







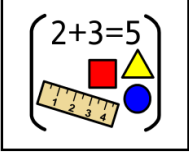
Year 1 of 3	Post 16	Autumn Term		Spring Term	Summer Term
Independent Living	<p data-bbox="421 236 622 300"><b>Independent Life Skills</b></p> 	<p data-bbox="734 236 817 268"><b>Topic:</b></p> <p data-bbox="660 276 891 308">Independent Living</p> <p data-bbox="734 347 817 379"><b>Intent:</b></p> <ul data-bbox="649 387 891 699" style="list-style-type: none"> <li>• Review progress towards independent living.</li> <li>• Recognise what independent living means to them.</li> </ul>	<p data-bbox="985 236 1068 268"><b>Topic:</b></p> <p data-bbox="929 276 1120 339">Recycling and managing waste</p> <p data-bbox="985 379 1068 411"><b>Intent:</b></p> <ul data-bbox="918 419 1108 914" style="list-style-type: none"> <li>• Know that there are different types of packaging.</li> <li>• Know that some materials can be recycled.</li> <li>• Understand that waste can be controlled.</li> </ul>	<p data-bbox="1310 236 1393 268"><b>Topic:</b></p> <p data-bbox="1187 276 1512 308">Personal Care and Hygiene</p> <p data-bbox="1310 379 1393 411"><b>Intent:</b></p> <ul data-bbox="1142 419 1534 707" style="list-style-type: none"> <li>• Understand the need for personal hygiene.</li> <li>• Know the uses of toiletry products.</li> <li>• Recognise the need for regular changes of clothes.</li> <li>• Know the importance of oral health.</li> </ul>	<p data-bbox="1825 236 1908 268"><b>Topic:</b></p> <p data-bbox="1691 276 2042 308">Accessing Financial Services</p> <p data-bbox="1825 379 1908 411"><b>Intent:</b></p> <ul data-bbox="1579 419 2027 523" style="list-style-type: none"> <li>• Know what the services is for.</li> <li>• Be able to use the service.</li> <li>• Know when the service is needed.</li> </ul>
	<p data-bbox="436 927 607 991"><b>Independent Cooking Skills</b></p> 	<p data-bbox="851 927 934 959"><b>Topic:</b></p> <p data-bbox="739 967 1034 999">Food Safety and Storage</p> <p data-bbox="862 1038 958 1070"><b>Intent:</b></p> <ul data-bbox="649 1078 1025 1174" style="list-style-type: none"> <li>• Know basic hygiene rules.</li> <li>• Know when food should be discarded.</li> </ul>		<p data-bbox="1310 927 1393 959"><b>Topic:</b></p> <p data-bbox="1198 967 1505 999">Basic Cooking Techniques</p> <p data-bbox="1310 1038 1393 1070"><b>Intent:</b></p> <ul data-bbox="1142 1078 1556 1350" style="list-style-type: none"> <li>• Understand different methods of cooking.</li> <li>• Recognise different equipment needed for cooking.</li> <li>• Understand Health and Safety issues relating to different methods.</li> </ul>	<p data-bbox="1825 927 1908 959"><b>Topic:</b></p> <p data-bbox="1736 967 1998 999">Making a simple meal</p> <p data-bbox="1825 1038 1908 1070"><b>Intent:</b></p> <ul data-bbox="1579 1078 2105 1326" style="list-style-type: none"> <li>• Know basic hygiene rules of the kitchen.</li> <li>• Be able to select ingredients to make a meal.</li> <li>• Be able to prepare ingredients.</li> <li>• Know how to use utensils safely.</li> <li>• Know how to use a cooker safely.</li> <li>• Be able to serve a meal.</li> </ul>

			<ul style="list-style-type: none"> <li>• Know how to make a dish using different cooking methods.</li> </ul>	
	<p><b>Independence in the Community</b></p> 	<p><b>Topic:</b> Household Shopping</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• Know about local shops.</li> <li>• Know how to plan a shopping trip</li> <li>• Understand the process of making a purchase.</li> </ul>	<p><b>Topic:</b> Public Transport-Buses and Trains</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• Know how to prepare to travel by local bus service.</li> <li>• Know how to prepare to travel on longer journeys by train or national bus service.</li> <li>• Make a journey on public transport.</li> <li>• Know how to travel safely on the bus or train.</li> </ul>	<p><b>Topic:</b> Community Project</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To discuss, agree and complete a local area project that we can do to support &amp; raise awareness of a local community cause</li> </ul>

