

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 12</b>  World of work,	<p><b>Students will learn:</b> 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><b><u>World of Work</u></b></p> <p><b>Vocab:</b> WoW- job, skills, qualities, roles, behaviours for life and learning, clothes, equipment, working together, deadline, task.</p> <p><b>Skills:</b> 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><b><u>Independent Living</u></b></p>	<p><b>Students will learn:</b> 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><b><u>World of Work</u></b></p> <p><b>Vocab:</b> WoW- job, skills, qualities, CV's, Interviews, clothes, questions, answers, time keeping, smart, knowing, doing, listening, applying.</p> <p><b>Skills:</b> 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><b>Students will learn:</b> 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><b><u>World of Work</u></b></p>			

<p><b>Year 13</b></p>	<p><b>Students will learn:</b> How and why it is important to communicate to get our basic wants and needs met. Students will explore a range of different ways to communicate including non-verbal communication.</p> <p>Students will use a range of communicative technologies to assist them in making choices about activities that they wish to engage in. Students will vocalise preferences/dislikes for certain activities and will learn to be around other students within their environment. Students will explore own immediate surroundings-classroom/other rooms/school; sensory trail of surroundings; indicating through vocalisation/eye gaze etc. on their immediate environment.</p> <p><b>Vocab:</b> talk, listen, hear, face, happy, sad, choices, needs and wants, body language.</p> <p><b>Skills:</b> Students will learn to develop their communication skills in a range of different contexts. They will learn how to listen to each other, follow basic instructions and at the simplest level, be able to tolerate being in the same room as other people.</p> <p>Students will experience working with a range of different people, how to negotiate and work together as a team. Students will continue to develop an awareness of tolerance and difference of opinions and be able to accept this.</p> <p>In Autumn B, students will learn to apply the communication skills that they have been working on and apply it into a range of contexts that are real to life.</p>	<p><b>Students will learn:</b> How and why it is important to be able to work with each other as part of a group.</p> <p>Students will explore basic rules for working together and will identify which are the most important and why. They will tie in key behaviours for life and learning to help them to understand why these are important and how these can be applied to school and home life.</p> <p>Students will be given a range of team-building exercises and will be asked to work together to try to get a task done. They will be given a range of different situations, in a range of different contexts to allow them to apply the skills that they have learnt in a range of different scenarios.</p> <p>Students will engage in creative activities and will learn how to interact</p> <p><b>Vocab:</b> team work, listening, leading, negotiation, behaviours for life, tolerance.</p> <p><b>Skills:</b> Students will build upon the work that they have completed in the communication unit. Students will learn to develop their communication skills in a range of team building activities. They will learn how to listen to each other, follow basic instructions and at the simplest level, be able to tolerate being in the same room as other people. Students will learn to work towards key deadlines and will learn to prioritise tasks.</p>	<p><b>Students will learn:</b> about the leisure facilities available to them within their school community and wider community.</p> <p>Students will explore a range of leisure activities and will learn about the benefits of engaging in such activities. Students will be able to take part in some of these activities during school time. One of the activities that students will explore should be a new skill and an activity that students might find challenging. The other will be an activity that students might find relaxing.</p> <p><b>Vocab:</b> leisure activities, relaxing, challenging, skills, new, cost, benefits, after school.</p> <p><b>Skills:</b> Students will build upon the work that they have completed working with others unit. They will learn about the benefits of taking part in each activity. They will be able to justify reasons why they might like/might not like an activity.</p>
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<p><b>Year 14</b></p>	<p><b>Students will learn:</b> How and why it is important to communicate to get our basic wants and needs met. Students will explore a range of different ways to communicate including non-verbal communication.</p> <p>Students will use a range of communicative technologies to assist them in making choices about activities that they wish to engage in. Students will vocalise preferences/dislikes for certain activities and will learn to be around other students within their environment. Students will explore own immediate surroundings-classroom/other rooms/school; sensory trail of surroundings; indicating through vocalisation/eye gaze etc. on their immediate environment.</p> <p><b>Vocab:</b> talk, listen, hear, face, happy, sad, choices, needs and wants, body language.</p> <p><b>Skills:</b> Students will learn to develop their communication skills in a range of different contexts. They will learn how to listen to each other, follow basic instructions and at the simplest level, be able to tolerate being in the same room as other people.</p> <p>Students will experience working with a range of different people, how to negotiate and work together as a team. Students will continue to develop an awareness of tolerance and difference of opinions and be able to accept this.</p> <p>In Autumn B, students will learn to apply the communication skills that they have been working on and apply it into a range of contexts that are real to life.</p>	<p><b>Students will learn:</b> How and why it is important to be able to work with each other as part of a group.</p> <p>Students will explore basic rules for working together and will identify which are the most important and why. They will tie in key behaviours for life and learning to help them to understand why these are important and how these can be applied to school and home life.</p> <p>Students will be given a range of team-building exercises and will be asked to work together to try to get a task done. They will be given a range of different situations, in a range of different contexts to allow them to apply the skills that they have learnt in a range of different scenarios.</p> <p>Students will engage in creative activities and will learn how to interact</p> <p><b>Vocab:</b> team work, listening, leading, negotiation, behaviours for life, tolerance.</p> <p><b>Skills:</b> Students will build upon the work that they have completed in the communication unit. Students will learn to develop their communication skills in a range of team building activities. They will learn how to listen to each other, follow basic instructions and at the simplest level, be able to tolerate being in the same room as other people. Students will learn to work towards key deadlines and will learn to prioritise tasks.</p>	<p><b>Students will learn:</b> about the leisure facilities available to them within their school community and wider community.</p> <p>Students will explore a range of leisure activities and will learn about the benefits of engaging in such activities. Students will be able to take part in some of these activities during school time. One of the activities that students will explore should be a new skill and an activity that students might find challenging. The other will be an activity that students might find relaxing.</p> <p><b>Vocab:</b> leisure activities, relaxing, challenging, skills, new, cost, benefits, after school.</p> <p><b>Skills:</b> Students will build upon the work that they have completed working with others unit. They will learn about the benefits of taking part in each activity. They will be able to justify reasons why they might like/might not like an activity.</p>
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