

	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Year 10</b>	<p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Managing social relationships.</b> (Development of skills)</p> <p>This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways.</p> <p>Students will learn about what is appropriate behaviour. With support and practice, they should be able to interact with other people in positive ways in everyday and familiar situations.</p> <p><b>Vocab:</b> communicate, talk, positive, negative, face, body language, greeting.</p> <p><b>Skills:</b> Students will learn to develop their knowledge and understanding of how to behave in set scenarios. Students will learn initially about questions and how to communicate in order to find out information/get across their individual wants and needs.</p> <p>Students will begin to think about scenarios where they may need to communicate</p>	<p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Personal safety in the home and community</b> (Development of skills)</p> <p>This unit is about raising students awareness of the risks they could face in the home and when travelling around. It is also about helping them to develop strategies for reducing risk and being able to communicate these problems.</p> <p><b>Vocab:</b> safe, unsafe, home, community, communicate, talk, problem, thinking, help.</p> <p><b>Skills:</b> Students will develop their understanding potential risks to their personal safety when travelling around and when at home. With appropriate preparation they should be able to travel independently to a familiar destination using public transport. They should be capable of demonstrating safe practices when carrying out household activities, in familiar contexts and with appropriate support.</p>	<p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Managing own Money</b> (Development of skills)</p> <p>This unit is about introducing candidates to the basic elements of managing their personal finances and carrying out simple transactions capably.</p> <p><b>Vocab:</b> money, coins, card, pay, steal, price, cost, change, receipt, income</p> <p><b>Skills:</b> Students should be capable of understanding the concept of income and of recognising their regular expenditure. In a familiar environment and with appropriate guidance, some students should be capable of using the correct coins (by matching same and different) when paying for items.</p>			
<b>Year 10</b>	<p><b>Students will learn:</b> <b>(Indigo/violet)</b></p> <p><b>Engaging in new creative activities</b> (Development of skills)</p> <p>This unit is about exploring individuals' responding positively to a new activity through creativity. E.g. musical instrument, responding positively to a new activity, reaching out for objects, exploring a range of textures and materials in the hope of being able to support students with communicating their preferences.</p> <p><b>Vocab:</b> Likes/dislikes through vocalisations, reaching out, eye gaze.</p> <p><b>Skills:</b> Students will experience a range of sensory activities that will help to develop their progress towards the engagement profile.</p>	<p><b>Students will learn:</b> <b>(Indigo/violet)</b></p> <p><b>Getting on with other people.</b> (Development of skills)</p> <p>This unit focuses around students being able to interact positively with people around them.</p> <p><b>Vocab:</b></p> <p>Likes/dislikes through vocalisations, reaching out, eye gaze.</p> <p><b>Skills:</b> Students will experience a range of sensory activities that will help to develop their progress towards the engagement profile.</p>	<p><b>Students will learn:</b> <b>(Indigo/violet)</b></p> <p><b>Developing self-awareness- all about me</b> (Development of skills)</p> <p>This unit focuses around students being able to show an awareness of themselves as an individual. They will experience activities that will help them to develop their individuality through a range of sensory experiences. They will experience activities that will build upon them recognising how they relate to others.</p> <p><b>Vocab:</b></p> <p>Likes/dislikes through vocalisations, reaching out, eye gaze.</p> <p><b>Skills:</b></p> <p><b>Skills:</b> Students will experience a range of sensory activities that will help to develop their progress towards the engagement profile.</p>			

