



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2020-2021

Post 16 Key Stage 5 Life choices pathway (non PMLD) O8 and O9 2020/2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Skills Oaks 8	<p>What is a community? Focus on the communities we belong to, what we can find in the community. Recognising social signs, social clues, developing awareness of personal space, social distancing (link to Covid)</p> <p>Intent – To develop understanding of the community/communities we belong to, identifying key aspects inc common social signs</p> <p>Implementation – Images, videos, local area exploration (even just round school to start), social signs – identifying, matching; role play i.e. shopping, schools, doctors, dentist, social distancing, café etc asking for help, dangers etc</p> <p>Impact – Students show understanding of aspects of their community and how to/not to act, how to seek help; common social signs – recognise and identify meaning</p>	<p>Focus on Safe travel Entry 1 from FW scheme of work. Safe Travel.</p> <p>Intent: Safe travel within the local community</p> <p>Implementation: recognising safe places to cross a road. Road safety. Wearing bright clothes. Stop, Look, Listen. Opportunities to practise these skills in real life situations.</p> <p>Impact: Students begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff.</p>	<p>Intent: To develop skills for use when out in the community – Focus: Money and social signs</p> <p>Implementation: Role play and games to do with shopping,/eating out and handling money. Go out to shops/cafes – Depending on Covid restrictions. Focus on communication skills needed.</p> <p>Look at different social signs – internet, videos, photos, when out and about – play games to learn and familiarise selves. learn more about social signs, colours, shapes, meanings, etc</p> <p>Impact: Students develop understanding of using money, understanding whether they have enough (more able) or just practicing an exchange of money. Students develop vocabulary and communication skills for use in shops/café etc.</p> <p>Be able to recognise key signs when out and about such as finding a toilet, recognising a danger or where to exit a shop.</p>	<p>Intent: To develop skills for use when out in the community – Focus: continue Money and social signs and work on road safety – crossing the road and walking on a path.</p> <p>Implementation: Role play and games to do with shopping,/eating out and handling money. Go out to shops/cafes – Depending on Covid restrictions. Focus on communication skills needed.</p> <p>Look at different social signs – internet, videos, photos, when out and about – play games to learn and familiarise selves. learn more about social signs, colours, shapes, meanings, etc</p> <p>Impact: Students develop understanding of using money, understanding whether they have enough (more able) or just practicing an exchange of money. Students develop vocabulary and communication skills for use in shops/café etc.</p> <p>Be able to recognise key signs when out and about such as finding a toilet, recognising a danger or where to exit a shop.</p>	<p>Intent: To think about the part we play in our community and make a positive contribution</p> <p>Implementation: Leann about different groups within our communities and how they can help us or how we can help them. Take part in a range of activities to support and help these groups.</p> <p>Impact: Pupils will feel a sense of belonging and have knowledge of different groups within their community</p>	<p>Intent: To exchange money in return for products or services</p> <p>Implementation: Role play, trips out to café, pub, shops, museum, bus journeys</p> <p>Impact: Pupils will develop understanding of how to obtain products and services</p>
Community Skills Oaks 9	<p>Focus on Safe travel Entry 1 from FW scheme of work. Safe Travel.</p> <p>Intent: Safe travel within the local community/ on foot</p> <p>Implementation: recognising safe places to cross a road. Road safety. Wearing bright clothes. Stop, Look, Listen. Opportunities to practise these skills in real life situations.</p> <p>Impact: Students begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff.</p>	<p>Focus on Safe travel Entry 1 from FW scheme of work. Safe Travel.</p> <p>Intent: Safe travel within the local community/ on foot</p> <p>Implementation: recognising safe places to cross a road. Road safety. Wearing bright clothes. Stop, Look, Listen. Opportunities to practise these skills in real life situations.</p> <p>Impact: Students begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff.</p>	<p>Focus on Safe travel Entry 1 from FW scheme of work. Safe Travel.</p> <p>Intent: Safe travel within the local community/ on foot</p> <p>Implementation: recognising safe places to cross a road. Road safety. Wearing bright clothes. Stop, Look, Listen. Opportunities to practise these skills in real life situations.</p> <p>Impact: Students begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff.</p>	<p>5. Entry 1 Recognise some familiar signs</p> <p>Intent: For students to be able to recognise useful social signs around the community.</p> <p>Implementation: Is to learn more about social signs, colours, shapes, meanings, etc</p> <p>Impact: For students to be able to recognise and use social signs in the community to help them navigate their way around.</p>	<p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>	<p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>



