

Forest Way School
Post 16 Wider Curriculum Map 2025-2026

Oaks 10



Post 16 Life choices pathway 2025/2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Skills- Weekly	<u>Recognise safe travel for pedestrians.</u> Intent: To develop awareness around safe travel within the local community and on foot. Implementation: To recognise safe places to cross a road. To cover road safety such as wearing bright clothes, Stop, Look and Listen and to have opportunities to practise these skills in real life situations. Impact: Students will begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff.	<u>Recognise safe travel for pedestrians.</u> Intent: To develop awareness around safe travel within the local community and on foot. Implementation: To recognise safe places to cross a road. To cover road safety such as wearing bright clothes, Stop, Look and Listen and to have opportunities to practise these skills in real life situations. Impact: Students will begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff. **To begin to use the school minibus to practise safety in the community such as: visiting Morrisons to purchase items and Hicks Lodge for exercise and safety in public.	<u>Recognise some familiar signs.</u> Intent: To be able to recognise useful social signs around the community. Implementation: To develop an understanding about social signs such as their colours, shapes and meanings. Impact: For students to be able to recognise and use social signs in the community to help them navigate their way around. **To begin to use the school minibus to practise safety in the community such as: visiting Morrisons to purchase items and Hicks Lodge for exercise and safety in public.	<u>Travel within their local community.</u> Intent: To be able to recognise different modes of transport and select appropriate ones for journeys. Implementation: Pupils will look at different types of transport such as cars, buses and trains. They will think about where they might go on different transport and experience using timetables to plan a route. Impact: Students will be able to recognise different types of transport and have an understanding of when each may be used. **To begin to use the school minibus to practise safety in the community such as: visiting Morrisons to purchase items and Hicks Lodge for exercise and safety in public.	<u>Visit places and use facilities.</u> Intent: Pupils will be able to visit places locally and use facilities with support. Implementation: Pupils will learn about and visit local locations multiple times. They will learn about what they can do there and practice routines, using their knowledge of social signs to aid them. Impact: Pupils will know the function of facilities at some public places and demonstrate safety in the community. **To begin to use the school minibus to practise safety in the community such as: visiting Morrisons to purchase items and Hicks Lodge for exercise and safety in public.	<u>Visit places and use facilities.</u> Intent: Pupils will be able to visit places locally and use facilities with support. Implementation: Pupils will learn about and visit local locations multiple times. They will learn about what they can do there and practice routines, using their knowledge of social signs to aid them. Impact: Pupils will know the function of facilities at some public places and demonstrate safety in the community. **To begin to use the school minibus to practise safety in the community such as: visiting Morrisons to purchase items and Hicks Lodge for exercise and safety in public.
Speaking & Listening - Weekly	Intent: To develop a range of skills to improve communication with peers. Implementation: Makaton, speaking & listening games, memory games, visual games, conversation starters etc. Identify different simple scenarios that students may communicate with each other in e.g. working together, playing a game, chatting, in the community. Work on ways to communicate effectively for each individual pupil, using their preferred method. Impact: To be able to express themselves more effectively using their preferred method of communication.	Intent: To develop a range of skills to improve expressive communication. Implementation: For pupils to learn how to communicate feelings in an appropriate way using voices, AAC devices, Makaton signs or other means. They will practise how to express wants and needs constructively, how to ask for help, etc. Identify different simple scenarios that students may face such as being angry with other students or needing something. Work on ways to communicate effectively for individual using their preferred method. Impact: To be able to express themselves more effectively using their preferred method of communication.	Intent: To develop listening and responding skills. Implementation: Pupils will be given opportunities to listen to a range of different sounds, stories, information and people talking. They will be encouraged to communicate how they feel, what it was about and particularly to ask questions e.g. listening to a peer talking about their weekend and asking if they enjoyed an activity. To develop their comprehension and understanding. Impact: Pupils will be able to listen and respond to stimuli and, particularly, ask relevant questions.	Intent: To develop listening and responding skills. Implementation: Pupils will be given opportunities to listen to a range of different sounds, stories, information and people talking. They will be encouraged to communicate how they feel, what it was about and particularly to ask questions e.g. listening to a peer talking about their weekend and asking if they enjoyed an activity. To develop their comprehension and understanding. Impact: Pupils will be able to listen and respond to stimuli and, particularly, ask relevant questions.	Intent: To develop receptive skills. Implementation: For pupils to follow simple instructions, understand key words, understand social signs, etc. Makaton, speaking & listening games, memory games, visual games, conversation starters etc. To complete work on instructions - identifying key words, working with others cooperatively, repeating instructions back. To listen to and work with more and less familiar adults/staff. Impact: To be able to understand simple receptive language.	Intent: To develop receptive skills. Implementation: For pupils to follow simple instructions, understand key words, understand social signs, etc. Makaton, speaking & listening games, memory games, visual games, conversation starters etc. To complete work on instructions - identifying key words, working with others cooperatively, repeating instructions back. To listen to and work with more and less familiar adults/staff. Impact: To be able to understand simple receptive language.

