

Half termly skills curriculum plan- Spring HT3

Keelman's Way School

Literacy	Maths	Science	ICT	Personal and social Development
Functional literacy -based on PHSE themes	Functional numeracy -based in life skills	Plants/cookery/sex education	Functional ICT Media – Film Making	Transition Looking Forward
<p>Share Information -communicate with familiar and unfamiliar people -communicate using ICT -communicate about routine events, special events at home or school, topics or themes at school -use language to tell and listen to stories and communicate about emotions</p> <p>Develop their interests -explore and use a variety of media – books,TV,ICT. -explore and use different types of books, leaflets, sources of information</p> <p>Gather and Use Information -use a variety of sources to gather information - present information for a range of different audiences</p>	<p>Counting and properties of number</p> <p>Ordering and comparing numbers</p> <p>Calculations</p> <p>Time and money</p> <p>Days of the week</p> <p>To use money in practical situations</p> <p>To manage own money</p> <p>Data handling</p> <p>Position direction and movement through physical activities</p> <p>Measuring in cookery</p>	<p>Horticulture – Growing seeds</p> <p>Container gardening</p> <p>Understanding Seasonal Changes</p> <p>Changing materials</p> <p>To develop awareness of body parts and functions</p> <p>Reproduction</p> <p>Personal Hygiene</p> <p>Industry and production</p>	<p>E Safety</p> <p>E books</p> <p>ICT in the community</p> <p>Pupil profiles</p> <p>Using a variety of ICT hardware</p> <p>Accessing the internet to locate information</p> <p>Data handling</p> <p>Input and output devices</p> <p>Using ICT for leisure</p> <p>Use of DTP/ Presentation software</p>	<p>Different stages of life</p> <p>Recognising worries</p> <p>Staying calm and relaxed</p> <p>Wants and needs</p> <p>Setting a simple goal</p> <p>People who can help me</p> <p>What next? Colleges Housing Individual budgets</p> <p>Wishes, hopes and dreams</p> <p>Positive change</p>

Topic:

Humanities (RE History Geography)	Sensory Activities	Physical Education and Development	Design Technology	Creativity (Art and Music)
To learn about Wider British culture	Using sensory environments for relaxation	To take part in dance activities	Food from different cultures	To play an active role in the performance – World Book Day/Dance Festival
To explore lifestyles	To increase awareness of senses through Tac Pac	Use local facilities for health	To engage in planning and preparing seasonal food.	To learn new songs and signs through singing and signing
To recognise similarities and differences	To experience Rebound therapy	Using sensory environments for relaxation - sensory circuits	To make an item for the home (Easter decorations)	To engage in musical expression
To develop a geographical awareness of UK	To experience Hydrotherapy	To experience outdoor activities	To play an active role in Enterprise (food and products)	To develop drawing skills
To experience Music and stories from UK	To experience Swimming	Take part in competitive sport	To use skills, tools and appliances	To access contemporary art.
To learn about food, festivals in the UK	To access community facilities and services		To develop an awareness of health and safety	To create 3D artefacts
	To engage in musical activities		Food Groups and a balanced diet	
	To develop body awareness			

Life Skills Curriculum:

Work Related Learning	Food Preparation	Safety in the Home	Independent Travel Training	Community/Citizenship
To take part in enterprise related to Easter Fair / Metro Centre	To create and follow a shopping list,	To take part in cleaning routines	Accept the support of others to keep safe when out and about	To play an active role in accessing the local community
To experience work placements in and out of school	To collect equipment and ingredients	To take part in using electrical equipment in the home	Learn to follow simple safety instructions when out and about in the community	Cooperate with support to access community facilities
To engage appropriately with adults who are unfamiliar	To follow a recipe step by step	To learn safety rules around electrical equipment in the home	Follow simple road safety routines	Make choices and express preferences about community facilities
To dress and behave appropriately in different work environments	To plan and prepare a selection of meals and snacks	Follow simple safety routines to be safe	Learn how to get a bus or a metro	Learn to use local facilities and services safely and appropriately
To experience and understand workplace health and safety	To change a recipe and adapt it to a new ingredient	Follow simple instructions to stay safe	Recall and follow safe practices around strangers/unfamiliar adults	Learn about the different services and venues in the local community
To listen and follow instructions in the workplace	To use kitchen equipment appropriately	Follow a simple sequence independently to clean and tidy an area of the home	Recall ways to get help and support safely	To access art and leisure opportunities
	To learn safe practices in the kitchen		Plan and make simple risk assessments before a visit	To use money to pay to get into centres
	To visit the supermarket – learn to collect and pay for shopping		Use money to access transport or to buy shopping out and about	