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Communication Oaks 8	<p>Intent: Using personal functional communication aids, e.g. talkers, books, etc in a familiar environment. To be able to talk about themselves and make choices, requests</p> <p>Implementation: Students are given a variety of opportunities to use the devices or aids that they have in school. Opportunities to practise choice making and requests in familiar contexts</p> <p>Impact: Students become more familiar with their communication devices, able to transfer to different settings eg; clubs, home, community skills eg café Life skills making choices , making requests</p>	<p>Intent: To develop a range of vocabulary relating to everyday life eg; utensils, objects found in different rooms</p> <p>Implementation: Games, word webs, visual games, learning new Makaton signs Look at objects and think about name, where you would find them, who would use it, what it is for: Kitchen, living room, bath room, bedroom</p> <p>Impact: To be able to use wider vocabulary and have a greater understanding to support life skills curriculum</p>	<p>Intent: To develop skills to greet people appropriately/ phone/ familiar and unfamiliar staff/ and to say a little about themselves Manners/ behaviour</p> <p>Implementation: Role play – say hello / formal and informal greetings eg; good morning/ high five Think about Covid at moment Can they respond to key things about likes/ dislikes</p> <p>Impact: Think about Pf A – friendships and community. Can they interact appropriately with people they know and don't know?</p>	<p>Intent: To be able to make choices independently and to have the skills to say no</p> <p>Implementation: To give students lots of opportunities to make choices / activities/ drinks/ food/ Can they be assertive and say no thank you/ yes please in response to things they like/ don't like</p> <p>Impact: P f A independence – can they be assertive appropriately / say yes and no in a meaningful way?</p>		
Communication Oaks 9	<p>Intent: Using personal functional communication aids, e.g. talkers, books, etc in a familiar environment. To be able to talk about themselves and make choices, requests</p> <p>Implementation: Students are given a variety of opportunities to use the devices or aids that they have in school. Opportunities to practise choice making and requests in familiar contexts</p> <p>Impact: Students become more familiar with their communication devices, able to transfer to different settings eg; clubs, home, community skills eg café Life skills making choices , making requests</p>	<p>Intent: To develop a range of vocabulary relating to everyday life eg; utensils, objects found in different rooms</p> <p>Implementation: Games, word webs, visual games, learning new Makaton signs Look at objects and think about name, where you would find them, who would use it, what it is for: Kitchen, living room, bath room, bedroom</p> <p>Impact: To be able to use wider vocabulary and have a greater understanding to support life skills curriculum</p>	<p>Intent: To develop a range of skills to improve expressive communication e.g. how to communicate feelings in an appropriate way using voices, devices, signs or other means; how to express wants and needs constructively, how to ask for help, etc.</p> <p>Implementation: Games, word webs, visual games, learning new Makaton signs. Identify different simple scenarios that students may face such as being angry with another students or needing something. Work on ways to communicate effectively for individual using their preferred method.</p> <p>Impact: To be able to express themselves more effectively using preferred method of communication.</p>	<p>Intent: To develop a range of skills to improve expressive communication e.g. how to communicate feelings in an appropriate way using voices, devices, signs or other means; how to express wants and needs constructively, how to ask for help, etc.</p> <p>Implementation: Games, word webs, visual games, learning new Makaton signs. Identify different simple scenarios that students may face such as being angry with another students or needing something. Work on ways to communicate effectively for individual using their preferred method.</p> <p>Impact: To be able to express themselves more effectively using preferred method of communication.