




## Halesbury School

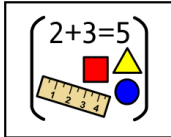
### Post 16 - Medium Term Planning – Spring Term 1 Adrian Williams

Class: AW		Post 16		Topic:				
Area of Learning		Week 1 Date:06/01	Week 2 Date:13/01	Week 3 Date:20/01/	Week 4 Date: 27/01	Week 5 Date: 03/02	Week 6 Date: 10/02	Week 7 Date:
<b>My Independence</b>  	<b>Life Skills House</b>	<b>House:</b> Stripping and making beds, Cleaning Bathrooms, Cleaning windows. Pupils will be working on developing independence and their PLG's						
		<b>Making and Stripping Beds (PLG's &amp; TI-IL-)</b>  <b>Pathway 1:</b> To follow visual/ written to strip beds and begin to be able to make beds using differentiated sized quilts to develop skills. <b>Pathway 2:</b> To recall instructions of how to strip and make beds. <b>Pathway 3:</b> To teach a peer to strip and make a bed and to be able to do it at home.	<b>Cleaning the bathroom (TI-IL-)</b>  <b>Pathway 1:</b> To be able to follow pictorial / written instructions clean the bathroom and apply knowledge of mopping from last term. <b>Pathway 2:</b> To recall instructions of how to clean the bathroom. <b>Pathway 3:</b> To teach a peer to clean the bathroom and to be able to do it at home.		<b>Cleaning windows (TI-IL-SH)</b>  <b>Pathway 1:</b> To follow visual/ written instructions to clean windows. <b>Pathway 2:</b> To recall instructions of how to clean the windows. <b>Pathway 3:</b> To teach a peer to clean windows and to be able to do it at home.			
	<b>ASDAN Transport and Planning a journey</b>	To plan a journey to a chosen location  Focus on costings / PLG's targets in relation to money	<b>Travel Training</b> Focus: Road safety  PLG's – answer BL questions / reading signs in the community	<b>Travel Training</b> Focus: signs in the community  PLG's – answer BL questions / reading signs in the community	<b>Stranger Danger</b> Safe and unsafe behaviour  PLG's –Sorting/ answer BL questions / reading signs in the community	<b>Travel Training</b> <b>Catching a bus</b> <b>Visit to the dentist – link to hygiene</b>  Focus: using your pass and appropriate behaviour and following safety rules.  (Blackheath)	<b>No Session (Thurs All Day)</b>  <b>Our Journey Trip to be decided</b>  Focus: Application of skills and knowledge	

<p><b>Hygiene</b> Tuesday Mixed Group L1/2</p> <p><b>Teeth Brushing</b></p> <p>Handwashing – Application throughout the day</p> <p>Showering –At Swimming</p>	<p>We will continue to support pupils when showering at the swimming centre by asking them which products do they use where and prompt when needed and help them to develop their independence during self-care activities.</p> <p>In addition to this to build upon last term we will be looking at and monitoring continual progress of pupils washing their hands properly but in context at the appropriate times.</p>						
	<p><b>Handwashing</b> Do we know how to wash our hands?  What are the steps?  Discussion Does everyone wash their hands the same way, if not who might do it differently and why?</p>	<p><b>Baseline:</b> What do we know so far about our teeth and how to look after them.  Assess ability to clean teeth, knowledge of duration, frequency and why and what food is healthy /unhealthy for teeth.</p>	<p><b>Teeth Brushing</b> How to clean teeth, knowledge of duration, frequency  Practice brushing teeth  Focus: Following instructions, answering BL questions</p>	<p><b>Teeth Brushing</b> How to clean teeth, knowledge of duration, frequency  Practice brushing teeth  Focus: Following instructions, answering BL questions</p>	<p><b>Teeth Brushing</b> Identify health and unhealthy food for teeth.  Practice brushing teeth  Focus: Following instructions, answering BL questions, sorting</p>	<p><b>Teeth Brushing</b> Identify health and unhealthy food for teeth.  Practice brushing teeth  Focus: Following instructions, answering BL questions, sorting</p>	
<p><b>Cooking</b></p> 	<p><b>Health &amp; Safety recap.</b>  Hygiene, keeping areas clean, safely using utensils  <b>With support where needed</b></p>	<p><b>Life skills</b> Focus: following instructions  Kitchen organisation, fridge storage, food cupboard  With support where needed  Practical - practising skills on ingredients - claw grip and bridge hold plus slicing</p>	<p><b>Cooking on a budget</b> Focus following instructions (Written) Cheese &amp; Potato pie With support where needed  Practical - practising skills on ingredients - claw grip and bridge hold plus slicing and dicing if able to do so safely</p>	<p><b>Chinese New year</b> Focus Country - China  Chicken Chow Mein  With support where needed  Practical - practising knife skills on ingredients - claw</p>	<p><b>Cooking on a budget</b> Focus following instructions (Written &amp; spoken) Chilli no Carne (vegetarian)  With support where needed  Practical - practising knife skills on</p>	<p><b>Building Independence</b> (enterprise)  Cooking breakfast Taking orders Selling to staff Delivering food  With support where needed</p>	

