

# SEMIFORMAL PATHWAY – CURRICULUM CYCLE



## KEY STAGE 5

Key Stage 5 YEAR A	<b>FUNCTIONAL SKILLS</b> <i>Individual targets +</i>	<b>SKILLS FOR LIFE</b> <i>Individual targets +</i> <small>One term per year (to be decided by each class teacher) will include an Enterprise Project. Please see additional guidance documentation.</small>	<b>PERSONAL DEVELOPMENT</b> <i>A: SLD / B: Sensory</i>	<b>COMMUNITY &amp; CULTURE</b>
<b>AUTUMN TERM</b>	<u>Communication</u> <b>ASDAN:</b> Developing Communication Skills (DCS)  <u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Developing Number Skills (EMNS) / Early Mathematics: Measure (EMM)  <u>Functional English</u> <b>ASDAN:</b> Developing Reading Skills (DRS)	<b>ASDAN:</b> Planning and Preparing Food For an Event (PFE)  <b>ASDAN:</b> Participating in a mini enterprise project (MEP)	<i>Physical Development:</i> <u>A &amp; B</u> Outdoor & Adventurous – Orienteering <u>A &amp; B</u> Athletics  <b>ASDAN:</b> Developing Independent Living Skills: Being Healthy (ILBH)	<b>ASDAN:</b> Engaging in new creative activities (NCA)
<b>SPRING TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Position (EMP) / Early Mathematics: Shape (EMS)  <u>Digital Literacy</u> <b>ASDAN:</b> Developing ICT Skills (DIS)  <u>Functional English</u> <b>ASDAN:</b> Developing Writing Skills (DWS)	Granta Cooking Skills Ladders  <b>ASDAN:</b> Developing Skills For The Workplace: Growing and caring for plants (DWCP)	<i>Physical Development:</i> <u>A &amp; B</u> Circus Skills  <u>A:</u> Team Games: Basketball / Handball <u>B:</u> Team Games: Volleyball  <b>ASDAN:</b> Developing Independent Living Skills: Personal Care (ILPC)	<b>ASDAN:</b> Developing Community Participation Skills: Caring for the Environment (CPCE)
<b>SUMMER TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Sequencing & Sorting (EMSO) / Understanding what money is used for (UMF)  <u>Digital Literacy</u> <b>ASDAN:</b> Developing ICT Skills (DIS)  <u>Functional English</u> <b>ASDAN:</b> Developing Reading Skills (DRS)	<b>ASDAN:</b> Preparing Drinks and Snacks (PDS)  <b>ASDAN:</b> Taking part in daily activities (DRA)	<i>Physical Development:</i> <u>A &amp; B</u> Individual Games / Fitness  <u>A:</u> Short Tennis/Polybat/Badminton/Pilates <u>B:</u> Polybat/Pilates  <b>ASDAN:</b> Using Interpersonal skills to contribute to positive relationships (ISPR)	<b>ASDAN:</b> Developing Community Participation Skills: Getting out and About (CPOA)