</p>	<p>Intent: To develop receptive skills e.g. following simple instructions, understanding key words, understanding social signs, etc.</p> <p>Implementation: Games, word webs, visual games, learning new Makaton signs. Instructions work - identifying key words, working with others cooperatively, repeating instructions back. To listen to and work with more and less familiar adults/staff.</p> <p>Impact: To be able to understand simple receptive language.</p>	<p>Intent: To develop receptive skills e.g. following simple instructions, understanding key words, understanding social signs, etc.</p> <p>Implementation: Games, word webs, visual games, learning new Makaton signs. Instructions work - identifying key words, working with others cooperatively, repeating instructions back. To listen to and work with more and less familiar adults/staff.</p> <p>Impact: To be able to understand simple receptive language.</p>
Functional English Oaks 9	<p>Intent: To develop reading and writing skills and conversational skills</p> <p>Implementation: Use Letters and Sounds Phase 2 and 3. 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, AAC device use for communication.</p> <p>Impact: Pupils will develop their ability to read and or recognise key words and social signs inc packaging, to aid their every-day life and will have developed a range of skills to participate in short conversation with a range of people.</p>	<p>Intent: To develop reading and writing skills and conversational skills</p> <p>Implementation: Use Letters and Sounds Phase 2 and 3. 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, AAC device use for communication.</p> <p>Impact: Pupils will develop their ability to read and or recognise key words and social signs inc packaging, to aid their every-day life and will have developed a range of skills to participate in short conversation with a range of people.</p>	<p>Intent: To read and write for a purpose</p> <p>Implementation: Explore different ways that people use reading and writing in every day lives, and for what purposes? Look at different examples including newspapers – online and print, information leaflets, letters, books, forms. Pick out key information/key words. Begin to fill out details on forms, both handwritten and electronically.</p> <p>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) and will be able to read and fill in some headings on forms</p>	<p>Intent: To read and write for a purpose</p> <p>Implementation: Explore different ways that people use reading and writing in every day lives, and for what purposes? Look at different examples including newspapers – online and print, information leaflets, letters, books, forms. Pick out key information/key words. Begin to fill out details on forms, both handwritten and electronically.</p> <p>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) and will be able to read and fill in some headings on forms</p>	<p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>	<p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>



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PE Oaks 8	<p>Intent: To improve student's ability to listen to and follow instructions. To practice rolling activities eventually leading to practicing boccia skills.</p> <p>Implementation: Students are involved in a range of physical activities that involve following instructions. Students practice rolling a ball with precision. Students apply ball rolling and instruction following skills to playing boccia.</p> <p>Impact: Students listening and physical skills are improved. Hand/eye coordination is improved. Students show an ability to take turns in a game. Students demonstrate an ability to follow simple instructions with support.</p>	<p>Intent: To improve student's ability to listen to and follow instructions. To practice rolling activities eventually leading to practicing boccia skills.</p> <p>Implementation: Students are involved in a range of physical activities that involve following instructions. Students practice rolling a ball with precision. Students apply ball rolling and instruction following skills to playing boccia.</p> <p>Impact: Students listening and physical skills are improved. Hand/eye coordination is improved. Students show an ability to take turns in a game. Students demonstrate an ability to follow simple instructions with support.</p>	<p>Intent: to develop pupils balance and gross motor skills</p> <p>Implementation: Students will work on basic skills such as jumping, rolling, balancing and coordination. They will hold a standing balance. Pupils will improve balance, agility and co-ordination in a range of activities with the school hall or when moving around other areas of school.