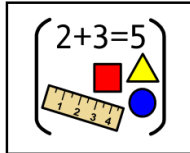
<b>Education and Employment</b>	<b>Communication and Language</b> 	<b>Topic: Spelling</b>  <b>Intent:</b>  <b>Pre (Reading)</b> Recognise individual letters of the alphabet.	<b>Topic Speaking &amp; Listening</b>  <b>Intent</b>  <b>Pre</b> Engage in communication.	<b>Topic: Writing</b>  <b>Intent</b>  <b>Pre</b> Develop the ability to accurately write letters and numbers and use them to form clear, correctly structured words.	<b>Topic: Reading</b>  <b>Intent:</b>  <b>Pre</b> Develop the ability to recognise and read simple sight words, common signs, and basic words related to familiar topics.
		<b>EL1</b> Develop basic alphabetical ordering and spelling skills using simple vowel and consonant words, including key Entry Level 1 vocabulary.	<b>EL1</b> Develop listening and speaking skills to understand key information, ask and answer questions, and communicate clearly in simple discussions.	<b>EL1</b> Develop writing skills to form letters correctly and use words and simple sentences to record and present information for different audiences.	<b>EL1</b> Develop the ability to read and understand familiar words, signs, and symbols, and to comprehend and identify the main points in short texts on familiar topics.

	<p style="text-align: center;"><b>Communication and Language</b></p> 	<p><b>EL2</b> Develop spelling and alphabetical skills by ordering words correctly and accurately spelling plurals, tenses, affixes, simple spelling patterns, and key Entry Level 2 vocabulary including personal details.</p>	<p><b>EL2</b> Develop effective listening and speaking skills to understand key points and details, ask questions, and contribute clearly and appropriately to discussions.</p>	<p><b>EL2</b> Develop writing skills to record information and communicate clearly using simple and compound sentences with appropriate detail.</p>	<p><b>EL2</b> Develop reading skills to understand words and sentences and recognise that texts have different types and purposes.</p>
		<p><b>EL3</b> Develop accurate spelling skills by recognising and applying basic spelling patterns and proofreading short texts to correct errors.</p>	<p><b>EL3</b> Strengthen listening and speaking skills to understand gist, details and main points, and to respond clearly and contribute appropriately to discussions.</p>	<p><b>EL3</b> Develop writing skills to plan and present ideas clearly using correct punctuation, complete sentences, and short paragraphs, while proofreading for accuracy.</p>	<p><b>EL3</b> Understand different types of writing, find the main ideas, and use the layout to pick out the information you need.</p>

	<p><b>Communication and Language</b></p> 	<p><b>L1</b> Develop understanding of language patterns to accurately spell words and identify and correct errors in text.</p>	<p><b>L1</b> Develop communication skills to engage in discussions, obtain and clarify information, and contribute relevantly to conversations.</p>	<p><b>L1</b> Develop the ability to plan, structure, and write effectively constructed sentences using appropriate language, punctuation, and formatting to suit the intended purpose and audience.</p>	<p><b>L1</b> Develop the ability to read and analyse a variety of texts, understanding how language and structure shape meaning and purpose, and respond effectively to key ideas using appropriate comprehension strategies.</p>
--	--	--	---	---	---

	<p style="text-align: center;"><b>Number and Problem Solving</b></p> 	<p style="text-align: center;"><b>Topic: Whole Numbers</b></p> <p style="text-align: center;"><b>Intent</b></p> <p><b>Pre</b> Develop the ability to count, order, compare, and estimate numbers up to 10, demonstrating an understanding of number value and quantity.</p>	<p style="text-align: center;"><b>Topic: Addition/ Subtraction</b></p> <p style="text-align: center;"><b>Intent</b></p> <p><b>Pre</b> Develop the ability to add and subtract numbers within 10, including recognising number pairs that total 10 and solving simple single-digit calculations.</p>	<p style="text-align: center;"><b>Topic Shape</b></p> <p style="text-align: center;"><b>Intent</b></p> <p><b>Pre</b> Develop the ability to identify, compare, and describe objects based on shape, size, function, position, weight, length, capacity, and other key properties, including recognising similarities, differences, and the odd one out.</p>	<p style="text-align: center;"><b>Topic: Multiplication / Division</b></p> <p style="text-align: center;"><b>Intent</b></p> <p><b>Pre</b> Develop the ability to recognise, form, and count numbers up to 10, compare quantities, identify specific groups of objects, and describe the position of objects and people.</p>	<p style="text-align: center;"><b>Topic: Money and Time</b></p> <p style="text-align: center;"><b>Intent</b></p> <p><b>Pre</b> Develop the ability to recognise and use common coins and notes to make totals, and to identify daily activities according to different times of the day.</p>
--	--	---	---	---	---	--