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Functional English- Weekly	Intent: To develop reading, writing and conversational skills. Implementation: Continue to work on applying Letters and Sounds Phase 2, 3, 4+. Work on sight reading tricky/HF words. Work on recognising key social signs to support every-day living. Develop handwriting and typing skills, including functional written skills such as form filling, search engines, computer logins and AAC device use for communication. Impact: Pupils will develop their ability to read and or recognise key words and social signs including packaging, to aid their every-day life. They will have developed a range of skills to participate in short conversation with a range of people.	Intent: To develop reading, writing and conversational skills. Implementation: Continue to work on applying Letters and Sounds Phase 2, 3, 4+. Work on sight reading tricky/HF words. Work on recognising key social signs to support every-day living. Develop handwriting and typing skills, including functional written skills such as form filling, search engines, computer logins and AAC device use for communication. Impact: Pupils will develop their ability to read and or recognise key words and social signs including packaging, to aid their everyday life. They will have developed a range of skills to participate in short conversation with a range of people.	Intent: To understand a variety of texts. Implementation: Pupils will access a range of texts including newspapers, leaflets, stories, emails and websites. Pupils will learn about what the texts are for, express their opinions on them and find key information and words in the text. They will answer simple questions about the texts and will use them in functional contexts e.g. menus. Impact: Students will be able to understand a wider variety of texts to increase their independence in functional situations. They will be able to express what they enjoy reading and experience a range of writing.	Intent: To understand a variety of texts. Implementation: Pupils will access a range of texts including newspapers, leaflets, stories, emails and websites. Pupils will learn about what the texts are for, express their opinions on them and find key information and words in the text. They will answer simple questions about the texts and will use them in functional contexts e.g. menus. Impact: Students will be able to understand a wider variety of texts to increase their independence in functional situations. They will be able to express what they enjoy reading and experience a range of writing.	Intent: To read and write for a purpose. Implementation: Explore different ways that people use reading and writing in everyday life, and for what purposes? Look at different examples including newspapers – online and print, information leaflets, letters, books and forms. Pupils experience writing different types of text. Begin to fill out details on forms, both handwritten and electronically. Impact: Students will be able to talk about forms of written documents that may be relevant to them, have experienced reading and writing some, be able to find key words or information from key texts (i.e. dates, times, places on letters or adverts). Pupils will also be able to read and fill in some headings on forms.	Intent: To read and write for a purpose. Implementation: Explore different ways that people use reading and writing in everyday life, and for what purposes? Look at different examples including newspapers – online and print, information leaflets, letters, books and forms. Pupils experience writing different types of text. Begin to fill out details on forms, both handwritten and electronically. Impact: Students will be able to talk about forms of written documents that may be relevant to them, have experienced reading and writing some, be able to find key words or information from key texts (i.e. dates, times, places on letters or adverts). Pupils will also be able to read and fill in their personal information such as name, address, DOB etc.
Functional Maths- Weekly	Intent: To develop functional maths skills in everyday life. Implementation: To practise life skills involving maths such as counting, addition, subtraction and measures- weight, capacity and length. Impact: For pupils to understand where and when they may need to apply maths into their everyday life such as when cooking.	Intent: To develop functional maths skills in everyday life. Implementation: To practise life-skills involving maths such as counting, addition, subtraction and measures- weight, capacity and length. Impact: For pupils to understand where and when they may need to apply maths into their everyday life such as when cooking.	Intent: To develop functional money skills. Implementation: To practise life-skills involving money such as reading amounts, identifying coins, adding coins, receiving change and working out totals and budgeting. Impact: For pupils to understand where and when they may need to use money and to apply their knowledge during community skills lessons.	Intent: To develop functional money skills. Implementation: To practise life-skills involving money such as reading amounts, identifying coins, adding coins, receiving change and working out totals and budgeting. Impact: For pupils to understand where and when they may need to use money and to apply their knowledge during community skills lessons.	Intent: To develop time knowledge. Implementation: To practise reading and making analogue times- o'clock, half past and quarter past and quarter to times if appropriate. Impact: For pupils to understand the importance of time and how we need it in our everyday life such as getting up for school, dinner time, to meet appointments, jobs.	Intent: To develop time knowledge. Implementation: To practise reading and making analogue and digital times- o'clock, half past, quarter past and quarter to times. To look at 5-minute intervals if appropriate. Impact: For pupils to understand the importance of time and how we need it in our everyday life such as getting up for school, dinner time, to meet appointments, jobs.
