

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 12/13/14 World of Work	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p><u>World of Work (Job roles)</u></p> <p><u>Vocab:</u> WoW- job, skills, qualities, roles, behaviours for life and learning, clothes, equipment, working together, deadline, task.</p> <p><u>Skills:</u> Students will learn to develop their knowledge and understanding of what it means to be work ready/be ready for adulthood (future ready). Most students will learn about what working life might look like, including developing their knowledge of different job role and the skills and qualities needed for each job role.</p> <p>Students will engage in planning and running a mini enterprise project. They will learn to apply their knowledge and understanding of job roles into a real working environment.</p> <p>For students following the indigo/violet pathway students will engage in sensory story work, specifically looking at careers and the world of work. Students will engage in a range of different environments, using each of their senses to become familiar with a range of different 'working environments'.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within school. For</p>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy</p> <p><u>World of Work (Skills and Qualities)</u></p> <p><u>Vocab:</u> WoW- job, skills, qualities, CV's, Interviews, clothes, questions, answers, time keeping, knowing, doing, listening.</p> <p><u>Skills:</u> Students will learn to develop their knowledge and understanding of skills and qualities in the workplace by reflecting on their own skills and qualities and presenting this in the form of a 'one page profile'. This will replicate what would typically be a 'CV'. Students will think about what strengths they have and what skills they are able to apply into different job roles. They should be able to reflect upon the enterprise work that they have been completing and draw upon this.</p> <p>Students will continue to engage in planning and running a mini enterprise project. They will learn to apply their knowledge and understanding of job roles into a real working environment.</p> <p>For students following the indigo/violet pathway students will engage in sensory story work, specifically looking at careers and the world of work. Students will engage in a range of different environments, using each of their senses to become familiar with a range of different 'working environments'.</p>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy</p> <p><u>World of Work (Interviews)</u></p> <p><u>Vocab:</u> job, interview, questions, answers, talking, listening, smart, being ready, application, job interview, interviewer, interviewee.</p> <p><u>Skills:</u> Students will learn to apply their knowledge and understanding of skills and qualities in the workplace by reflecting on their own skills and qualities and presenting what they are good at in an interview style session. Students will experience having an interview with their peers. They will experience (through role play) asking and answering questions in both roles (the interviewer and interviewee). Students will build upon their previous learning by thinking about what skills and qualities they have that will help them in their career choice. Students should be able to think about and to reflect upon the enterprise work that they have been completing and some students will be able to draw upon this.</p> <p>For students following the indigo/violet pathway students will engage in sensory story work, specifically looking at careers and the world of work. Students will engage in a range of different environments, using each of their senses to become familiar with a range of different 'working environments'.</p>			