</p> <p>Impact: students are enthusiastic about getting moving and learning what their bodies can do. They will have developed their stamina and balance and show improvements in every-day co-ordination</p>	<p>Intent: to develop pupil's coordination and physical fitness through dance.</p> <p>Implementation: pupils will explore different dance techniques such as line dancing, contemporary dance and dancing to tell a story.</p> <p>Impact: pupils will understand that there are different types of dance. They will have developed coordination to move in a suggested direction.</p>	<p>Intent: to develop team building and hand eye co-ordination in team games.</p> <p>Implementation: students will play seated volley ball, rounder's, and practise throwing and catching large and small balls/balloons.</p> <p>Impact: students will experience throwing and catching and will be able to follow the basic rules of team games.</p>	<p>Intent: To follow a simple set of circuits</p> <p>Implementation: Different moves will be set up around the hall and students will follow the moves taking it in turns to cover each circuit.</p> <p>Impact: Improved fitness levels, improved mental well being</p>
PE Oaks 9	<p>Intent: To improve general fitness levels after Lockdown</p> <p>Implementation: To engage in an activity that involves increasing heart beat and develop co-ordination</p> <p>Impact: Improved fitness levels, improved mental well being</p>	<p>Intent: To learn skills to play a team game</p> <p>Implementation: Pupils will work on lots of ball skills – throwing, catching, rolling, passing, batting, fielding, as well as developing and team work. Learn simple team games such as Rounders (or T-Ball) and basketball. Break down skills to develop co-ordination. Pupils to learn routines and rules of simple games.</p> <p>Impact: Improving fitness levels, co-ordination, develop relationships and have ways of celebrating success as a team and accepting when things don't go as planned. Greater enjoyment of sports and physical activity.</p>	<p>Intent: To sequence gymnastic moves, working on body position</p> <p>Implementation: Students will work on basic skills such as jumping, rolling, balancing and coordination.</p> <p>Impact: Students will be able to demonstrate basic levels of gymnastic ability within their physical capabilities.</p>	<p>Intent: To create a sequence of movements to music - Dance</p> <p>Implementation: Students will learn dance moves to different songs. They will be able to follow basic instructions and will be able to follow a simple sequence.</p> <p>Impact: Students will follow instructions and will mirror movements improving concentration, memory and physical ability.</p>	<p>Intent: To follow a simple set of circuits</p> <p>Implementation: Different moves will be set up around the hall and students will follow the moves taking it in turns to cover each circuit.</p> <p>Impact: Improved fitness levels, improved mental well being</p>	<p>Intent: Walking for fitness and mental health</p> <p>Implementation: To go out on a set of guided walks around the school and in the community where possible.</p> <p>Impact: Improved fitness levels, improved mental well being</p>
Food Technology Oaks 8	<p>Intent: To develop basic cooking skills Unit A</p> <p>Implementation: To practise basic skills once shown – spreading, cutting ,</p> <p>Impact: To begin to develop some of these skills and transfer them to different settings eg; home to develop independence</p>	<p>Intent: To develop wider taste for foods and to use these foods in meals.</p> <p>Implementation: To taste lots of fruit and salad foods and make fruit and mixed salads using different ingredients.</p> <p>Impact: To broaden the range of fruit they will eat at snack time and also able to name more fruit and salad foods.</p>	<p>Intent: To be able to use some kitchen equipment safely</p> <p>Implementation: practise making a hot drink use of kettle</p> <p>Impact: To develop greater independence skills eg; fill and switch on kettle – still support to pour and use safely Greater confidence in kitchen, transfer skill to home and other settings</p>	<p>Intent: To identify and name a wider variety of kitchen equipment</p> <p>Implementation: Use new equipment like the whisk, blender and toaster.</p> <p>Impact: To broaden the knowledge of equipment and how foods can change by using them.</p>	<p>Intent: To measure liquids.</p> <p>Implementation: Make various things that involve measuring liquids. Angel delight, jelly, milk shake.</p> <p>Impact. Did their cooling taste nice. Did they follow the recipe and measure the correct amount of liquid.</p>	<p>Intent: Measuring dry ingredients.</p> <p>Implementation: Can they measure using digital scales, or objects like whole cups or spoon amounts.</p> <p>Impact: They were able to produce a finished cooked item by measuring ingredients using different methods.</p>
