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>
Spring 2	Waste	<p>Pupils to investigate the impacts of waste globally.</p> <p>To conduct a school survey on waste and present findings. – eg. Use of school resources such as pens, pencils etc. Are they closely monitored? Are all possible items bought made from recycled materials?</p> <p>Identify and implement ways in which school can further reduce waste around school. Eg. Reduce paper</p> <p>Pupils to create an anti-waste policy to display around school.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>

Summer 1	Healthy Living	<p>Health needs – to understand what the GP can help you with.</p> <p>To visit a local GP surgery</p> <p>Importance of an annual health check.</p> <p>Where to get help with other more complex health needs. – explore local health services.</p>	Health	<p>Healthy Schools</p> <p>Independent living</p>
Summer 2	The world of work	<p>Investigate different types of qualifications eg. BTEC/GCSE/NVQ's/Degree etc.</p> <p>Explore different local colleges and universities and what opportunities they offer.</p> <p>Visit local provisions and consider possible pathways for the future.</p>	Employment	<p>Careers</p> <p>English</p>



Year 9	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	<p>Personal care and development</p> <p>Positive behaviours at meal times</p>	<p>Health and hygiene- to understand and identify activities related to health and hygiene.</p> <p><b>ASDAN Life skills challenge – Participate in activities that relate to health and hygiene.</b></p> <p>To research different places to eat in the local area. Consider the different types of environments eg. Take away/fast food/café/restaurant. Understand the different types of etiquette/choices/pricing etc for each environment. How to make suitable choices for where to eat.</p>	<p>Independent living</p> <p>Social interaction</p>	<p>Numeracy</p> <p>Literacy</p> <p>Travel training</p> <p>Vocational learning</p>
Autumn 2.1	Personal Safety	<p>Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.</p> <p>Travel training – to develop an understanding of different ways of travelling in the local area.</p> <p><b>ASDAN Life Skills challenge – Travelling in the local community Challenge 2919</b></p>	Independent living	<p>English</p> <p>Computing</p> <p>PHSE</p> <p>Travel training</p>
Autumn 2.2	Positive social interactions	<b>Experiencing community organisations - ASDAN Life skills Challenge 1217</b>	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>

		<p>The learner will understand that there are organisations that exist to help the public and that each organisation helps in different ways; they will be able to contact a community organisation</p> <p>Be able to take part in an activity which helps others in the community</p> <p>All pupils to work together to produce a class Christmas hamper to donate to the local community.</p>		
Spring 1	Healthy diet	<p>Creating healthy meals – During this half term pupils will understand what makes a healthy meal and experience shopping for and preparing healthy meals.</p> <p><b>ASDAN Life Skills challenge – Preparing a simple meal.</b></p> <p>Understand healthy food groups and be able to select ingredients for a healthy meal. Produce to be selected from the school garden or local shop.</p> <p>Knife skills should be reinforced.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>
Spring 2	Litter	<p>To understand how litter can negatively affect the planet if not disposed of correctly.</p> <p>To conduct a school survey on litter and present findings.</p> <p>Identify and implement ways in which school can further reduce litter around school.</p> <p>Pupils to create an anti-litter policy to displayed in school.</p> <p>Community link to help reduce litter – Community litter pick.</p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>

		<b>ASDAN Life skills Challenge – communicating with people in the local community.</b>		
Summer 1	Healthy Living	<p>Keeping a healthy mind and body -</p> <p>Pupils to understand how overuse of technology can affect our health.</p> <p>Importance of sleep.</p> <p><b>ASDAN Life Skills Challenge – Mental health and well being</b></p>	Health	<p>Healthy Schools</p> <p>Independent living</p>
Summer 2	The world of work	<p>Investigate different jobs and careers and identify possible future choices for a career. To create an information source to inform what requirements are needed for the chosen career.</p> <p><b>ASDAN Life skills challenge – Finding out about different jobs and careers.</b></p>	Employment	<p>Careers</p> <p>English</p>



