

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 12/ World of Work	<p>Students will learn: 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>Students will learn: 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>Students will learn: 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><u>World of Work (Job roles)</u></p>		<p><u>World of Work (Job application)</u></p>		<p><u>World of Work (Interviews)</u></p>	
	<p><u>Vocab:</u> WoW- job, skills, qualities, roles, behaviours for life and learning, clothes, equipment, working together, deadline, task.</p>		<p><u>Vocab:</u> WoW- job, skills, qualities, CV's, Interviews, clothes, questions, answers, time keeping, knowing, doing, listening.</p>		<p><u>Vocab:</u> job, interview, questions, answers, talking, listening, smart, being ready, application, job interview, interviewer, interviewee.</p>	
	<p><u>Skills:</u> 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. Students will have the opportunity to develop and apply their skills in work experience placements (to help them to prepare for the real working world).</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the local community. For example, some students will continue onto Project Choice- Stage 2. In year 14, students will begin to think about visiting people/places/ exploring job roles within the local and wider community. They will continue, if successful onto Project Choice and</p>		<p><u>Skills:</u> 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. They will be given work experience opportunities to be able to put into practice what they have learned.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within school. For example, students will have the opportunity to further develop their understanding of different job roles by getting different people to come into school to visit them and to talk to students about their job roles.</p>		<p><u>Skills:</u> Students will learn to apply their knowledge and understanding of skills and qualities in the workplace by reflecting on their own skills and qualities and presenting what they are good at in an interview style session. Students will experience having an interview with their peers. They will experience (through role play) asking and answering questions in both roles (the interviewer and interviewee). Students will build upon their previous learning by thinking about what skills and qualities they have that will help them in their career choice. Students should be able to think about and to reflect upon the enterprise work that they have been completing and some students will be able to draw upon this.</p> <p>Students will have an interview with their job coach. They will also work towards interview preparation needed for Project Choice interviews.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the working world. For example, students will have the opportunity to be interviewed by our careers/IAQ coordinator within an environment that is familiar to them.</p>	

	will be given a range of work related learning experiences.		
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Year 12.	Community and Social	<p>Students will learn: 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>Students will learn: 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>Students will learn: 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><u>Community and Social</u> Students will learn to develop their knowledge and understanding of what their local and wider community looks like and what things they may be able to access as a citizen within their local and wider community.</p> <p>Students will explore what a community looks like and what things they might see within a school community. They will briefly look into the local community. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community.</p> <p><u>Skills:</u></p> <p><u>Vocab: (community groups)</u> Community and Social- community, group, different, same, religion, shop, sports centre, post office, library, café, gym, doctors, pharmacy, opticians, dentist.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community.</p>	<p><u>Community and Social</u> Students will learn to develop their knowledge and understanding of what their local and wider community looks like and what things they may be able to access as a citizen within their local and wider community. Students will explore and experience a range of social opportunities (both inside of school and within their local and wider community). This will also tie in with independent travel and how to access social events within the local and wider community.</p> <p>Students will experience some of the social activities available to them and will have the opportunity to think about what they might want to do socially as they develop into young adults. Students will touch upon ways of connecting with other people within the local and wider community and will begin to think about how to keep themselves safe when using technology. Students will also explore different modes of transport and will compare them.</p> <p><u>Vocab: (Social)</u> Community and Social- social, safe, friends, hobbies, time, bar, restaurant, café, bowling, cinema, facebook, whatsapp, stranger, date</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school</p>	<p><u>Community and Social</u> Students will learn to develop their knowledge and understanding of what a healthy relationship might look like and where they might get advice/help and support for sex and relationships. Some students will explore friendships in more detail, including what to do if you fall out with someone, how to connect with new people, how to maintain good friendships.</p> <p>Students will explore cause and effect- they will look at the law and the impact of breaking the law- from being arrested through to court system. They will learn about the judicial system and the impact of crime in society.</p> <p><u>Vocab: (Sex and relationships and support groups)</u> Friends, boyfriend, girlfriend, gay, bisexual, love, sex, relationship, married, single, date, consent, support.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their knowledge and understanding of what facilities they can access should they need to. Students will visit different places within the local and wider community, including who to go to for help with certain problems.</p>			

