

## Semi-Formal Curriculum Sequential Planning



### Key Stage 4

Overview of Topics- based on preparation for adulthood areas.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 1	Employment Career/Aspirations	Community <b>participation</b> - social skills and relationships	Good Health- growing up	Independent living- self-care and routines	Good Health- Keeping Healthy	Independent living- Money management
Year 2	Employment –being responsible	Community <b>participation</b> - collaborative tasks	Community <b>participation</b> - Emotional Awareness and resilience	Independent living- Household tasks	Good Health- Taking care of ourselves.	Independent living- travel and safety.

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### Key Stage 4



Year 1	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Focus Area-Linked to PfA</b>	<b>Employment Career/Aspirations</b>	<b>Community participation- social skills and relationships</b>	<b>Good Health- growing up</b>	<b>Independent living- self-care and routines</b>	<b>Good Health- Keeping Healthy</b>	<b>Independent living- Money management</b>
<b>Accreditations</b>	Class teachers to choose appropriate ASDAN and AQA units	Class teachers to choose appropriate ASDAN and AQA units  ONLINE SAFETY FOCUS AREA	Class teachers to choose appropriate ASDAN and AQA units	Class teachers to choose appropriate ASDAN and AQA units	Class teachers to choose appropriate ASDAN and AQA units  ONLINE SAFETY FOCUS AREA	Class teachers to choose appropriate ASDAN and AQA units
<b>RE Links</b>	Looking at work from religious charities (e.g. Trussell Trust food bank, CAFOD)	Social relationships through being part of communities e.g. School, Religion, Supporting a football team, a youth group Forgiveness Love Empathy	Religious ceremonies observed as those who follow the religion grow up e.g. Confirmation/ Adults choosing to be baptised Marriage ceremonies both religious and secular	Religious stories about healing e.g. Lazarus	Religious food laws and rules	Giving to charity Generosity
<b>Maths Strand</b>	<b>Number and Measurement</b>	<b>Number and Shape</b>	<b>Number and Data/Statistics</b>	<b>Number and Shape</b>	<b>Number and Measurement</b>	<b>Number and Money</b>
<b>English Strand</b>	<i>Spoken Language, Reading and Writing are embedded throughout the curriculum.</i>					
<b>Employability/ Careers Links</b>	Skill: Independence Visitor and Workplace Visit will be decided dependent upon the pupils' aspirations and interests.	Skill: Working With Others Visitor: Youth Worker or Activity Club Leader in the Local Community Workplace Visit: Leisure Centre, Youth Club or Local Venues which offer activities for young people	Skill: Sharing Information Visitor: Nurse, Midwife, School Nurse, Dentist or Doctor or Scientist Workplace Visit: Medical Facility, Dental Facility or another Health Based Workplace	Skill: Self-Motivation/ Managing Own Learning Visitor: Wellbeing Coach or Motivational Speaker, School Nurse, Therapist (e.g. OT) or Mental Health Practitioner or Hair Stylist/Barber	Skill: Leadership and Management Visitor: Sports Person, Fitness or Dance Instructor, Lifeguard Workplace Visit: Gym, Leisure Centre, Swimming Pool, Parks or Gardens, Forest or Woods	Skill: Using Numbers/ Money Management Visitor: Someone who works in Banking or Finance or who could support with Budgeting Workplace Visit: Bank, Shops or Cafes

				Workplace Visit: Hairdressers, Self-Care Shops e.g. Boots or Superdrug		
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**Semi-Formal Curriculum Sequential Planning**  
Key Stage 4

Year 2	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Focus Area-Linked to PfA</b>	Employment –being responsible	Community participation- collaborative tasks	Community participation- Emotional Awareness and resilience	Independent living- Household tasks	Good Health- Taking care of ourselves.	Independent living- travel and safety.
<b>Accreditations</b>	Class teachers to choose appropriate ASDAN and AQA units  ONLINE SAFETY FOCUS AREA	Class teachers to choose appropriate ASDAN and AQA units	Class teachers to choose appropriate ASDAN and AQA units	Class teachers to choose appropriate ASDAN and AQA units	Class teachers to choose appropriate ASDAN and AQA units  ONLINE SAFETY FOCUS AREA	Class teachers to choose appropriate ASDAN and AQA units  ONLINE SAFETY FOCUS AREA
<b>RE Links</b>	Human and Religious rights Moral and Ethical dilemmas Religious teachings with a moral 10 commandments/ 5 Pillars of Islam	Respectful relationships Respecting the opinions of others 'Love your neighbour as yourself'	Being truthful and honest Forgiveness Religious beliefs and practices which support self-care and wellbeing Prayer		The Arts Religious beliefs and practices which support self-care and wellbeing	Important journeys - Pilgrimage
<b>Maths Strand</b>	<b>Number and Data Handling</b>	<b>Number and Shape</b>	<b>Number and Data Handling</b>	<b>Number and Measurement</b>	<b>Number and Measurement</b>	<b>Number and Money</b>
<b>English Strand</b>	<i>Spoken Language, Reading and Writing are embedded throughout the curriculum.</i>					
<b>Employability/ Careers Links</b>	Skill: Computer Skills Visitor: Police Workplace Visit: This will be dependent on pupils' interests and aspirations	Skill: Enterprise Skills/ Following Instructions Visitor: Small Business Owner Workplace Visit: Local Small or Independent Business	Skill: Speaking and Listening Visitor: Wellbeing Coach, Mental Health Practitioner or Motivational Speaker Workplace Visit: A workplace people	Skill: Problem Solving Visitor: School Housekeeper or Caretaker or Cleaner Workplace Visit: Laundrette, Hardware Shop, Mobile Phone Shop or Furniture Shop	Skill: Creativity/ Time Management Visitor: Dietician, Nurse, Doctor, Exercise/Fitness or Dance Instructor Workplace Visit: Food Shop/Supermarket to explore healthy foods,	Skill: Critical Thinking Visitor: Bus, Train or Taxi Driver or Police, Ambulance Service, Firefighters or Coastguard Workplace Visit: Train Station, Bus Station,

			access to improve wellbeing		Medical Facility, Exercise Venue	Police Station or Fire Station
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