

Half termly skills curriculum plan- Summer HT5

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 -Powerpoint/ person centred planning | Healthy Bodies, Healthy Minds |
| <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>Personal hygiene</p> <p>Personal presentation</p> <p>Visiting dentist and doctors</p> <p>Relaxation and sleep</p> <p>Drug education</p> <p>Diet</p> <p>Exercise</p> <p>Making changes happen</p> <p>Mental health 5 a day: 1 develop relationships 2 Be active 3 Learn new things 4 Help others 5 Take notice</p> <p>Knowing where to go for help</p> |

Topic:

| Humanities (RE History Geography) | Sensory Activities | Physical Education and Development | Design Technology | Creativity (Art and Music) |
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| To learn about Wider British culture | Using sensory environments for relaxation | To take part in competitive sport | Food Groups | To play an active role in the performance – Talent show, Prom, end of year show |
| To explore lifestyles | To increase awareness of senses through Tac Pac | To 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 sale | 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 –Summer Fair) | To develop drawing skills |
| To experience Music and stories from UK | To experience Swimming | To create and perform dance routines | To use skills, tools and appliances | To access art in the community |
| 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 | | | To create and perform dance routines |
| | 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 Summer Fair | 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 | |