Food Technology Oaks 9	<p>Intent: To use basic skills during practical sessions in the kitchen</p> <p>Implementation: Practise skills, such as peeling, chopping, scrubbing, washing, spreading and mixing.</p> <p>Impact: Students refine these skills that have learned in previous key stages.</p>	<p>Intent: Use food tech skills to make a meal as a group</p> <p>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.</p> <p>Impact: Students will use skills in practical situation. They will work as part of a team and follow basic instructions.</p>	<p>Intent: Use food tech skills to make a meal as a group</p> <p>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.</p> <p>Impact: Students will use skills in practical situation. They will work as part of a team and follow basic instructions.</p>	<p>Intent: Use food tech skills to make a meal as a group</p> <p>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.</p> <p>Impact: Students will use skills in practical situation. They will work as part of a team and follow basic instructions.</p>	<p>Intent: Learn more about food safety</p> <p>Implementation: In addition to cooking a simple meal, students will also learn about basic food hygiene, e.g. covering food, storing in the fridge, use by dates, using the freezer, thorough cooking.</p> <p>Impact: Students will be understand some basic elements of food hygiene and will use them in practical sessions.</p>	<p>Intent: Learn more about food safety</p> <p>Implementation: In addition to cooking a simple meal, students will also learn about basic food hygiene, e.g. covering food, storing in the fridge, use by dates, using the freezer, thorough cooking.</p> <p>Impact: Students will be understand some basic elements of food hygiene and will use them in practical sessions.</p>
RE	Embedded through whole school workshops, community skills visits and music and drama	Embedded through whole school workshops and community skills trips.	Embedded through whole school workshops and community skills trips.	Embedded through whole school workshops and community skills trips.	Embedded through whole school workshops and community skills trips.	Embedded through whole school workshops and community skills trips.



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<p style="text-align: center;">PSHE Oaks 8</p>	<p>Intent: To develop hand washing skills and choice making Implementation: Support and give opportunities for pupils to engage in water play with a view to developing hand washing skills, eg accepting soap on hands, rubbing hands together, rinsing soap and drying or accepting support To give pupils the opportunity to make meaningful choices to occupy their own time (short period) in a meaningful and structured way Impact: Pupils are able to wash hands more independently or accept and tolerate support more readily Pupils are able to make meaningful choices and develop own interests</p>	<p>Intent: To develop knowledge of emotions. Implementation: To show lots of images of facial expressions of happy, sad, etc. Each week to focus on one emotion. Can they say what makes them feel that emotion? i.e what makes them happy. Give them opportunities to take about things they do and give them picture choices to aid choice making of known likes and dislikes. Impact: At the end can they match more images to the description of emotions. Pupils are also able to make meaningful choices to do things they like or to say no thankyou they do not like something.</p>	<p>Intent: To develop understanding of personal hygiene Implementation: use of handling real hygiene products, bar soap soap dispenser, shampoo deodorant, shaving cream, tooth brush etc. Use of video clips. Use foot spars. Hand wash lessons Impact: Can they identify which products are used on which parts of the body.</p>	<p>Intent: To develop independent skills in dressing Implementation: To put on their own jumper, do up clothes with zips ie. Their own coat, to put on gloves. Impact: Could they do it. Do they need to adapt clothes so not have gloves but mittens o make it more independent.</p>	<p>This will stretch of both half terms. Intent: RSE. To identify male and female bodies. Recognise if they are male or female. Naming body parts with correct words. Knowledge of appropriate touch and keeping their bodies private. Implementation: Lots of use of images, dolls, and worksheets. Impact: Can they name using correct names. Can they identify what is appropriate touch.</p>	<p>Continued from previous half term. Intent: Implementation: Impact:</p>