			and dicing if able to do so safely. Weighing & measuring ingredients  Use equipment from OT if required Wash up/clean as independently as possible	Weighing & measuring ingredients Use equipment from OT if required Wash up/clean as independently as possible	grip and bridge hold plus slicing and dicing if able to do so safely  Weighing & measuring ingredients Use equipment from OT if required Wash up/clean as independently as possible	ingredients - claw grip and bridge hold plus slicing and dicing if able to do so safely Weighing & measuring ingredients Use equipment from OT if required Wash up/clean as independently as possible		
<b>Communication and Language</b> 	<b>English Functional Skills Development Lesson</b>  <b>SPT1 -Healthy lifestyle -finding out information</b> L1/L2	<b>Each pupil will work on some independent activities which are part of a targeted intervention of areas identified that they need to practice and to embed.</b> <ul style="list-style-type: none"> <li>• PLG's</li> <li>• Pupils to look at a range of sources to be able to extract information for different purposes</li> </ul>						
		<ul style="list-style-type: none"> <li>• Extracting information from video clips and create a poster</li> </ul> Focus: G1: ICT Focus – inserting and manipulating images and changing and adapting font of text. G2:	Extracting information from video clips and create a leaflet about what keeps us fit and healthy.  G1: Experience and review Healthy activities  Review Healthy activities	Extracting information from Video clips and create a leaflet about what keeps us fit and healthy.  Focus:  Comprehension Task	Extracting information from leaflets - comprehension  G1: Features of a leaflet and begin to create a leaflet	Extracting information from leaflets - comprehension  Focus: G2: Create a Template of a leaflet using features you have learnt about	Extracting information from leaflets - comprehension  Focus: G2: write a leaflet using features you have learnt about	

**Number and Problem Solving**



**Maths Functional Skill Development Lesson**

Monday  
Ability  
L3/4

**Time**

(Application in the community)

TS Ability

**Monday:** Pupils will be having skill-based lessons to develop their knowledge and understanding of time and this is personalised to each pupil based on their baselines and we will be working on developing their independence in each lesson and will be looking at applying new skills learnt.

Pupils are at all different levels in Maths and will be working on their own personalised targets and working through the development stages throughout the week.

**Analogue:**  
Recognising time on an analogue – show me /tell me / match  
**Digital:**  
Show me - matching digital to analogue / tell me time / Write digital time

**Written time:**  
Read and recognise time and match to analogue / digital (Can use assisted tech)  
Record Time in written format

**Problem solving**  
Solve 1-2 step written problems using RUCSAC

**Analogue:**  
Recognising time on an analogue – show me /tell me / match  
**Digital:**  
Show me - matching digital to analogue / tell me time / Write digital time

**Written time:**  
Read and recognise time and match to analogue / digital (Can use assisted tech)  
Record Time in written format

**Problem solving**  
Solve 1-2 step written problems using RUCSAC

**Analogue:**  
Recognising time on an analogue – show me /tell me / match  
**Digital:**  
Show me - matching digital to analogue / tell me time / Write digital time

**Written time:**  
Read and recognise time and match to analogue / digital (Can use assisted tech)  
Record Time in written format

**Problem solving**  
Solve 1-2 step written problems using RUCSAC

**Visit to Fire Station**  
11.00  
  
To meet the fire service, see what they do and experience how a fire station works

**Analogue:**  
Recognising time on an analogue – show me /tell me / match  
**Digital:**  
Show me - matching digital to analogue / tell me time / Write digital time

**Written time:**  
Read and recognise time and match to analogue / digital (Can use assisted tech)  
Record Time in written format


**Problem solving**  
Solve 1-2 step written problems using RUCSAC

**Analogue:**  
Recognising time on an analogue – show me /tell me / match  
**Digital:**  
Show me - matching digital to analogue / tell me time / Write digital time

**Written time:**  
Read and recognise time and match to analogue / digital (Can use assisted tech)  
Record Time in written format