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Key Stage 5 YEAR B	FUNCTIONAL SKILLS <i>Individual targets +</i>	SKILLS FOR LIFE <i>Individual targets +</i> <small>One term per year (to be decided by each class teacher) will include an Enterprise Project. Please see additional guidance documentation.</small>	PERSONAL DEVELOPMENT <i>Individual targets +</i>	COMMUNITY & CULTURE
<b>AUTUMN TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Developing Number Skills (EMNS) / Early Mathematics: Measure (EMM)  <u>Digital Literacy</u> <b>ASDAN:</b> Developing ICT Skills (DIS)  <u>Functional English</u> <b>ASDAN:</b> Developing Writing Skills (DWS)	<b>ASDAN:</b> Preparing Drinks and Snacks (PDS)  <b>ASDAN:</b> Developing Skills For The Workplace: Following Instructions (DWFI)	<b>Physical Development:</b> <b>A &amp; B</b> Fitness to aerobics music  <b>A &amp; B</b> Panathlon (table cricket/new age curling/boccia/polybat)  <b>ASDAN:</b> Developing Self Awareness: All About Me (DSA)	<b>ASDAN:</b> Developing Community Participation Skills: Getting out and About (CPOA)
<b>SPRING TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Position (EMP) / Early Mathematics: Shape (EMSH)  <u>Communication</u> <b>ASDAN:</b> Providing Personal Information (PPI)  <u>Functional English</u> <b>ASDAN:</b> Developing Reading Skills (DRS)	<b>ASDAN:</b> Planning and Preparing Food For an Event (PFE)  <b>ASDAN:</b> Participating in a mini enterprise project (MEP)	<b>Physical Development:</b> <b>A &amp; B</b> Wheelchair Aerobics  <b>A:</b> Yoga / Circuit Fitness <b>B:</b> Circuit Fitness / Sensory Circuits  <b>ASDAN:</b> Developing Independent Living Skills: Personal Presentation (ILPP)	<b>ASDAN:</b> Engaging in new creative activities (NCA)
<b>SUMMER TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Sequencing & Sorting (EMSO) / Understanding what money is used for (UMF)  <u>Digital Literacy</u> <b>ASDAN:</b> Developing ICT Skills (DIS)  <u>Functional English</u> <b>ASDAN:</b> Developing Writing Skills (DWS)	Granta Cooking Skills Ladders  <b>ASDAN:</b> Engaging the World of Work: Work Experience (EWW)	<b>Physical Development:</b> <b>A &amp; B</b> Individual Games – tri-golf  <b>A &amp; B</b> Team Games – striking & fielding (cricket)  <b>ASDAN:</b> Engaging with the world around you: people and friendships (EWWPF)	<b>ASDAN:</b> Travel within the community: Going Places (CGP)

## SEMIFORMAL PATHWAY – CURRICULUM CYCLE



Key Stage 5 YEAR C	FUNCTIONAL SKILLS	SKILLS FOR LIFE <small>One term per year (to be decided by each class teacher) will include an Enterprise Project. Please see additional guidance documentation.</small>	PERSONAL DEVELOPMENT	COMMUNITY & CULTURE
<b>AUTUMN TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Developing Number Skills (EMNS) / Early Mathematics: Measure (EMM)  <u>Digital Literacy</u> <b>ASDAN:</b> Developing ICT Skills (DIS)  <u>Functional English</u> <b>ASDAN:</b> Developing Reading Skills (DRS)	Granta Cooking Skills Ladders  <b>ASDAN:</b> Engaging with the world of Work: Exploring Work (EWEW)	<u>Physical Development:</u> <b>A &amp; B</b> Outdoor Adventurous – Team Building  <b>A &amp; B</b> Athletics (walking/jogging/running/endurance)  <b>ASDAN:</b> Rights and Responsibilities: Everybody Matters (RAR)	<b>ASDAN:</b> Developing community participation skills: Enrichment (CPPE)
<b>SPRING TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Position (EMP) / Early Mathematics: Shape (EMS)  <u>Digital Literacy</u> <b>ASDAN:</b> Developing ICT Skills (DIS)  <u>Functional English</u> <b>ASDAN:</b> Developing Writing Skills (DWS)	<b>ASDAN:</b> Preparing Drinks and Snacks (PDS)  <b>ASDAN:</b> Engaging with the world around you: Technology (EWTE)	<u>Physical Development:</u> <b>A &amp; B</b> Rhythmic Gymnastics  <b>A</b> Team Games – football <b>B</b> Swimming  <b>ASDAN:</b> Developing Independent Living Skills: Keeping Safe (ILKS)	<b>ASDAN:</b> Developing Community Participation Skills: Getting out and About (CPOA)
<b>SUMMER TERM</b>	<u>Functional Maths</u> <b>ASDAN:</b> Early Mathematics: Sequencing & Sorting (EMSO) / Understanding what money is used for (UMF)  <u>Communication</u> <b>ASDAN:</b> Making Requests and Asking Questions IN Unfamiliar Situations (RAQ)  <u>Functional English</u> <b>ASDAN:</b> Developing Reading Skills (DRS)	<b>ASDAN:</b> Planning and Preparing Food For an Event (PFE)  <b>ASDAN:</b> Participating in a mini enterprise project (MEP)	<u>Physical Development:</u> <b>A &amp; B</b> Individual Games – croquet  <b>A &amp; B</b> Target Games – boccia / pétanque / skittles / bowls  <b>ASDAN:</b> Getting On With People (GOP)	<b>ASDAN:</b> Engaging in new creative activities (NCA)

**\*ACCREDITED ASDAN PERSONAL PROGRESS UNITS (which follow on from work on the Towards Independence modules undertaken in KS4)**