<p style="text-align: center;">PSHE Oaks 9</p>	<p>Intent: To develop understanding of personal hygiene and health Implementation: Learn about personal hygiene such as washing, brushing teeth and changing clothes. Also learn about the importance of healthy eating and exercise. Impact: Students have a basic understanding of personal health and hygiene.</p>	<p>Intent: To develop understanding of personal hygiene and health Implementation: Learn about personal hygiene such as washing, brushing teeth and changing clothes. Also learn about the importance of healthy eating and exercise. Impact: Students have a basic understanding of personal health and hygiene.</p>	<p>Intent: Relationships and SRE Implementation: Learn about good and bad relationships. Think about types of relationship between people. Appropriate and inappropriate touch. Appropriate and inappropriate language and behaviour. Science based reproduction info. Impact: Students are able to understand that there are different types of relationship and that this may affect the way we act verbally and physically. They understand the basics of human reproduction. They know that they must speak up if anyone says something or does something inappropriate to them and they know that there can be consequences to them for inappropriate touch/behaviour.</p>	<p>Intent: Relationships and SRE Implementation: Learn about good and bad relationships. Think about types of relationship between people. Appropriate and inappropriate touch. Appropriate and inappropriate language and behaviour. Science based reproduction info. Impact: Students are able to understand that there are different types of relationship and that this may affect the way we act verbally and physically. They understand the basics of human reproduction. They know that they must speak up if anyone says something or does something inappropriate to them and they know that there can be consequences to them for inappropriate touch/behaviour</p>	<p>Intent: To develop knowledge of emotions. Implementation: To show lots of images of facial expressions of happy, sad, angry, frightened etc. Each week to focus on one emotion. Can they say what makes them feel that emotion? i.e what makes them happy. Give them opportunities to take about things they do and give them picture choices to aid choice making of known likes and dislikes. Impact: At the end can they match more images to the description of emotions. Pupils are also able to make meaningful choices to do things they like or to say no thankyou they do not like something.</p>	<p>Intent: To develop knowledge of emotions. Implementation: To show lots of images of facial expressions of happy, sad, angry, frightened etc. Each week to focus on one emotion. Can they say what makes them feel that emotion? i.e what makes them happy. Give them opportunities to take about things they do and give them picture choices to aid choice making of known likes and dislikes. Impact: At the end can they match more images to the description of emotions. Pupils are also able to make meaningful choices to do things they like or to say no thankyou they do not like something.</p>
<p style="text-align: center;">Forest schools Oaks 8 and 9</p>	<p>Intent: Introduction to Forest Schools, safety and expectation. Implementation: Students become familiar with the steps to prepare for Forest Schools sessions, correct clothing to wear, getting it and putting it on, expectations for the session. Getting up to and back from the woodlands safely. Familiarise with the woodland area. Impact: Students know the basics in preparation for more in depth sessions half next term.</p>	<p>Intent: exploring habitats and talking about hibernation. Implementation: Make bird feeders. Look at different habitats, animals that hibernate. Impact: students will understand about the habitats of nature that is local to them. Know about how the weather has an impact on an animals environment.</p>	<p>Intent: Learning about spring. Implementation: look for early signs of growth and birds nests. Make birds nests. Recognise early spring flowers. Impact: Students will be able to identify natural events associated with spring.</p>	<p>Intent: Shelter building, team games, working as a group. Implementation: to work as a team to build shelters and cooperate in team tasks in the outdoors. Impact: To increase social skills, to implement ideas, to use the surrounding environment as a classroom.</p>	<p>Intent: Implementation: Impact:</p>	<p>Intent: Implementation: Impact:</p>
<p style="text-align: center;">Music/ Drama Oaks 8</p>	<p>Intent: students will explore sounds that can be made with household objects/ think about sounds they can make, loud, quiet, soft etc Implementation: Explore sounds, record – can they keep a simple beat of 4? Listen to classical pieces of music that show loud, quiet, fast, slow Use core vocabulary fro like, don't like and more in response to music Impact: Enjoy listening to different types music/ show they can respond and show preferences</p>	<p>Intent: To enjoy listening to and joining in with familiar songs Implementation: Listen to different types of familiar songs, do pupils respond? Can they show a preference using core vocabulary? Can they learn and perform some lyrics? Christmas songs? Impact: Show a preference – develop leisure time skills</p>	<p>Intent: To appreciate