**Problem solving**  
Solve 1-2 step written problems using RUCSAC




	<b>Café</b>  Wednesday Mixed L1/2	<b>Weds: Visit to the Cafe</b> Making exchanges / apply knowledge of money– See Cognition and Learning targets - PLG’s Select and Communicate what you want -See communication targets –PLG’s Road Safety – See ASDAN Targets – Towards Independence and Exploring Aspirations  <b>Challenge:</b> Problem solving – what to do if they haven’t got what I need How to check if I have enough and what to do if I haven’t got enough.						
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<b>PfA and Careers</b> 	<b>ASDAN Poly Tunnel / Enterprise</b>  Monday Mixed L1/2	<b>Poly Tunnel Theory</b>  Create questions / script to interview Ashfield Staff on compatible planting + Interview them on Tuesday.  Focus: Create questions and a format, which is easy to log information. To initiate interactions and gain attention To practice asking questions and recording answers	<b>Poly Tunnel Theory</b>  Create a pictorial layout based on information gained.  Focus: Using assisted tech / using information gained to create a pictorial plan	<b>Poly tunnel Theory</b>  Look round the tunnel and prepare tunnel for raised beds being installed, Stock take tools  Focus writing lists	<b>Poly Tunnel Theory</b>  Discuss where our fruit and veg comes from Explore which vegetables & fruit we can plant for an early harvest	<b>Poly Tunnel Theory</b>  Source & plant seedlings	<b>Poly Tunnel Theory</b>  Observe and record changes in seedlings	
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<b>Ashfield Gardens</b>  Tuesday Old Group (Pathway 2 and 3) L3,4,5,6	At Ashfield the groups split into two and they will swop half way through the session. TS leads in animal care and Poppy will lead in gardening. Pupils will be working towards personalised targets relating to their EHCP’S, speech and language, ASDAN and AQA targets.  Animal Care – : <ul style="list-style-type: none"> <li>• Feeding -Focus on capacity (TC-KH.2) and following instructions -PLG’S</li> <li>• Grooming – focus on safety/ following instructions/ naming body parts /visual health checks</li> <li>• Mucking Out – using specific tools, PPE, tool safely, work together, proficiently.</li> </ul>						
	<b>Gardening:</b>  Activities: Garden-composting /food waste	<b>Gardening:</b>  Activities: Garden bed prep/weeding	<b>Gardening:</b>  Activities:	<b>Gardening:</b>  Activities: pond water	<b>Gardening:</b>  Activities: Introduction to pond life	<b>Gardening:</b>  Activities: Pond plant propagation	<b>Gardening:</b>

		<p>Focus: identify what can be composted (Recycled)</p> <p><b>PLG targets</b></p>	<p>Focus: length of process and what creatures are involved and what creatures are good for our garden</p> <p><b>PLG targets</b></p>	<p>pond creation/recourses</p> <p>Focus: large tool use, safety, teamwork / communication</p> <p><b>PLG targets</b></p>	<p>Focus: safety, sharing information with peers.</p> <p><b>PLG targets</b></p>	<p>Focus: Asking questions – recording information, exploring what we need to do to create a great pond environment</p> <p><b>PLG targets</b></p>	<p>Focus: Applying knowledge from last lesson and propagate your pond.</p> <p><b>PLG targets</b></p>		
		<p><b>Animal Care: All animals</b></p> <ul style="list-style-type: none"> <li>• Feeding</li> <li>• Measurement application from last terms numeracy targets</li> <li>• PLG's</li> <li>•</li> </ul>	<p><b>Animal Care: All animals</b></p> <ul style="list-style-type: none"> <li>• Feeding</li> <li>• Measurement application from last terms numeracy targets</li> <li>• •PLG's</li> </ul>	<p><b>Animal Care: All animals</b></p> <ul style="list-style-type: none"> <li>• Feeding – Measurement application from last terms numeracy targets</li> <li>• PLG's</li> <li>•</li> </ul>	<p><b>Animal Care: All animals</b></p> <ul style="list-style-type: none"> <li>• Feeding – Measurement application from last terms numeracy targets</li> <li>• PLG's</li> <li>•</li> </ul>	<p><b>Animal Care: Donkeys and Goats</b></p> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Visual Health check</li> <li>• PLG's</li> <li>•</li> </ul>	<p><b>Animal Care: Donkeys and Goats</b></p> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Visual Health check</li> <li>• PLG's</li> <li>•</li> </ul>		
		<p>During all activities at riverside, our focus will be teamwork, communication, safety and self-organisation. We will be looking at pupils sharing information, directing and instructing peers, relaying what tools they have used, what for and why and how they have kept themselves safe. The theme is Winter warmth &amp; friendship, The creative project is to make a warm soft cushion from a series of panels stitched together as one piece</p>							
	<p><b>Riverside House Ground Work</b></p> <p>Friday Mixed L1,2,3,4</p> <p>EA/FRG.4 EA/E.3 TC/FG.9</p>	<p><b>Groundwork Activities: G1</b></p> <p>Ground clearance – using rakes to clear bindweed</p> <p>Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing</p>	<p><b>Groundwork Activities: G1</b></p> <p>Maintaining the mulch pathways</p> <p>Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork</p>	<p><b>Groundwork Activities: G1</b></p> <p>Keeping areas tidy – topping up the mulch pile</p> <p>Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing</p>	<p><b>Groundwork Activities: G3</b></p> <p>Ground clearance – using rakes to clear bindweed and secateurs and sheers</p> <p>Focus: Naming equipment, show/ tell what it is used for, tool safety, protective</p>	<p><b>Groundwork Activities: G3</b></p> <p>Maintaining the mulch pathways</p> <p>Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork</p>	<p><b>Groundwork Activities: G2</b></p> <p>Keeping areas tidy – topping up the mulch pile</p> <p>Focus: Naming equipment, show/ tell what it is used for, tool safety,</p>		