<b>Year 11</b>	<p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Managing social relationships.</b> (Development of skills)</p> <p>This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways. Students will learn about what is appropriate behaviour. With support and practice, they should be able to interact with other people in positive ways in everyday and familiar situations.</p> <p><b>Vocab:</b> communicate, talk, positive, negative, face, body language, greeting.</p> <p><b>Skills:</b> Students will learn to develop their knowledge and understanding of how to behave in set scenarios. Students will learn initially about questions and how to communicate in order to find out information/get across their individual wants and needs. Students will begin to think about scenarios where they may need to communicate</p> <p><b>Healthy Living</b> (Development of skills)</p> <p>This unit is about introducing students to ways in which they can contribute to and improve their lifestyle.</p> <p><b>Vocab:</b> healthy, unhealthy, body, mind, exercise, diet, feelings.</p> <p><b>Skills:</b> Students should be capable of understanding what is meant by a 'healthy lifestyle' and of recognising things that they, as an individual, can do towards making their own lifestyle healthier. They should be capable of participating in at least one activity that will contribute to leading a healthy lifestyle, with appropriate support and in familiar contexts.</p>	<p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Personal safety in the home and community</b> (Development of skills)</p> <p>This unit is about raising students awareness of the risks they could face <b>in the home</b> and when travelling around. It is also about helping them to develop strategies for reducing risk and being able to communicate these problems.</p> <p><b>Vocab:</b> safe, unsafe, home, community, communicate, talk, problem, thinking, help.</p> <p><b>Skills:</b> Students will develop their understanding potential risks to their personal safety when travelling around and when at home. They should be capable of demonstrating safe practices when carrying out household activities, in familiar contexts and with appropriate support.</p> <p><b>Working as a group</b> (Development of skills)</p> <p>This unit supports students in developing their skills as active contributors when working with others on group activities.</p> <p><b>Vocab:</b> teamwork, communication, problem solving, working together.</p> <p><b>Skills:</b> Students should be capable of understanding how to interact with others in appropriate ways when working on a group task. They should be able to carry out tasks they are given and be able to identify what went well and less well with their work.</p>	<p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Making the most of leisure time</b> (Development of skills)</p> <p>This unit is about introducing students to different leisure facilities and about encouraging them to take part in a leisure activity that is relevant to them.</p> <p><b>Vocab:</b> leisure, time, free, relaxing, challenging, likes, dislikes.</p> <p><b>Skills:</b> Students should be capable of understanding what is meant by 'leisure time' and of recognising leisure facilities in their local area. In a familiar environment with appropriate guidance and support, they should be capable of taking part in a leisure activity, identifying what they like about the activity and recognising the benefits it brings.</p> <p><b>Students will learn:</b> <b>(Yellow- blue)</b></p> <p><b>Personal safety in the home and community</b> (Development of skills)</p> <p>This unit is about raising students awareness of the risks they could face in the home and <b>when travelling around</b>. It is also about helping them to develop strategies for reducing risk and being able to communicate these problems.</p> <p><b>Vocab:</b> safe, unsafe, home, community, communicate, talk, problem, thinking, help.</p> <p><b>Skills:</b> Students will develop their understanding potential risks to their personal safety <b>when travelling around</b> and when at home. With appropriate preparation they should be able to travel independently to a familiar destination using public transport. They should be capable of demonstrating safe practices</p>
--------------------	--	--	---

			when carrying out household activities, in familiar contexts and with appropriate support.
<b>Year 11</b>	<p><b>Engaging in new creative activities</b> (Development of skills)</p> <p>This unit is about exploring individuals' responding positively to a new activity through creativity. E.g. musical instrument, responding positively to a new activity, reaching out for objects, exploring a range of textures and materials in the hope of being able to support students with communicating their preferences.</p> <p><b>Vocab:</b> Likes/dislikes through vocalisations, reaching out, eye gaze.</p> <p><b>Skills:</b> Students will experience a range of sensory activities that will help to develop their progress towards the engagement profile.</p>	<p><b>Following instructions</b> (Development of skills)</p> <p>This unit is about exploring individuals' responses in relation to following clear instructions so that they can carry out a task. (3 words or signs)</p> <p><b>Vocab:</b> do, job, give, look.</p> <p><b>Skills:</b> Students will experience a range of sensory activities that will help to develop their progress towards the engagement profile.</p>	<p><b>Exploring the world around you</b> (Development of skills) Sensory story</p> <p>This unit is about exploring sensory experiences through a story. It is expected that students will experience this story and demonstrate a range of responses, such as: <i>turning to objects and sounds that are activated during the story, engaging with the experience by co-operating with the process, actively reaching for items, showing consistent responses to a repeated story experience</i></p> <p><b>Vocab:</b> Likes/dislikes through vocalisations, reaching out, eye gaze.</p> <p><b>Skills:</b> Students will experience a range of sensory activities that will help to develop their progress towards the engagement profile.</p>