**14+ Curriculum KS4 MLD/ SLD & ASC class (including mainsite shop focus)**

Termly Overview

Intent & implementation

|  |  |  |
| --- | --- | --- |
| Global | Ecology |  |
| Autumn | Spring | Summer |
| People and Fashion**Functional Maths****EQUALS** [**Moving on Numeracy**](https://drive.google.com/drive/folders/1vBhtsL7Lmb2NvRWAFlAOdG6rZDtPWYjB)*- Maths for Life**Domestic Appliances**- Maths for Design (Taught in Creativity)**Repeating Patterns**Shape, Colour and Space**Design**- Maths for the Future**Enterprise***Functional English****EQUALS** [**Moving on Literacy**](https://drive.google.com/drive/folders/1TeNEdBGhIjLggzKHF8PoqMoKfjrnXGwV)**- Sharing Information Y1***Letters and Postcards**People and Events**Collecting and using information including surveys and opinions*- **Creating an Interest** **Y1***Poetry, Plays and Songs**Books including Traditional Tales**Films, Radio, T.V. and Theatre***- Literacy for Information Y2***Magazines and Newspapers**Using a Library**Bibliography and Factual Literature**- Literacy for Life and Leisure**Using Leisure Facilities**Using the Internet**Social Sight and Information, Signs including Shopping and Travel***- Literacy for the Future Y2***Form filling and Personal Details**This is Me and Personal Statements**Group Discussions and Debate***Communication** [**The Communication Trust- Communicating the curriculum**](https://drive.google.com/drive/folders/17mt9VRlOYOv8_1rBiUKnuBTOQ_PGaFlg)1. Listen and respond appropriately to adults & peers2. Ask relevant questions to extend theirunderstanding and knowledge3. Use relevant strategies to build theirvocabulary4. Articulate and justify answers,arguments and opinions5. Give well-structured descriptions,explanations and narratives fordifferent purposes, including forexpressing feelings6. Maintain attention and participateactively in collaborative conversations,staying on topic and initiating andresponding to comments7. Use spoken language to developunderstanding through speculating,hypothesising, imagining & exploringideas8. Speak audibly and fluently with anincreasing command of standard English9. Participate in discussions,presentations, performances, role play,improvisations and debates10. Gain, maintain and monitor the interestof the listener(s)11. Consider and evaluate differentviewpoints, attending to and buildingon the contributions of others12. Select and use appropriate registers foreffective communication[**Applefields Communication Curriculum**](https://drive.google.com/drive/folders/15Fk-ZANUh_V1RXrtOCcoOCwZTSOjKYtX)[**IT Skills**](https://drive.google.com/drive/folders/1Jih2vGDjTLIewwg3Wga7UlGliiGn2xBI)- Keeping in Touch- I.C.T. for Pleasure, Leisureand Information- I.C.T. in Enterprise- I.C.T. and Creativity- I.C.T. for the FutureOnline safety[**Work Related Learning and Life skills**](https://drive.google.com/drive/folders/1xcnOX8p7PFG4Xj3IcaOVnxug2zLZcxWv) **1. Independent living**1.1 Manages own time / routines1.2 Prepares a simple snack1.3 Makes a drink for self and/or others1.4 Prepares to make a meal1.5 Prepares a meal1.6 Participates in mealtime with others1.7 Orders a meal1.8 Prepares to go shopping1.9 Shops for items1.10 Pays for items in shop1.11 Carries out household tasks1.12 Manages own money1.13 Uses a phone1.14 Plans for the future**2. 