		knowledge with peers, teamwork		knowledge with peers, teamwork	PPE, sharing knowledge with peers, teamwork		protective PPE, sharing knowledge with peers, teamwork	
	<b>Riverside House Art / DT</b>  Friday Mixed L1,2,3,4  	<b>Gazebo Activities: G2 Willow hearts / weaving</b>  Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.	<b>Gazebo Activities: G2 Printing Hearts on Fabric</b>  Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.	<b>Gazebo Activities: G3 Willow hearts / weaving</b>  Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.	<b>Gazebo Activities: G3 Printing Hearts on Fabric</b>  Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.	<b>Gazebo Activities: G1 Willow hearts / weaving</b>  Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.	<b>Gazebo Activities: G1 Printing Hearts on Fabric</b>  Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.	
			<b>Roundhouse Activities: G3 Heart Pompoms</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.  PLG's	<b>Roundhouse Activities: G3 Felting hearts</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.  PLG's	<b>Roundhouse Activities: G2 Heart Pompoms</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.  PLG's	<b>Roundhouse Activities: G2 Felting hearts</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.  PLG's	<b>Roundhouse Activities: G1 Heart Pompoms</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.  PLG's	<b>Roundhouse Activities: G1 Felting hearts</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.



							PLG's	
Community + Relationships	<b>World Around Us</b> 	<ul style="list-style-type: none"> <li>• Visit to the dentist – explore how they help us.</li> <li>• Craft activities – make items for pop up shop to raise money for the post 16 department.</li> <li>•</li> </ul>						
	<b>PSHE</b> Wednesday Ability L6 	<b>18. Sex and Relationships</b> <u>Show you know if you are male or female.</u>  Class discussion of PSHE/RSE Ground rules  Group discussion of what rules to have as a group.	<b>18. Sex and Relationships</b> <u>Show you know if you are male or female.</u>  Recap rules.  To identify if you are male or female.  Class discussion of parts of the body/private parts of the body  Label the parts of the body including private body parts on male/female body outline.	<b>18. Sex and Relationships</b> <u>Show you know if you are male or female.</u>  Recap rules.  To recognise physical differences between males and females. Show on male/female body outline. Outline differences using a male and female body	<b>Trip to the fire station -Oldbury</b>	<b>18. Sex and Relationships</b> <u>Show that you know about different lifestyle choices you could make for yourself and people who are special to you.</u>  Class discussion of different lifestyle choices, marriage, living with a partner, living with other people/special person, living alone or with family or friends. List and look at different types of marriages. BBC Teach video.	<b>Making choices</b> <b>18. Sex and Relationships</b> <u>Show you know how to be a good friend</u>  Class discussion on friends and how to be a good friend. How to be a good friend activity. Showing respect Being helpful Doing things together Listening carefully Being kind and thoughtful Other: Asking if they need help  Identify what is a good/bad friend.	
<b>PE</b> 	<b>Yoga and Gym</b> Friday Mixed	To move in different ways to music	To move in different ways to music	To imitate different ways to move music	To imitate different ways to move music	To show an adult different ways you move music	To show a peer different ways you move music	




	L5/6 Home To select clothes dress appropriately for an activity	To extend arms and legs and make bigger movements	To develop Gross Motor skills Bilateral movements	To develop gross motor skills – crossing the midline	To develop balance and strategies to support in this	To develop balance and strategies to support in this	To develop smoother transitions between movements by imitating moves.	
	<b>Swimming</b>  Monday Ability L5/6  Home: To pack bag with items needed for swimming	Different ways of travelling in the water.  Front crawl focus on technique  <b>See PLG's</b>	Different ways of travelling in the water.  Front crawl focus on distance <b>See PLG's</b>	Different ways of travelling in the water.  Back stroke focus on breathing technique  <b>See PLG's</b>	Different ways of travelling in the water.  Breaststroke focus on technique <b>See PLG's</b>	Different ways of travelling in the water.  Butterfly focus on technique  <b>See PLG's</b>	Games session  Taking turns / working together  <b>See PLG's</b>	
<b>ICT</b>	ICT: To use AAC / Assisted technology to support reading, writing and communication in school, the community and at home and once independent, pupils will mentor others. Pupils have individual targets							