Careers	Careers- Preparing for Adulthood. Intent: To discuss careers and life after Forest Way School. To look at colleges and what is available after school. To receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. Implementation: To cover the following topics: - Travel training introduction. - Budgeting basics. - Community services visit. - Managing personal wellbeing. - Independent living skills. - Planning future goals. 1:1 Careers Guidance- Level 7 Qualified Careers Advisor. Impact: For pupils to have an understanding about their future and the skills needed.		Careers- Enterprise & Next Steps Intent: To discuss careers and life after Forest Way School. To look at colleges and what is available after school. To receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. Implementation: To cover the following topics: - Run a small business project - Employer-led sessions on workplace rights - Transition planning meetings with parents/carers- Transition Evening- February. - Visit local Post 19 provisions- educational and social care. 1:1 Careers Guidance- Level 7 Qualified Careers Advisor. Impact: For pupils to have an understanding about their future and the skills needed.		Careers- Work Placement/ Unbox Your Future/ Work Experience. Intent: To discuss careers and life after Forest Way School. To look at colleges and what is available after school. To complete an Unbox your Future whole class work experience. Implementation: To cover the following topics: Extended supported work experience/ Unbox Your Future, or voluntary work. Weekly progress reviews and reflective journals. 1:1 Careers Guidance- Level 7 Qualified Careers Advisor. Impact: For pupils to have an understanding about their future and the skills needed.	

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PE- Weekly	<u>Fitness for Life.</u> Intent: To identify a wide range of activities and exercises students can adopt in everyday life. Implementation: To set personal bests for walking and running distances. To identify the changes in their body before and after exercise. - Walking. - Visiting local p[laces to compete exercise. - Games. - Aerobics. - Boxercise. - Dance. - Online fitness tutorials. Impact: To experience meaningful exercise in the outdoors.		<u>Gym- Physical Exercise</u> Intent: To develop confidence in a public exercise setting. Implementation: Attending the gym weekly, starting to get a routine. To be introduced to a gym environment and understand the social and personal expectations and standards of using a public gym are. Impact: To apply the knowledge of warmup and cool downs into individual workout practises. To safely explore a wide variety of gym equipment and to understand what gym equipment works what muscle/muscle groups. To work and focus as an individual and to work towards personal goal settings. To work in pairs and understand the process of how to ‘spot’ safely in a range of contexts. To practise and implement good hygiene practise before and after gym training.		<u>Invasion Games.</u> Intent: To identify a range of invasion games, students want to learn and participate in. Implementation: To develop communication, teamwork and leadership skills linked to invasion game activities. To identify the changes in the body before and after exercise. Impact: To identify ways students can participate in invasion games outside of school.		<u>OAA- Student Choice.</u> Intent: To identify a range of outdoor and adventurous activities, students want to learn and participate in. Implementation: To participate in team and individual challenges in the outdoors. To identify the changes in the body before and after exercise. Impact: To experience meaningful exercise experiences in the outdoors.	