**Number and  
Problem Solving**



**EL1**  
Develop the ability to count forwards and backwards up to 20, recognise, write, and order numbers from 0 to 20.

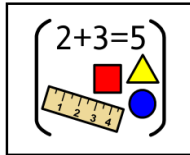
**EL1**  
Develop the ability to understand addition symbols and vocabulary, perform single- and double-digit addition up to 20, recognise correct answers, identify equivalent additions, and apply addition in practical situations.

**EL1**  
Develop the ability to recognise, name, and describe common 2D and 3D shapes, and understand everyday positional vocabulary.

**EL1**  
Develop the ability to understand subtraction symbols and vocabulary, perform single- and double-digit subtraction up to 20, recognise correct answers, identify equivalent subtractions, and apply subtraction in practical situations.

**EL1**  
Develop the ability to recognise and use coins and notes for numbers 1–20, tell time to the hour, and understand the order of days, parts of the day, and seasons of the year.

**Number and Problem Solving**



**EL2**

Develop the ability to count, read, write, order, and compare numbers up to 200, including counting in twos and tens, recognising odd and even numbers, understanding place value (tens and units), and rounding to the nearest 10.

**EL2**

Develop the ability to add two-digit numbers using written methods, mental strategies, and a calculator, understanding addition symbols, vocabulary, and correct entry of numbers and operations.

**EL2**

Develop the ability to recognise and describe common 2D and 3D shapes, including their properties, and use positional vocabulary accurately to describe and give directions.

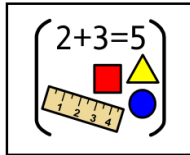
**EL2**

Develop the ability to understand and perform multiplication as repeated addition, apply commutative properties, halve and double numbers, multiply single- and double-digit numbers, and use symbols, vocabulary, and a calculator accurately.

**EL2**

Develop the ability to use money to calculate costs and change up to £1, and to read, write, and interpret dates and times in various formats, including analogue and digital clocks, while understanding the structure of the calendar and the day.

**Number and Problem Solving**



**EL3** Develop the ability to read, write, order, and apply whole numbers up to 1000, understand place value (hundreds, tens, units), count in sequences, round numbers to the nearest 10 or 100, and use numbers in everyday contexts

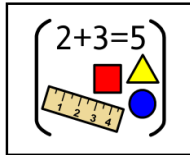
**EL3** Develop the ability to apply addition and subtraction, individually or combined, to solve practical problems and present the results in context.

**EL3** Develop the ability to describe, classify, and investigate 2D and 3D shapes using shape-related vocabulary, lines of symmetry, angles, and stacking properties, and to describe position and movement using compass directions and positional language.

**EL3** Develop the ability to multiply numbers using recall of facts, strategies, and calculators, apply multiplication to practical situations, present results in context, and check answers using alternative methods.

**EL3** Develop the ability to perform addition and subtraction with money in decimal notation, compare and record prices, tell and record time to five-minute intervals on analogue and digital clocks, and read and use dates in everyday situations.

**Number and Problem Solving**





**L1** Develop the ability to read, write, order, and round whole numbers up to seven digits, understand place value, use greater than and less than symbols, and recognise negative temperatures.

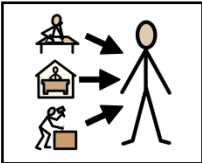

**L1** Develop the ability to add and subtract whole numbers up to seven digits using written methods and calculators, choose appropriate operations for practical contexts, check answers using alternative methods, and estimate results by rounding to assess reasonableness.

**L1** Develop the ability to describe, measure, and record angles, identify properties and lines of symmetry in 2D shapes, and interpret 3D shapes through plans, elevations, and nets using appropriate shape-related vocabulary.