## Halesbury School

### Post 16 - Medium Term Planning – Spring Term 1 – Tessa Stolzenburg

Class: TS		Post 16		Topic: Healthy Life Styles				
Area of Learning		Week 1 Date: 06/01	Week 2 Date: 13/01	Week 3 Date: 20/01	Week 4 Date: 27/01	Week 5 Date: 03/02	Week 6 Date: 10/02	
<p><b>My Independence</b></p> 	<p><b>Life Skills House</b> Tuesday Old Group L1/2</p>	<p><b>House:</b> Stripping and making beds, Cleaning Bathrooms, Cleaning windows. Pupils will be working on developing independence and their PLG's</p>						
		<p><b>Making and Stripping Beds (PLG's &amp; TI-IL-)</b></p> <p><b>Pathway 1:</b> To follow visual/ written to strip beds and begin to be able to make beds using differentiated sized quilts to develop skills. <b>Pathway 2:</b> To recall instructions of how to strip and make beds. <b>Pathway 3:</b> To teach a peer to strip and make a bed and to be able to do it at home.</p>	<p><b>Cleaning the bathroom (TI-IL-)</b></p> <p><b>Pathway 1:</b> To be able to follow pictorial / written instructions clean the bathroom and apply knowledge of mopping from last term. <b>Pathway 2:</b> To recall instructions of how to clean the bathroom. <b>Pathway 3:</b> To teach a peer to clean the bathroom and to be able to do it at home.</p>	<p><b>Cleaning windows (TI-IL-SH)</b></p> <p><b>Pathway 1:</b> To follow visual/ written instructions to clean windows. <b>Pathway 2:</b> To recall instructions of how to clean the windows. <b>Pathway 3:</b> To teach a peer to clean windows and to be able to do it at home.</p>				
	<p><b>Cooking</b></p> <p>Wednesday Mixed Group L3/4</p> 	<p><b>Health &amp; Safety</b> recap</p> <p><b>Focus:</b> Following rules , hygiene, safety within the kitchen, PLG's</p>	<p><b>LIFE SKILLS -</b> Kitchen organisation - fridge storage, food cupboard etc</p> <p><b>Focus:</b> Locating items and where they are kept, organisational skills, PLG'S</p>	<p><b>COOKING ON A BUDGET -</b> Cheese &amp; Potato pie</p> <p><b>Focus:</b> Following visual / written instructions, using the cooker safely, knife safety, chopping skills, PLG's</p>	<p><b>COOKING ON A BUDGET -</b> Chilli no Carne</p> <p><b>Focus:</b> Following visual / written instructions, knife safety, using the cooker safely, chopping skills, PLG's</p>	<p><b>CHINESE NEW YEAR -</b> Chicken chow mein</p> <p><b>Focus:</b> Following visual / written instructions, knife safety, using the cooker safely, chopping skills, PLG's</p>	<p><b>BUILDING INDEPENDENCE</b> (Enterprise) - Cook breakfast</p> <p><b>Focus:</b> Enterprise – taking orders, following instructions to make breakfast, serving and making exchanges, money knowledge , PLG's</p>	

	<p><b>ASDAN SPT1 -Healthy lifestyle –Staying healthy</b></p>	<p><b>How do we stay healthy?</b></p> <p><b>Double lesson – merged with Literacy</b></p>	<p><b>No Session (Tues All Day)</b></p> <p><b>Our Journey Trip to the Cinema</b></p> <p>Focus: Application of skills and knowledge</p>	<p><b>Staying healthy Fitness</b></p> <p><b>Double lesson – merged with Literacy</b></p>	<p><b>People who help us to stay healthy Optician</b></p> <p><b>Focus:</b> Asking questions to find out information and record answers</p>	<p><b>People who help us stay healthy Dentist</b></p> <p><b>Focus:</b> Asking questions to find out information and record answers</p>	<p><b>People who help us stay healthy Doctor</b></p> <p><b>Focus:</b> Asking questions to find out information and record answers</p>	
<p><b>Communication and Language</b></p> 	<p><b>English Functional Skills Development Lesson</b></p> <p><b>SPT1 -Healthy lifestyle -finding out information</b></p> <p>L1/L2</p>	<p><b>Each pupil will work on some independent activities which are part of a targeted intervention of areas identified that they need to practice and to embed.</b></p> <ul style="list-style-type: none"> <li>To describe what is happening in pictures SV/SVO /SVDO Using colourful semantics – symbolic and written</li> <li>PLG's: Write own name / formation / spelling /fine motor activities</li> <li>Every Monday we will have a quick ½ hour reading session where pupils will answer BLQ's will complete guided reading tasks and will be time for S&amp;L interventions</li> </ul>						
		<ul style="list-style-type: none"> <li>Extracting information from video clips and create a poster</li> </ul> <p>Focus: G1: Selecting appropriate size and colour font to stand out and selecting appropriate pictures relating to subject and match symbols to pictures. G2: ICT Focus – inserting and</p>	<p>Extracting information from video clips and create a leaflet about what keeps us fit and healthy.</p> <p>Focus: G1: Creating pictorial lists using a template of a leaflet. G2: Features of a leaflet and begin to create a leaflet</p>	<p>Extracting information from Video clips and create a leaflet about what keeps us fit and healthy.</p> <p>Focus: G1: Experience and review Healthy activities G2: Create a leaflet using features you have learnt about</p>	<p>Extracting information from pictures - comprehension</p> <p>Focus: Reading comprehension - BLQ's Colourful semantics – S &amp;L Colourful semantics – focus on Lexus and 3-5 word level sentences - Writing</p> <p>Differentiated by PLG's</p>	<p>Extracting information from pictures</p> <p>Focus: Reading comprehension - BLQ's Colourful semantics – S &amp;L Colourful semantics – focus on Lexus and 3-5 word level sentences - Writing</p> <p>Differentiated by PLG's</p>	<p>Extracting information from pictures</p> <p>Focus: Reading comprehension - BLQ's Colourful semantics – S &amp;L Colourful semantics – focus on Lexus and 3-5 word level sentences - Writing</p> <p>Differentiated by PLG's</p>	