	Cook and Eat- Weekly	Unit A: Basic cooking skills Intent: To use basic skills during practical sessions in the kitchen. Implementation: Practise skills, such as peeling, chopping, scrubbing, washing, spreading and mixing. Impact: Students refine these skills that have learned in previous key stages.	Unit A: Basic cooking skills Intent: Use food tech skills to make a meal as a group. Implementation: Group will decide on a main course and desert to cook as a group for their lunch. Tasks to complete this will be assigned by the teacher and the students may work within smaller groups to complete elements of the meal, practicing basic skills learnt last half term and using the correct names for items. Impact: Students will use skills in practical situation. They will work as part of a team and follow basic instructions.	Unit C: Healthy Eating Intent: Use food tech skills to make a meal as a group. To understand healthy and unhealthy food choices. Implementation: Pupils will identify and prepare healthy meals. They will consider where different foods come from, recognise different food groups and sort some healthy and unhealthy food groups. We will look at traffic lights on packages and learn about the importance of eating healthily. Impact: Students will use skills in practical situation. They will work as part of a team and follow basic instructions. Pupils will be able to recognise healthy and unhealthy foods and understand the importance of eating healthily.	Unit C: Healthy Eating Intent: Use food tech skills to make a meal as a group. To understand healthy and unhealthy food choices. Implementation: Pupils will identify and prepare healthy meals. They will consider where different foods come from, recognise different food groups and sort some healthy and unhealthy food groups. We will look at traffic lights on packages and learn about the importance of eating healthily. Impact: Students will use skills in practical situation. They will work as part of a team and follow basic instructions. Pupils will be able to recognise healthy and unhealthy foods and understand the importance of eating healthily.	Unit D: Health and safety in the kitchen Intent: Learn more about food safety. Implementation: In addition to cooking a simple meal, students will also learn about safety in the kitchen including which foods need to be cooked, what things can be dangerous in the kitchen and how to treat a minor burn or scald. Impact: Students will understand how to keep themselves safe in the kitchen and recognise some foods that are safe and unsafe to eat.	Unit E: Food Hygiene Intent: Learn more about food safety. Implementation: In addition to cooking a simple meal, students will also learn about basic food hygiene, e.g. Hand washing, covering food, storing in the fridge, use by dates, using the freezer, thorough cooking. Impact: Students will understand how to keep themselves safe in the kitchen and recognise some foods that are safe and unsafe to eat.	
RE		Embedded through whole school workshops, community skills visits and music and drama	Embedded through whole school workshops and community skills trips. October – Diwali December – Christmas/ Winter workshops	Embedded through whole school workshops and community skills trips. January – Chinese New Year February – Valentines Day	Embedded through whole school workshops and community skills trips. March- St Patrick’s Day April – Easter/Spring Workshop	Embedded through whole school workshops and community skills trips. May – Eid workshop	Embedded through whole school workshops and community skills trips. End of year activities	

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PSHE/ RSE- Weekly	<u>Marriage and commitment</u> Intent: To understand more about what it means to be in a committed relationship Implementation: That there are different types of committed stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered. • the characteristics and legal status of other types of long-term relationships Impact: Pupils have a greater understanding about committed relationships and how this might impact them now and in the future.	<u>Healthy relationships</u> Intent: To learn more about the features of a positive relationship. Implementation: the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. Impact: Pupils have a deeper understanding about respectful relationships and can use this info to behave appropriately towards others and to expect respect from others.	<u>Safe Sex and STI's</u> <i>CG4 Intimate relationships, consent and contraception</i> Intent: To be aware of what sexual intercourse is and how to keep safe and give consent. Implementation: -to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships. -how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) -how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment. Impact: To be able to make an informed decisions regarding their own sexual health and have awareness to maintain safety.	<u>Reality v's fantasy</u> Intent: To learn about the 'fantasy' of some online content. To cover online safety i.e. chat rooms, online gaming (Roblox, Minecraft), YouTube videos, social media. Implementation: violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media. Impact: Pupils have a deeper understanding that things online may not always be 'real' and how this can affect them.	<u>My Body – Signs and Symptoms</u> Intent: To learn about how to prevent and cure ill health. Implementation: TO learn about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Impact: Recognise signs and symptoms of ill health. Avoid illness or cure illness through action.	<u>Safe sex and STI's</u> <i>CG1 – Puberty</i> Intent: To continue to learn about how to be safe, consent and STI's. Implementation: That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Impact: Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves.