		and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community.	
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Year 12/ Independent Travel	Students will learn: 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.		Students will learn: 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.		Students will learn: 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.	
	<u>Independent Travel</u> Students will learn to develop their knowledge and understanding of what things they can access within their local and wider community. Students will engage in an independent travel programme where they will explore a range of different modes of transport. Students will explore the benefits of each system. Students will also learn about how to keep themselves safe and what to do scenarios. Functional numeracy will be embedded throughout this unit- with students having to plan routes, locate buses, explore time etc.		<u>Independent Travel</u> Students will learn to develop their knowledge and understanding of what things they can access within their local and wider community. Students will engage in an independent travel programme where they will explore a range of different modes of transport. Students will explore the benefits of each system. Students will also learn about how to keep themselves safe and what to do scenarios. Functional numeracy will be embedded throughout this unit- with students having to plan routes, locate buses, explore time etc.		<u>Independent Travel</u> Students will learn to develop their knowledge and understanding of what things they can access within their local and wider community. Students will engage in an independent travel programme where they will explore a range of different modes of transport. Students will explore the benefits of each system. Students will also learn about how to keep themselves safe and what to do scenarios. Functional numeracy will be embedded throughout this unit- with students having to plan routes, locate buses, explore time etc.	
	<u>Skills:</u> To develop independent travel training skills to allow students to access things with the local and wider community. To learn how to stay safe. To explore a range of what if scenarios.		<u>Skills:</u> To develop independent travel training skills to allow students to access things with the local and wider community. To learn how to stay safe. To explore a range of what if scenarios.		<u>Skills:</u> To develop independent travel training skills to allow students to access things with the local and wider community. To learn how to stay safe. To explore a range of what if scenarios.	

	<p><u>Vocab: (Independent Travel)</u> Community, transport, bus, metro, taxi, car, cost, time, crossing road, stranger danger, look left and right, pelican crossing, zebra crossing, stop, look listen, lollipop lady/man.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community. Students will have the opportunity to apply their skills into a range of contexts, including preparing for work experience.</p>	<p><u>Vocab: (Independent Travel)</u> Community, transport, bus, metro, taxi, car, cost, time, crossing road, stranger danger, look left and right, pelican crossing, zebra crossing, stop, look listen, lollipop lady/man.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community. Students will have the opportunity to apply their skills into a range of contexts, including preparing for work experience.</p>	<p><u>Vocab: (Independent Travel)</u> Community, transport, bus, metro, taxi, car, cost, time, crossing road, stranger danger, look left and right, pelican crossing, zebra crossing, stop, look listen, lollipop lady/man.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school and local community. For example, students will have the opportunities to learn about the local community groups in more detail. They will learn about different community groups, exploring different faiths, cultures and different health and social groups within the local community. Students will have the opportunity to apply their skills into a range of contexts, including preparing for work experience.</p>
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 12 Independent Living	<p>Students will learn: 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>Students will learn: 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>Students will learn: 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>Students will learn: 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><u>Independent Living</u></p>	<p><u>Independent Living</u></p>	<p><u>Independent Living</u></p>	<p><u>Independent Living</u></p>		
	<p><u>Vocab: (Communication)</u></p> <p>Discussion, talk, confidence, knowledge, listening, speaking, interest, topics, friendships, audience, projection, voice, calm.</p>	<p><u>Vocab: (Communication within social setting)</u></p> <p>Discussion, talk, confidence, knowledge, listening, speaking, interest, topics, friendships, audience, projection, voice, calm, host, entertain.</p>	<p><u>Vocab: (Communication within social setting)</u></p> <p>Discussion, talk, confidence, knowledge, listening, speaking, interest, topics, friendships, audience, projection, voice, calm, host, entertain.</p>	<p><u>Vocab: (Group discussion)</u></p> <p>Discussion, point, debate, wait, pause, projection, points of view.</p>		
	<p><u>Skills:</u></p> <p>Students will learn to develop their knowledge and understanding of what it means to be live independently and the need for communication as a mode to getting needs met. Students will specifically look at talking to students within the class about their interests in the build up to presenting a topic of their choice to other students. Students will learn that this also ties into the world of Work and interview process, Students will focus heavily on developing key parts of functional literacy, including being able to obtain information from a range of different sources and being able to present this in a meaningful way.</p>	<p><u>Skills:</u> Students will learn to develop their knowledge and understanding of what it means to host and entertain a number of people to a tea of coffee morning. Students will learn about planning and organisation and will learn to apply their communication skills with a wider audience- i.e. guests, ordering food at shops etc.</p> <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school community. For example, students will have the opportunity to apply these skills into a range of different contexts/scenarios.</p>	<p><u>Skills:</u> Students will learn to develop their knowledge and understanding of what it means to have a group discussion and to listen to and hear other people's points of view.</p> <ul style="list-style-type: none">Students will specifically look at a range of different topics and will prepare for discussion.Students will learn to make notes, and pull information from a range of different sources.PEE- tying in literacy. Point, explain and evidence.Students will also learn about how people can have a difference of opinion and how to manage feelings and emotions associated with this (as a life skill).			

	<p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school community. For example, students will have the opportunity to apply their skills into a wider range of contexts- with other staff/in a range of different environments ~(both internal and external to the school).</p>		<ul style="list-style-type: none"> • Students will experience taking part in a discussion and demonstrating their communication skills. <p><u>Progression:</u> In year 13, students will look at further progressing their skills within the school community. For example, students will have the opportunity to apply these skills into different areas of the school curriculum.</p>
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