		manipulating images and changing and adapting font of text.					
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**Wednesday:** Pupils will be having skill-based lessons to develop their knowledge and understanding of time and this is personalised to each pupil based on their baselines and we will be working on developing their independence in each lesson and will be looking at applying new skills throughout the school day and when out in the community.

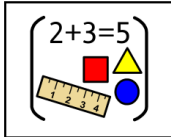
Pupils are at all different levels in Maths and will be working on their own personalised targets and working through the development stages throughout the week.

**Maths Functional Skill Development Lesson**

Wednesday  
Ability L3/4  
**Time**  
(Application in the community)  
TS Ability



<p><b>Sequencing events</b> 3-5 cards of familiar activities / sequence daily tasks <b>Analogue:</b> Recognising time on an analogue – show me /tell me / match <b>Digital:</b> Show me - matching digital to analogue / tell me time / Write digital time  <b>Written time:</b> Read and recognise time and match to analogue / digital (Can use assisted tech)</p>	<p><b>Sequencing events</b> 3-5 cards of familiar activities / sequence daily tasks <b>Analogue:</b> Recognising time on an analogue – show me /tell me / match <b>Digital:</b> Show me - matching digital to analogue / tell me time / Write digital time  <b>Written time:</b> Read and recognise time and match to analogue / digital (Can use assisted tech)</p>	<p><b>Sequencing events</b> 3-5 cards of familiar activities / sequence daily tasks <b>Analogue:</b> Recognising time on an analogue – show me /tell me / match <b>Digital:</b> Show me - matching digital to analogue / tell me time / Write digital time  <b>Written time:</b> Read and recognise time and match to</p>	<p><b>Sequencing events</b> 3-5 cards of familiar activities / sequence daily tasks <b>Analogue:</b> Recognising time on an analogue – show me /tell me / match <b>Digital:</b> Show me - matching digital to analogue / tell me time / Write digital time  <b>Written time:</b> Read and recognise time and match to analogue / digital (Can use assisted tech)</p>	<p><b>Sequencing events</b> 3-5 cards of familiar activities / sequence daily tasks <b>Analogue:</b> Recognising time on an analogue – show me /tell me / match <b>Digital:</b> Show me - matching digital to analogue / tell me time / Write digital time  <b>Written time:</b> Read and recognise time and match to analogue / digital (Can use assisted tech)</p>	<p><b>Sequencing events</b> 3-5 cards of familiar activities / sequence daily tasks <b>Analogue:</b> Recognising time on an analogue – show me /tell me / match <b>Digital:</b> Show me - matching digital to analogue / tell me time / Write digital time  <b>Written time:</b> Read and recognise time and match to analogue / digital (Can use assisted tech)</p>
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**Number and Problem Solving**