	<u>Teams and Triumphs</u> Intent: To earn about the positive with teamwork and how working together can achieve. Implementation: - the role of teams and how people can work together to achieve more. -strengths and weaknesses of other people. - empathy. -teamwork and team building- small group work within the class with activities and challenges. -the sense of being proud when you have achieved something. -famous teams such as the Lionesses and the Euros/World cup, other teams. Impact: To work within a team and show pride in their work.	<u>The effects and risks of unhealthy foods</u> Intent: To understand further how an unhealthy diet can affect our body. Implementation: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. Impact: To make healthy food choices (with support).	<u>Drugs and the Effects</u> Intent: To understand what illegal substances are and how to say no to them. To understand how the use of alcohol and drugs can lead to risky behaviour. Implementation: -to manage alcohol and drug use in relation to immediate and long-term health. -to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking. -the impact of alcohol and drug use on road safety, work-place safety, reputation and career. -the risks of being a passenger with an intoxicated driver and ways to manage this. Impact: To understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<u>Gambling</u> Intent: To understand what gambling is and the implications it can have, including debt and addiction. Implementation: Pupils understand the different types of gambling from Bingo to Poker. To also include online gaming and spending of 'virtual money'. To understand the risks related to online gambling including the accumulation of debt. Impact: To know how to gain support and help and to play games safely.	<u>Who can help me? (Community support)</u> Intent: To know who can help in times of need and how to make contact. Implementation: how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. How to get further advice and treatment where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). How and when to seek support including which adults to speak to in school if they are worried about their health how to make a clear and efficient call to emergency services if necessary. Impact: Pupils begin to know that there are different services and professionals they can turn to for different things, but that ultimately, school can help with most things in the first instance.	<u>Healthy body = healthy mind</u> Intent: To understand further about the links between healthy living and a healthy mind. Implementation: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. •how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical

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						exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. Impact: Pupils begin to understand that there are physical things they can do to positively impact their mental health.
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Arts and Culture / Music / World Around Us- Weekly	Music: SingClusive Choir Intent: To experience singing as a group in a choir. Implementation: To follow adult modelling, Makaton signs and verbal instructions to participate in a whole group activity. To experience a virtual class through Zoom. Impact: Pupils will have a greater understanding of choirs and singing.	Art & Culture: Intent: To explore pantomimes. Implementation: Explore the characters, storylines and culture associated with pantomimes. Create a set and props for a pantomime. Learn about the history of pantomime. If possible, experience a pantomime. Impact: Pupils will have a greater understanding of pantomimes. They will be able to work as a team and practice fine motor skills to make a set and props.	Music: SingClusive Choir Intent: To learn lyrics in a choir. Implementation: To follow adult modelling, Makaton signs and verbal instructions to participate in a whole group activity. To experience a virtual class through Zoom. Impact: Pupils will have a greater understanding of choirs, singing and develop their memory skills.	Music: SingClusive Choir Intent: To experience Easter singing as a group in a choir. Implementation: To follow adult modelling, Makaton signs and verbal instructions to participate in a whole group activity. To experience a virtual class through Zoom. Impact: Pupils will have a greater understanding of choirs, singing and develop their memory skills.	Art & Culture: Intent: To experience printing with different materials. Implementation: Pupils look at prints from different cultures and experience printing with vegetables, sponges etc. They use different bases e.g. pencil cases, t shirts, bags, paper. They make a final design and create a useful item. Impact: Pupils make choices about mediums to use and create their own designs. They learn more about different styles of printing and make their own artistic choices about design.	World Around Us: Intent: To learn about British identity. Implementation: Students consider what being British means to them. They experience things that others consider British such as the flag and traditional foods. They will consider British values and take part in a democratic vote. Impact: Pupils will understand more about British culture and develop their own identity. They will understand more about British values including the democratic process.
	<u>Food Hygiene – Link to cook and eat</u> Intent: To learn about food hygiene and the importance at home and at work. Possibly to take food hygiene certificate. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: - To understand the importance of personal hygiene - To know how to store food safely. - To know how to ensure temperature is controlled. - To prevent contamination.	<u>Design Technology Passport</u> Intent: To know how to use workshop equipment safely and to carry out risk assessments to identify risks and reduce them. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: - To use hand tools to make a simple decoration or keyring. - To identify risks and know how to reduce them. - To student careers that use these skills. - To identify jobs in the home that may use these skills.	<u>Household maintenance and Animal Care</u> Intent: To learn about how to keep a house well, including what to do if things break and how to look after pets. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: - To continue to learn about cleaning a house and plan a weekly routine. - To plan how to fix something that breaks like a washing machine (finding someone to repair items) or breaking small things like a glass (the safety needed to do this yourself) - To look at various pets that can be kept and identify their needs. - To plan in detail how to look after one pet for a year. - To visit an animal charity e.g. RSPCA.	<u>Design Technology Sewing: Upcycle</u> Intent: To know how to use sewing equipment safely and to carry out repairs to mend items. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: - To identify risks involved in sewing and how to use equipment safely. - To look at items of clothing that can be research how they can be mended e.g. slow stitching/ Sashiko. - To design and plan how to mend or alter an item of clothing. - To carry out the alterations/ amendments.	<u>Care of myself – money, bills and budgets</u> Intent: To learn about earning money and paying bills. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: - To visit a bank and possibly have a chat with workers there. - To look at different types of bank accounts and how to access money. - To look at payslips and tax. - To identify bills/ spending that might need paying and to plan a budget for these.	<u>Design Technology Woodwork: Recycle shop</u> Intent: To know how to use workshop equipment safely and to carry out risk assessments to identify risks and reduce them. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project Impact: - To build on workshop safety knowledge and implement this. - To plan and make decorations to sell at Coalville C.A.N in the Forest Way stall.