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Leisure**4.1 Shows preference for particular leisure activities4.2 Plans own leisure activity4.3 Engages in social exchange within leisure activity4.4 Takes account of others within leisure activities4.5 Accepts and applies guidance within leisure activities**Class based lifeskills AET communication learning/ engagement and healthy living****EQUALS Social sight information Maths and English****Travelling/ Shopping (wk 2)** **Cooking (wk3) themes through the year and 3 week rotation**[**Creativity**](https://drive.google.com/drive/folders/1yIyQ70vrdlIXmDLQB3TFbXUYWMDm_oqV)**Art: Bodies**produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art formsSuggestions: • Make clothes out of paper. • Draw a body in charcoal. • Make a 3D model• Recall facts about the artist Julian Opie. • Recall facts about the artist Henry Moore. • Recall facts about the artist Giacometti. • Recall facts about the designer Vivienne Westwood. **PE (inc sensory)**TennisVolleyball (seated and standing)**PSHCE*/* RHSE/ Leisure**[EQUALS: My Physical Wellbeing](https://docs.google.com/document/d/1gX4w1g8siFeSaOHySUIHmRWyQYkwysD1/edit)[Autism Progression Framework](https://drive.google.com/drive/folders/1r_6FkvAjkC7KOnsEyfXmMaqbKEAyQG16)[EQUALS- My relationships and sex educati](https://docs.google.com/document/d/16HFyvW-Zmtv7XDqzmS_2LAPC1xCkIV-f/edit?usp=drive_web&ouid=106042812247143752668&rtpof=true)**on**[PSHE/ RHSE Programme of study](https://drive.google.com/drive/folders/1Db4VGeZNc4a5dO2YKcGUGx4AzKsYMzbD)**My World**[EQUALS](https://drive.google.com/drive/folders/14IDujjuUR61je9YeNnNUS--3ckTfZCeL)[Formal- NC LINK (KS1)](https://drive.google.com/drive/folders/14IDujjuUR61je9YeNnNUS--3ckTfZCeL)Change/ History- passing of time fashion focusFestivals  | Climate**Functional Maths****EQUALS** [**Moving on Numeracy**](https://drive.google.com/drive/folders/1vBhtsL7Lmb2NvRWAFlAOdG6rZDtPWYjB)*- Maths for Life**Telephone and Communication**- Maths for Design (Taught in Creativity)**Repeating Patterns**Shape, Colour and Space**Design**- Maths for the Future**Work***Functional English****EQUALS** [**Moving on Literacy**](https://drive.google.com/drive/folders/1TeNEdBGhIjLggzKHF8PoqMoKfjrnXGwV)**- Sharing Information Y1***Letters and Postcards**People and Events**Collecting and using information including surveys and opinions*- **Creating an Interest** **Y1***Poetry, Plays and Songs**Books including Traditional Tales**Films, Radio, T.V. and Theatre***- Literacy for Information Y2***Magazines and Newspapers**Using a Library**Bibliography and Factual Literature**- Literacy for Life and Leisure**Using Leisure Facilities**Using the Internet**Social Sight and Information, Signs including Shopping and Travel***- Literacy for the Future Y2***Form filling and Personal Details**This is Me and Personal Statements**Group Discussions and Debate***Communication** [**The Communication Trust- Communicating the curriculum**](https://drive.google.com/drive/folders/17mt9VRlOYOv8_1rBiUKnuBTOQ_PGaFlg)1. 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To improve their mastery of art and design techniques with a range of materials – collage.**PE (inc sensory)**Rounders/ T-BallAthletics/ Bikes**PSHCE*/* RHSE/ Leisure**[EQUALS: My Physical Wellbeing](https://docs.google.com/document/d/1gX4w1g8siFeSaOHySUIHmRWyQYkwysD1/edit)[Autism Progression Framework](https://drive.google.com/drive/folders/1r_6FkvAjkC7KOnsEyfXmMaqbKEAyQG16)[EQUALS- My relationships and sex educati](https://docs.google.com/document/d/16HFyvW-Zmtv7XDqzmS_2LAPC1xCkIV-f/edit?usp=drive_web&ouid=106042812247143752668&rtpof=true)**on**[PSHE/ RHSE Programme of study](https://drive.google.com/drive/folders/1Db4VGeZNc4a5dO2YKcGUGx4AzKsYMzbD)**My World**[EQUALS](https://drive.google.com/drive/folders/14IDujjuUR61je9YeNnNUS--3ckTfZCeL)[Formal- NC LINK (KS1)](https://drive.google.com/drive/folders/14IDujjuUR61je9YeNnNUS--3ckTfZCeL)Digital PhotographyPeople |
| Informal | Semi-Formal | **Formal** | Informal | Semi-Formal | **Formal** | Informal | Semi-Formal | **Formal** |
| Autumn | Spring | Summer |