		Record Time in written format  <b>Problem solving</b> Solve 1-2 step written problems using RUCSAC	Record Time in written format  <b>Problem solving</b> Solve 1-2 step written problems using RUCSAC	analogue / digital (Can use assisted tech) Record Time in written format  <b>Problem solving</b> Solve 1-2 step written problems using RUCSAC	Record Time in written format  <b>Problem solving</b> Solve 1-2 step written problems using RUCSAC	Record Time in written format  <b>Problem solving</b> Solve 1-2 step written problems using RUCSAC	Record Time in written format  <b>Problem solving</b> Solve 1-2 step written problems using RUCSAC	
	<b>Café</b>  Wednesday Mixed L1/2	<b>Weds: Visit to the Cafe</b> Making exchanges / apply knowledge of money– See Cognition and Learning targets - PLG’s Select and Communicate what you want -See communication targets –PLG’s Road Safety – See ASDAN Targets – Towards Independence and Exploring Aspirations  <b>Challenge:</b> Problem solving – what to do if they haven’t got what I need How to check if I have enough and what to do if I haven’t got enough.						
	<b>Ashfield Gardens</b>  Thursday Old Group (Pathway 2 and 3) L3,4,5,6	At Ashfield the groups split into two and they will swop half way through the session. TS leads in animal care and Poppy will lead in gardening. Pupils will be working towards personalised targets relating to their EHCP’S, speech and language, ASDAN and AQA targets.  Animal Care – : <ul style="list-style-type: none"> <li>• Feeding -Focus on capacity (TC-KH.2) and following instructions -PLG’S</li> <li>• Grooming – focus on safety/ following instructions/ naming body parts /visual health checks</li> </ul>						
		<b>Gardening:</b> Activities: Garden-composting /food waste  Focus: identify what can be composted (Recycled)  <b>PLG targets</b>	<b>Gardening:</b> Activities: Garden bed prep/weeding  Focus: length of process and what creatures are involved and what creatures are good for our garden  <b>PLG targets</b>	<b>Gardening:</b> Activities: pond creation/recourses  Focus: large tool use, safety, team work / communication  <b>PLG targets</b>	<b>Gardening:</b> Activities: pond water  Focus: safety, sharing information with peers.  <b>PLG targets</b>	<b>Gardening:</b> Activities: Introduction to pond life  Focus: Asking questions – recording information, exploring what we need to do to create a great pond environment	<b>Gardening:</b> Activities: Pond plant propagation  Focus: Applying knowledge from last lesson and propagate your pond.  <b>PLG targets</b>	

						<b>PLG targets</b>		
		<b>Animal Care: All animals</b> <ul style="list-style-type: none"> <li>• Feeding</li> <li>• Measurement application from last terms numeracy targets</li> <li>• PLG's</li> </ul>	<b>Animal Care: All animals</b> <ul style="list-style-type: none"> <li>• Feeding</li> <li>• Measurement application from last terms numeracy targets</li> <li>• PLG's</li> </ul>	<b>Animal Care: All animals</b> <ul style="list-style-type: none"> <li>• Feeding – Measurement application from last terms numeracy targets</li> <li>• PLG's</li> </ul>	<b>Animal Care: All animals</b> <ul style="list-style-type: none"> <li>• Feeding – Collecting and chopping vegetables</li> <li>• PLG's</li> </ul>	<b>Animal Care: Donkeys and Goats</b> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Visual Health check</li> <li>• PLG's</li> </ul>	<b>Animal Care: Donkeys and Goats</b> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Visual Health check</li> <li>• PLG's</li> </ul>	
		During all activities at riverside, our focus will be teamwork, communication, safety and self-organisation. We will be looking at pupils sharing information, directing and instructing peers, relaying what tools they have used, what for and why and how they have kept themselves safe.						
	<b>Riverside House Ground Work</b>  Friday Mixed L1,2,3,4  EA/FRG.4 EA/E.3 TC/FG.9	<b>Groundwork Activities: G1</b> Maintaining the mulch pathways  Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork	<b>No Session (Tues All Day)</b>  <b>Our Journey Trip to the Cinema</b>  Focus: Application of skills and knowledge	<b>Groundwork Activities: G1</b> Keeping areas tidy – topping up the mulch pile  Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork	<b>Groundwork Activities: G3</b> Ground clearance – using rakes to clear bindweed and secateurs and shears  Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork	<b>Groundwork Activities: G3</b> Maintaining the mulch pathways  Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork	<b>Groundwork Activities: G2</b> Keeping areas tidy – topping up the mulch pile  Focus: Naming equipment, show/ tell what it is used for, tool safety, protective PPE, sharing knowledge with peers, teamwork	