		<p>Find out about community organisations and how they help people.</p> <p>Be able to take part in an activity which helps others in the community</p> <p>All pupils to work together to produce a class Christmas hamper to donate to the local community.</p>		British Values
Spring 1	Healthy diet	<p>Budget, plan and create a well balanced three course meal incorporating the main food groups.</p> <p><b>ASDAN Life Skills Challenge – calculating the cost of a three course meal.</b></p> <p>Pupils should look at seasonal produce and how to make healthy choices. Identify which produce can be obtained from the school garden and which needs to be purchased.</p> <p>Knife skills should be reinforced.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>
Spring 2	Global Citizenship	<p>To understand what global citizenship is.</p> <p>To conduct a school analysis on global citizenship within school currently and identify and implement ways to establish greater global citizenship. Eg. Twinning with another school, fundraising for an international charity, investigating Fair Trade products.</p> <p><b>ASDAN Life Skills Challenge – Recording and presenting information.</b></p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>

Summer 1	Healthy Living	<p>To develop an awareness of health services and how they can help us.</p> <p><b>ASDAN Life skills Challenge – Awareness of health services and professionals.</b></p> <p>Visit to a local health centre.</p>	Health	<p>Healthy Schools</p> <p>Independent living</p> <p>Travel training</p>
Summer 2	The world of work	<p>What next? – Investigate post 16 options. Local colleges/sixth form provision/apprenticeships etc.</p> <p>Create a personal profile for each option showing positives and negatives. Create a personal pathway display for different opportunities.</p>	Employment	<p>Careers</p> <p>English</p>

Year 11	Topics	Content	Learning for life curriculum area	Other curriculum links
Autumn 1	Personal care and development  Positive behaviours at meal times	Making decisions about what to spend money on – Shopping for essential items for personal wellbeing.  Responsibilities in the home – <b>ASDAN Laundry life skills challenges</b>  laundry/ironing/hovering/kitchen hygiene etc.  <b>Visiting a restaurant ASDAN life skills Challenge</b>  <b>Making a hot and cold drink for customers – ASDAN life skills challenge</b>  Eating out – café/restaurants  Making a drink for self/others.	Independent living  Social interaction	Numeracy  Literacy  Travel training  Vocational learning
Autumn 2.1	Personal Safety	Reinforce the dangers of fireworks/bonfire night and personal safety in the winter months.  <b>Personal safety in the community ASDAN life skills challenge – How to keep myself and my belongings safe in the community Challenge reference: 2928</b>      <b>Helping others in the community ASDAN life skills challenge -</b>	Independent living	English  Computing  PHSE  Travel training

Autumn 2.2	Positive social interactions	<p>Understand that some people in the community require help and be able to identify who might need help most</p> <p>Be able to take part in an activity which helps others in the community</p> <p>All pupils to work together to produce a class Christmas hamper to donate to the local community.</p>	<p>Social interaction</p> <p>Community inclusion</p>	<p>Wider school community links</p> <p>British Values</p>
Spring 1	Healthy diet	<p>Understand importance budgeting and Creating a balanced weekly meal plan.</p> <p><b>ASDAN Lifeskills challenge – planning, preparing and cooking on a budget.</b></p> <p>Compare cost of shopping at various shopping outlets.</p>	Food for life	<p>Travel training</p> <p>Independent living</p> <p>Healthy schools</p>
Spring 2	Biodiversity	<p>To understand what biodiversity is and how it can affect the planet.</p> <p>To conduct a school survey on biodiversity and identify ways to improve it.</p> <p>Develop wildlife garden area in school.</p> <p>Visit to RSBP centre at Manvers</p> <p><b>ASDAN life skills challenge –Group Nature project</b></p>	ECO schools	<p>Science</p> <p>Numeracy</p> <p>Literacy</p> <p>Travel training</p>



Summer 1	Healthy Living	<p>Keeping a healthy body and mind – to reinforce importance of healthy body and mind.</p> <p><b>ASDAN Life Skills Challenge –Leisure in the community</b></p> <p>To investigate and visit a local community leisure facility.</p> <p><b>ASDAN Life Skills Challenge – Develop a mindfulness scrap book</b></p> <p>To investigate ways of managing stress and anxiety.</p>	Health	<p>Healthy Schools</p> <p>Independent living</p> <p>Travel training</p>
Summer 2	The world of work	<p>Transition to new settings.</p> <p>Investigating after school/Saturday jobs/part-time employment</p> <p>Planning for employment post college/sixth form provision. – investigate what qualifications/work experience most beneficial</p> <p>Understanding the requirements for HE – Visit to local HE institute.</p> <p>Continuation of building personal profile</p> <p><b>ASDAN Life Skills challenge – One page personal profile</b></p>	Employment	<p>Careers</p> <p>English</p>