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Gardening / Creative- Weekly	Intent: To design, make and work with natural items. Implementation: • Textured rubbings. • Nature walks • Planting bulbs. • Weeding/digging. • Harvesting veg/fruit. • Mini beast hunt. • Exploring the Croft outdoor area/woodlands. • Pinecone painting. • Making Bird feeders. • Leaf printing • Conker threading Impact: Students will experience different outdoor learning activities, using a variety of skills.	Intent: To design, make and work with natural items. Implementation: • Textured rubbings. • Nature walks • Planting bulbs. • Weeding/digging. • Harvesting veg/fruit. • Mini beast hunt. • Exploring the Croft outdoor area/woodlands. • Pinecone painting. • Making Bird feeders. • Leaf printing • Conker threading Impact: Students will experience different outdoor learning activities, using a variety of skills.	**Intent: To plant and prep the Croft area ready for Spring. Implementation: Students will tidy the Croft garden areas, prep soil, plant seeds and bulbs maintain plant growing areas (weeding, etc). They will learn about garden tool safety and will understand more about the timelines around growing plants and flowers. Impact: Students will understand and take part in the prep and growth of plants. **Due to the time of year, if the weather is unsuitable to carry out the activities mentioned other tasks associated with the outdoors will be provided instead.	**Intent: To plant and prep the Croft area ready for Spring. Implementation: Students will tidy the Croft garden areas, prep soil, plant seeds and bulbs maintain plant growing areas (weeding, etc). They will learn about garden tool safety and will understand more about the timelines around growing plants and flowers. Impact: Students will understand and take part in the prep and growth of plants. **Due to the time of year, if the weather is unsuitable to carry out the activities mentioned other tasks associated with the outdoors will be provided instead.	Intent: To understand how to care for Nature. Implementation: Students will care for the plants they are growing, including watering, weeding and measuring. They will think about what animals also live in our surroundings and how to care for them, including plants for bees and butterflies. Impact: Pupils will understand why nature, including animals and plants are important, and how they can look after their local environment.	Intent: To understand how to care for Nature. Implementation: Students will care for the plants they are growing, including watering, weeding and measuring. They will think about what animals also live in our surroundings and how to care for them, including plants for bees and butterflies. Impact: Pupils will understand why nature, including animals and plants are important, and how they can look after their local environment. <i>*Butterfly life cycle- order from Insect Lore.</i>
	<u>Problem solving</u> Intent: To develop vital problem-solving skills. Implementation: Students will be able to explain a simple problem they may have and recognise they may need help. Once learners can identify problems, they begin learning how to use strategies to solve simple problems. Impact: To develop their skills and apply to multiple real-world situations.	<u>Creativity</u> Intent: To develop vital creative skills to apply to their adult life. Implementation: To understand what being creative is including imagination and role play. Impact: To apply skills to real-world situations.	<u>Staying Positive</u> Intent: To develop key strategies to cope with adult life including problem solving, understanding instructions and seeking support. Implementation: Through whole class learning and small group work. Impact: To be able to apply skills to real-world situations.	<u>Aiming High</u> Intent: To develop skills for pupils to make their own informed decisions and strive to achieve to the best of their ability. Implementation: Through whole class learning and small group work. Impact: For pupils to be proud of their own achievements and strive for the best.	<u>Teamwork</u> Intent: To work on Teamwork. Pupils should show they are able to contribute towards a bigger task as part of a group. Implementation: Through whole class learning and small group work. Impact: To Understand that a big task can be broken down into smaller tasks. To demonstrate they can contribute to a team by taking on a smaller task as part of the bigger task.	<u>Leadership</u> Intent: To develop empathy, awareness of emotions and feelings. For pupils to support in decision making and ensuring tasks are completed. Implementation: Through whole class learning and small group work. Impact: For pupils to show how they feel through communications and their body language. To identify other people's feelings.