**L1** Develop the ability to multiply and divide whole numbers, including interpreting remainders, recall multiplication facts, use multiples and square numbers, apply simple formulae, select appropriate operations in context, check answers, and estimate results by rounding.


**L1** Develop the ability to read, record, and convert time using 12-hour and 24-hour formats, calculate and compare durations, work with different units of time, and apply percentages—including finding, increasing, decreasing, and solving money-related problems—using appropriate methods and calculators.

	<p><b>PfA and Careers. Ashfield Gardens</b></p> 	<p><b>Topic:</b></p> <p><b>Autumn in the gardens</b></p> <p><b>Intent:</b></p> <p>Sept – Oct: sow seed. Prick out, plant out in indoor bed – lettuce, radish, peas, broad beans.</p> <p><b>Animal Care:</b></p> <p>Goats handle animal, clean out pen, identify body parts, learn about what they eat and drink and where they live.</p>	<p><b>Topic:</b></p> <p><b>Winter in the gardens</b></p> <p><b>Intent:</b></p> <p>Nov-Dec Harvest any available produce. Plant spring bulbs in pots.</p> <p><b>Animal Care:</b></p> <p>Donkeys handle animal, clean out pen, identify body parts, learn about what they eat and drink and where they live.</p>	<p><b>Topic:</b></p> <p><b>Spring In the gardens</b></p> <p><b>Intent:</b></p> <p>Jan – Feb: Weed inside/outdoor bed and prepare as needed.</p> <p><b>Animal Care:</b></p> <p>Pigmy Goats handle animal, clean out pen, identify body parts, learn about what they eat and drink and where they live.</p>	<p><b>Topic:</b></p> <p><b>Spring In the gardens</b></p> <p><b>Intent:</b></p> <p>Mar-Apr sow seeds, thin out, pot on, plant out into bed. (pumpkin, courgette, squash)</p> <p><b>Animal Care:</b></p> <p>Geese handle animal, clean out pen, identify body parts, learn about what they eat and drink and where they live.</p>	<p><b>Topic:</b></p> <p><b>Summer in the gardens</b></p> <p><b>Intent:</b></p> <p>May-Jun plant maintenance,</p> <p><b>Animal Care:</b></p> <p>MAY – JUN: Guinea pig – handle animal, clean out pen, identify body parts, learn about what they eat and drink and where they live.</p>	<p><b>Topic:</b></p> <p><b>Summer in the gardens</b></p> <p><b>Intent:</b></p> <p>July harvesting/tasting/ouching, woodland exploration.</p> <p><b>Animal Care:</b></p> <p>Pigs – handle animal, clean out pen, identify body parts, learn about what they eat and drink and where they live.</p>
	<p><b>PfA and Careers. Riverside House</b></p> 	<p><b>Topic:</b></p> <p>Hibernation</p> <p><b>Intent:</b></p> <p>Creating wildlife hibernation habitats for the</p>	<p><b>Topic:</b></p> <p>Hibernation</p> <p><b>Intent:</b></p> <p>Textile techniques (solar dying, printing, felting,</p>	<p><b>Topic:</b></p> <p>Birds</p> <p><b>Intent:</b></p> <p>Listening for birds. Spotting Birds at Riverside and creating spaces</p>	<p><b>Topic:</b></p> <p>Birds</p> <p><b>Intent:</b></p> <p>Textile techniques (solar dying, printing,</p>	<p><b>Topic:</b></p> <p>Sunshine</p> <p><b>Intent:</b></p> <p>What needs sunshine? Flowers to grow? Insects to fly? How can we use the sun to be</p>	<p><b>Topic:</b></p> <p>Sunshine</p> <p><b>Intent:</b></p> <p>Textile techniques (solar dying, printing, felting, sewing and weaving) to create</p>