Other sources include ASDAN Entry Level Award in Personal & Social Development and NOCN Entry Level Certificate in Using Employability Skills

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## **PREPARING FOR ADULTHOOD OUTCOMES COVERAGE – KEY STAGE 5 (personalised and as appropriate to individual students)**

<u><b>EMPLOYMENT</b></u>	<u><b>INDEPENDENT LIVING</b></u>	<u><b>COMMUNITY INCLUSION</b></u>	<u><b>HEALTH</b></u>
<p>Following instructions - consider any specifics around sensory impairment</p> <p>Adapting to new environments</p> <p>Playing with other children</p> <p>Real world activities (builder / nurse / doctor)</p> <p>Numeracy</p> <p>Real world visits (fire stations, farms etc.)</p> <p>'What do you want to do in the future?'</p> <p>Meeting role models</p> <p>Talk about different careers and education options</p> <p>Access to career related role models</p> <p>Start to build a personal profile of interests and ambitions</p> <p>School sessions from visitors on their careers</p> <p>Choices - thinking about college, and future goals</p> <p>Exploring different careers and opportunities</p> <p>Structured careers advisory sessions</p> <p>Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful</p> <p>Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</p> <p>Qualifications</p> <p>Vocational options</p> <p>Continue to build personal / vocational profile - use in careers sessions</p> <p>After school / Saturday jobs / part-time employment understanding supported employment options e.g. access to work</p> <p>Transition to new settings</p> <p>Starting micro-enterprises</p> <p>Build on strengths and interests highlighted in personal / vocational profile</p> <p>Apprenticeships</p> <p>Supported internships</p> <p>Traineeships</p> <p>CV writing</p> <p>Skills in applying future opportunities</p> <p>Interviewing</p> <p>Understanding support</p>	<p>Feeding and drinking</p> <p>Toileting</p> <p>Real world play (kitchens, DIY, cleaning)</p> <p>Getting dressed</p> <p>Making choices</p> <p>Washing / brushing teeth</p> <p>Telling the time</p> <p>Paying in shops (supervised)</p> <p>Sleep-overs and residential trips</p> <p>Cooking at school and home</p> <p>Understanding money – paying for snacks in school</p> <p>Shopping</p> <p>Moving around the school independently</p> <p>Travel training</p> <p>Transport and road signs</p> <p>Travel training</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Socialising in local community</p> <p>Independent living skills</p> <p>Managing simple bills</p> <p>Managing potential income</p> <p>Residential and local learning options</p> <p>Mental capacity - decision making</p> <p>Understanding consent and best interest</p> <p>Life skills</p> <p>Managing your time</p> <p>Transition to adult care</p> <p>Being safe in your home</p> <p>Understanding different types of living arrangements - what arrangements are positive and possible</p> <p>Actively planning for future living arrangements.</p>	<p>Making friends</p> <p>Social interaction</p> <p>Visits / day trips</p> <p>Team playing</p> <p>Clubs</p> <p>Weekend / holiday activities</p> <p>Developing friendships / friendship groups</p> <p>Youth and after-school clubs</p> <p>Learning to be safe on and offline</p> <p>Knowing the local area</p> <p>Walking short distances alone (if appropriate)</p> <p>Friendships</p> <p>Understanding bullying</p> <p>Managing change</p> <p>Making decisions about how to spend free time</p> <p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p> <p>Developing new friendships</p> <p>Personal budgets</p> <p>Meeting aspirations</p> <p>Managing your time</p> <p>Being safe out and about</p> <p>Understanding alcohol and drugs</p> <p>Volunteering</p> <p>Understanding the criminal justice system</p> <p>Knowing where to go for help and how to use the emergency services</p>	<p>Diet and food</p> <p>Diet - making choices</p> <p>Medical professionals - dentist / doctor / optician</p> <p>Physical exercise</p> <p>Managing minor health needs e.g. asthma</p> <p>Puberty / RSE</p> <p>Articulating pain / health problems</p> <p>Managing more complex health needs</p> <p>Understanding what the GP can help you with</p> <p>Annual health check with GP if registered Learning Disability</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching the screens off and getting a good night's sleep</p> <p>Taking responsibility for dental and optical appointments</p> <p>Managing own health</p> <p>Transition to adult health services</p> <p>Knowing when you need to see the GP</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including sexual relationships - choices, safety and good health</p>