	<p><b>Riverside House Art / DT</b></p> <p>Friday Mixed L1,2,3,4</p>	<p><b>Gazebo Activities: G2</b></p> <p><b>Willow hearts / weaving</b></p> <p>Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p>		<p><b>Gazebo Activities: G3</b></p> <p><b>Printing Hearts on Fabric</b></p> <p>Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p>	<p><b>Gazebo Activities: G3</b></p> <p><b>Willow hearts / weaving</b></p> <p>Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p>	<p><b>Gazebo Activities: G1</b></p> <p><b>Printing Hearts on Fabric</b></p> <p>Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p>	<p><b>Gazebo Activities: G1</b></p> <p><b>Willow hearts / weaving</b></p> <p>Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p>	
		<p><b>Roundhouse Activities: G3</b></p> <p><b>Heart Pompoms</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p> <p>PLG's</p>		<p><b>Roundhouse Activities: G2</b></p> <p><b>Felting hearts</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p> <p>PLG's</p>	<p><b>Roundhouse Activities: G2</b></p> <p><b>Heart Pompoms</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p> <p>PLG's</p>	<p><b>Roundhouse Activities: G1</b></p> <p><b>Felting hearts</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p> <p>PLG's</p>	<p><b>Roundhouse Activities: G1</b></p> <p><b>Heart Pompoms</b> Focus: What do you need? Making choices / following instructions / relaying instructions to a peer.</p> <p>PLG's</p>	
<p><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p> 	<p><b>Spring Term Visitors / Trips:</b></p> <ul style="list-style-type: none"> <li>• Eid Day – April</li> <li>• Trip to the Theatre</li> <li>• Trip to the cinema</li> <li>• Local trips in the community</li> </ul>						

	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;">Monday Ability L6</p> 	<p><b>18. Sex and Relationships</b> <u>Show you know if you are male or female.</u></p> <p>Class discussion of PSHE/RSE Ground rules</p> <p>Group discussion of what rules to have as a group.</p>	<p><b>18. Sex and Relationships</b> <u>Show you know if you are male or female.</u></p> <p>Recap rules.</p> <p>To identify if you are male or female.</p> <p>Class discussion of parts of the body/private parts of the body</p> <p>Label the parts of the body including private body parts on male/female body outline.</p>	<p><b>18. Sex and Relationships</b> <u>Show you know if you are male or female.</u></p> <p>Recap rules.</p> <p>To recognise physical differences between males and females. Show on male/female body outline.</p> <p>Outline differences using a male and female body.</p>	<p style="background-color: yellow;"><b>Trip to the fire station -Oldbury</b></p>	<p><b>18. Sex and Relationships</b> <u>Show that you know about different lifestyle choices you could make for yourself and people who are special to you.</u></p> <p>Class discussion of different lifestyle choices, marriage, living with a partner, living with other people/special person, living alone or with family or friends.</p> <p>List and look at different types of marriages. BBC Teach video.</p>	<p><b>Making choices</b></p> <p><b>18. Sex and Relationships</b> <u>Show you know how to be a good friend</u></p> <p>Class discussion on friends and how to be a good friend. How to be a good friend activity. Showing respect Being helpful Doing things together Listening carefully Being kind and thoughtful Other: Asking if they need help</p> <p>Identify what is a good/bad friend.</p>	
<p style="text-align: center;"><b>PE</b></p> 	<p style="text-align: center;"><b>Yoga and Gym</b></p> <p style="text-align: center;">Friday Mixed L5/6</p> <p>Home To select clothes dress appropriately for an activity</p>	<p>To move in different ways to music</p> <p>To extend arms and legs and make bigger movements</p>	<p>To move in different ways to music</p> <p>To develop Gross Motor skills Bilateral movements</p>	<p>To imitate different ways to move music</p> <p>To develop gross motor skills –crossing the midline</p>	<p>To imitate different ways to move music</p> <p>To develop balance and strategies to support in this</p>	<p>To show an adult different ways you move music</p> <p>To develop balance and strategies to support in this</p>	<p>To show a peer different ways you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p>	<p>To select music you would like to move to and show some of the moves you have done and create a group dance.</p> <p>To develop smoother transitions between movements by</p>



								imitating moves.
	<p><b>Swimming</b></p> <p>Monday Ability L5/6</p> <p>Home: To pack bag with items needed for swimming</p>	<p>Different ways of travelling in the water.</p> <p>Front crawl – focus on legwork</p> <p><b>See PLG's</b></p>	<p>Different ways of travelling in the water.</p> <p>Front crawl – focus on legwork</p> <p><b>See PLG's</b></p>	<p>Different ways of travelling in the water.</p> <p>Front crawl – focus on legwork</p> <p><b>See PLG's</b></p>	<p>Different ways of travelling in the water.</p> <p>Floating Back crawl – focus on legwork</p> <p><b>See PLG's</b></p>	<p>Different ways of travelling in the water.</p> <p>Floating Back crawl – focus on legwork</p> <p><b>See PLG's</b></p>	<p>Different ways of travelling in the water.</p> <p>Floating Back crawl – focus on legwork</p> <p><b>See PLG's</b></p>	<p>Games session</p> <p>Taking turns / working together</p> <p><b>See PLG's</b></p>
<b>ICT</b>	ICT: To use AAC / Assisted technology to support reading, writing and communication in school, the community and at home and once independent, pupils will mentor others. Pupils have individual targets							