		creatures that call Riverside home. Collecting and harvesting materials for autumnal crafts for school enterprise selling events. Preparing the site for winter.	sewing and weaving) to create panels which will combine as a quilt / quilted item. (this may expand over the whole year - in seasonal sections)	for birds to nest in the spring. Activities centred around Birds typically found at Riverside House	felted, sewing and weaving) to create panels which will combine as a quilt / quilted item. (this may expand over the whole year - in seasonal sections)	creative. Solar printing. Flower printing. Sun dial.	panels which will combine as a quilt / quilted item. (this may expand over the whole year - in seasonal sections)
	<b>PfA and Careers.</b> <b>Emily Jordan</b> 	<b>Topic</b> Basic Bike Maintenance  To be able to identify the tools used in bike maintenance	<b>Topic</b> Basic Bike Maintenance  Stripping down a bike to the bare frame Cleaning all components	<b>Topic</b> Basic Bike Maintenance  Rebuilding a bike from the frame up	<b>Topic</b> Basic Bike Maintenance  Preventative maintenance, Fixing a puncture. Changing inner tubes and tyres	<b>Topic</b> Basic Bike Maintenance  Preventative maintenance, Replacing brakes and adjusting them	<b>Topic</b> Basic Bike Maintenance  Preventative maintenance Indexing and adjusting gears and derailer
<b>Community and Relationships</b>	<b>PSHE</b> 	<b>Topic:</b> Personal Awareness  <b>Intent:</b>	<b>Topic:</b> Understanding Wellbeing  <b>Intent:</b>	<b>Topic:</b> Drug & Alcohol Awareness  <b>Intent:</b>	<b>Topic:</b> Understanding Relationships  <b>Intent:</b>	<b>Topic:</b> Online Safety & Awareness/ Relationships & Sex Education  <b>Intent:</b> <b>Group 1</b>	

		<ul style="list-style-type: none"> <li>• Be able to recognise personal appearance</li> <li>• Be able to recognise personal qualities</li> <li>• Understand impact of own behaviour on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the meaning of the word well-being.</li> <li>• Know who is responsible for well-being.</li> </ul> <p>Know the five ways to well-being.</p>	<p>Know the difference between soft drinks and alcoholic drinks.</p> <p>Know the difference between a legal and illegal drug.</p> <p>Recognise effects of drug and alcohol use.</p>	<ul style="list-style-type: none"> <li>• Know that relationships can be different.</li> <li>• Know how to behave appropriately in a relationship.</li> <li>• Know the difference between informal and formal relationships.</li> </ul>	<p><b>Online Safety &amp; Awareness</b></p> <ul style="list-style-type: none"> <li>• To identify how to keep safe and communicate safely online.</li> <li>• To recognise how to assess and manage risks of sending, sharing or passing on sexual images.</li> <li>• Sexting</li> </ul> <p><b>Group 2 Intent:</b></p> <p>To identify how to keep safe and communicate safely online.</p> <p>To recognise simple "safe vs unsafe" examples (friendly cartoon video = safe; pop-up asking for money = unsafe).</p> <p>To recognise that some information is private, such as, name, address, school and passwords.</p>
--	--	--	--	---	--	---

						<p>To identify who to ask for help.</p> <p><b>Relationships &amp; Sex Education</b></p> <p><b>Group 1</b> <b>Intent:</b> To recognise and encounter positive aspects of a healthy relationship. Contraceptive choices. STI's and how to get help and treatment.</p> <p><b>Group 2</b> <b>Intent:</b> Keeping my body safe. Recognise privacy; staying safe; seeking permission Good/bad touch, Public/Private (PANTS).</p>
--	--	--	--	--	--	--

<p><b>Health and Wellbeing</b></p>	<p><b>PE</b></p> 	<p><b>Topic:</b> Exercise to music</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To move in different ways to music</li> <li>• To develop Gross Motor skills bilateral movements, crossing the midline, utilising full range of movement</li> </ul>	<p><b>Topic:</b> Exercise to music</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To develop balance and stability</li> </ul>	<p><b>Topic:</b> Strength &amp; Conditioning</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To develop core strength and stability through a range of different isolation exercises</li> </ul>	<p><b>Topic:</b> Strength &amp; Conditioning</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To develop strength and stability through a range exercises, either in an exercise to music class or using an individualised exercise plan and gym machines</li> </ul>	<p><b>Topic:</b> Yoga &amp; Relaxation</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To improve flexibility &amp; strength, posture and enhance breathing control</li> </ul>	<p><b>Topic:</b> Yoga &amp; Relaxation</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• To reduce stress &amp; anxiety through focussed breathing and mindfulness, to be able to develop emotional resilience and regulation.</li> </ul>
------------------------------------	--	--	---	--	--	---	--