	<p>example, students will have the opportunities to learn about job roles of staff within school. In year 14, students will begin to think about visiting people/places/ exploring job roles within the local and wider community.</p>	<p>Progression: In year 13, students will look at further progressing their skills within school. For example, students will have the opportunity to further develop their understanding of different job roles by getting different people to come into school to visit them and to talk to students about their job roles.</p> <p>In year 14, students will begin to think about visiting people/places/ exploring job roles within the local and wider community. Students will have access to work experience placements outside of school, working in a range of different environments with staff that they may not be familiar with. Students might be able to access a virtual interview where they are given key information about job roles by different members of the community.</p>	<p>Progression: In year 13, students will look at further progressing their skills within school. For example, students will have the opportunity to be interviewed by our careers/IAQ coordinator within an environment that is familiar to them. They will be able to ask different staff within school a range of questions about their roles.</p> <p>In year 14, students will begin to think about visiting people/places/ exploring job roles within the local and wider community. Students will have access to work experience placements outside of school, working in a range of different environments with staff that they may not be familiar with. Students might be able to access a virtual interview where they are given key information about job roles by different members of the community.</p>
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 12/13/14 <i>Community and Social</i>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p>Community and Social Students will learn to develop their knowledge and understanding of what their local and wider community looks like and what things they may be able to access as a citizen within their local and wider community.</p> <p>Students will explore what a community looks like and what things they might see within a school community. They will briefly look into the local community. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community.</p> <p>Skills:</p> <p>Vocab: (community groups) Community and Social- community, group, different, same, religion, shop, sports centre, post office, library, café, gym, doctors, pharmacy, opticians, dentist.</p> <p>Progression: In year 13, students will look at further progressing their skills within the school and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring</p>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p>Community and Social Students will learn to develop their knowledge and understanding of what their local and wider community looks like and what things they may be able to access as a citizen within their local and wider community. Students will explore and experience a range of social opportunities (both inside of school and within their local and wider community)</p> <p>Students will experience some of the social activities available to them and will have the opportunity to think about what they might want to do socially as they develop into young adults. Students will touch upon ways of connecting with other people within the local and wider community and will begin to think about how to keep themselves safe when using technology.</p> <p>Vocab: (Social) Community and Social- social, safe, friends, hobbies, time, bar, restaurant, café, bowling, cinema, facebook, whatsapp, stranger, date</p> <p>Progression: In year 13, students will look at further progressing their skills within the school and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring</p>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p>Community and Social Students will learn to develop their knowledge and understanding of what a healthy relationship might look like and where they might get advice/help and support for sex and relationships.</p> <p>Some students will explore friendships in more detail, including what to do if you fall out with someone, how to connect with new people, how to maintain good friendships.</p> <p>Some students will explore sex and relationships and will explore the concept of consent and who to go to for advice and support.</p> <p>Vocab: (Sex and relationships and support groups) Friends, boyfriend, girlfriend, gay, bisexual, love, sex, relationship, married, single, date, consent, support.</p> <p>Progression: In year 13, students will look at further progressing their *****</p> <p>In year 14, students will begin to *****</p>			

	<p>different faiths, cultures and different health and social groups within the local community.</p> <p>In year 14, students will begin to think about visiting people/places/ exploring community groups within the local and wider community. If students are unable to access the community, students will be involved in finding out about community groups and could possibly have a virtual Q+A session with different community groups.</p>	<p>different faiths, cultures and different health and social groups within the local community.</p> <p>In year 14, students will begin to think about visiting people/places/ exploring community groups within the local and wider community. This specifically would be in relation to students thinking about what social facilities are available to them.</p>	
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 12/13/14 Independent Travel	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p><u>Independent Travel</u></p> <p><u>Skills:</u> To develop listening skills.</p> <p>To recall how to cross a road safely. To demonstrate how</p> <p><u>Vocab: (Independent Travel)</u> Community, transport, bus, metro, taxi, car, cost, time, crossing road, stranger danger, look left and right, pelican crossing, zebra crossing, stop, look listen, lollipop lady/man.</p>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p><u>Independent Travel</u></p> <p><u>Vocab: (Independent Travel)</u> Community, transport, bus, metro, taxi, car, cost, time, crossing road, stranger danger, look left and right, pelican crossing, zebra crossing, stop, look listen, lollipop lady/man.</p>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy.</p> <p><u>Independent Travel</u></p> <p><u>Vocab: (Independent Travel)</u> Community, transport, bus, metro, taxi, car, cost, time, crossing road, stranger danger, look left and right, pelican crossing, zebra crossing, stop, look listen, lollipop lady/man.</p>			

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Year 12/13/14 <i>Independent Living</i>	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy</p> <p><u>Independent Living</u></p> <p><u>Vocab: (Snack preparation)</u></p> <p>Independent living- snack, hot, cold, food, equipment, time, instructions, kitchen, safe, clean, washing, microwave, spread, chopping, cut, pour.</p> <p><u>Skills:</u> Students will learn to develop their knowledge and understanding of what it means to be live independently. Students will specifically look at making every day snacks- including hot and cold snack preparation as well as hot and cold drink preparation and the process needed to do this successfully.</p> <ul style="list-style-type: none"> Sequencing steps; following instructions; cutting with a sharp knife, spreading. Name and use equipment safely. Use the microwave/kettle/blender/ oven safely. Learn how to be hygienic and safe when working with food. Name, explore and prepare a range of ingredients. 	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy</p> <p><u>Independent Living</u></p> <p><u>Vocab: (Washing, folding and ironing)</u></p> <p>Independent living- clothes, clean, dirty, washing machine, softener, sort, whites, darks, colours, loads, settings, fold, crease, iron, hot, water, steam.</p> <p><u>Skills:</u> Students will learn to develop their knowledge and understanding of what it means to be live independently. Students will specifically look at doing laundry and the process for this. Students will look at sorting out the items into darks, colours and whites.</p> <ul style="list-style-type: none"> Sequencing steps; following instructions, sorting of clothes into darks, colours and whites, Name and use of equipment safely. Use of different settings. 	<p>Students will learn: About each area of the Preparation for Adulthood in more detail. This will cover predominately 4 areas: world of work, independent living, Community and Social (including independent travel) and being healthy</p> <p><u>Independent Living</u></p> <p><u>Vocab: (Getting ready for school/ work routines) and going shopping)</u></p> <p>Independent living- clothes, ready, teeth, alarm, shower, brush hair, breakfast, get ready,</p> <p>Shopping list, basket, money, trolley, price, card, groceries, till, aisles, worker, weather, help, time, medication, coat, and bag.</p> <p><u>Skills:</u> Students will learn to develop their knowledge and understanding of what it means to be live independently.</p> <ul style="list-style-type: none"> Students will specifically look at getting ready (routines) needed in everyday life- such as preparing to get ready for work. (Sequencing) Students will also begin to look at going shopping and what things are needed in order for this journey to take place. 			

	<p>For students following the indigo/violet pathway students will engage in making choices about snack selections. Students will explore, using all of their senses, a range of different snacks. Some will be able to engage (hand over hand) in terms of making the snacks. Other students will be able to make choices about which snack they prefer.</p> <p>Progression: In year 13, students will look at further progressing their skills within the school community. For example, students will have the opportunity to make drinks for different classes within the school. Students will touch upon customer service and will learn about taking orders and delivering these.</p> <p>In year 14, students will begin to think about visiting people/places/ exploring cafes within the local and wider community. Where possible, students will experience work related learning opportunities that could replicate a real life environment.</p>	<p>For students following the indigo/violet pathway students will engage in exploring a range of different colours and textures associated with different types of clothing. Students will explore different materials, smells and fabrics and develop a preference for a set material. Students will experience listening to the different noises associated with the washing machine and steam from the iron.</p> <p>Progression: In year 13, students will look at further progressing their skills within the school community. For example, students will have the opportunity to wash clothes linked to different areas of the curriculum. Students will be able to apply what they have learnt into a practical situation (mini-laundrette within school).</p> <p>In year 14, students will begin to think about visiting people/places where***** . Where possible, students will experience work related learning opportunities that could replicate a real life environment.</p>	<ul style="list-style-type: none"> • Students will experience going shopping (whether this is through role play within a classroom setting) or by accessing facilities such as local shops within the local and wider community. They will learn about how to keep themselves safe when out in the community and will explore what to do if there is a problem. <p>For students following the indigo/violet pathway students will engage in following set routines. Students will learn to anticipate these routines and staff will use the engagement profile to measure progress towards their targets.</p> <p>Progression: In year 13, students will look at further progressing their skills within the school community. For example, students will have the opportunity to wash clothes linked to different areas of the curriculum. Students will be able to apply what they have learnt into a practical situation (mini-laundrette within school).</p> <p>In year 14, students will begin to think about visiting people/places where***** . Where possible, students will experience work related learning opportunities that could replicate a real life environment.</p>
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