and understand the story behind selection of musicals/ link to Cognition and Learning – English Implementation: Listen to a variety of musicals and respond to the music through movement and drama – can they act out sections to understand some of the themes of the stories behind them – Jungle Book/ Oliver/ Les Miserables Impact: Students will have experienced music they may not have heard before/ be able to respond to it/ understand themes and meanings behind them</p>	<p>Intent: To be able to play an instrument properly to a tune or simple rhythm Implementation: To demonstrate a simple percussion instrument eg; xylophone and see if pupils can play a tune following notes or picture symbols in sequence Impact:Support with maths/ rhythm and beats to count. Sense of musicality/ new hobby/ something to experience to pass their time in future P f A</p>	<p>Intent: Implementation: Impact:</p>	<p>Intent: Implementation: Impact:</p>



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Music and Drama Oaks 9	<p>Intent: Exploring musicals Implementation: what's your favourite, choose a character you would play. Watch parts of it. Design your own character. Lion king story, discussion. Matching music to activities . eg circus, scary, sad. Guess which movie the song was from quiz. Impact: Students have a greater understanding of musicals. They are able to express themselves using drama and dance techniques.</p>	<p>Intent: Music through the ages. Implementation: Explore different types of music and associated dances such as the twist and the conga. Listen to different types of music and show a preference. Dance to different types of music in certain dance styles e.g. jive dancing for rock n roll. Do some Just dance videos with songs from different eras. Impact: Students experience a range of music. They learn linked dances and also have the freedom to express themselves. They show preferences and have opinions.</p>	N/A - moved to arts and culture	N/A- arts and culture	N/A – arts and culture	N/A – arts and culture
Arts and culture Oaks 9	N/A	N/A	<p>Intent: Art around us. Looking at local artists. Implementation: Explore various types of art around us, eg posters, billboards, paintings, graffiti. Impact: Students experience a variety of art around them. Showing the enjoyment of art and that it can be used for advertising, business and pleasure. Discovering different mediums that can be used. Exploring, mixing colours, discovering colours, making choices and expressing their opinions to likes and dislikes. Creating their own art.</p>	<p>Intent; Exploring World famous Artists. Implementation; To introduce two very different artist. Show their work and allow the students to express their opinions. Use their senses to explain what they see, how they feel when looking at it, and describe what they think about it. Impact; Develop creativity, preferences to types of medium used, eg paint, chalk, printing. Develop colour recognition, primary colours and colour mixing. Enjoyment and gain confidence in creating their own masterpiece, Decision making. Imagination.</p>	<p>Intent; Exploring sculptures and statues. Implementation; Looking at famous sculptures and statues. Why they are there, what they symbolise. Looking at materials they are made out of and why would you use that material. Discussion on who has seen a sculpture or a statue. Giving their opinions, preferences. Create their own sculpture. Impact; Explore/introduce different types of materials by looking and touching them, eg clay, wood, metal, stone. Develop fine motor, creativity and imagination. Making choices. Expression.</p>	<p>Intent; Create their choice of Art to display in a gallery. Implementation; Using their chosen medium and materials, create their own art work. Copy the style of a famous artist or create their own design and the story behind their creation. Impact; Self- worth, confidence, creativity. Develop their imagination, team work and pride in their work. Planning, creating and exhibiting their work. Developing careers skills.</p>
Arts and Culture Oaks 8	<p>Intent: To engage in a sensory art activity Implementation: To give pupils the opportunity to explore, make choices, manipulate using different senses a range of art activities eg; Relating to Nature and Autumn Theme Impact: Students are able to make choices, show preferences, reject things they don't like, engage different senses as appropriate to respond to the art activity</p>	<p>Intent: To take a virtual tour of an art gallery and look at Madonna with child (link with RE) Implementation: What can they see? Can they recall the characters of the nativity/ create a Tryptich showing the story Impact: Tolerance and understanding of Christian belief and why we celebrate Christmas</p>	<p>Intent: To learn/ experience about art and culture in China (link with Chinese New Year) Implementation: To look at cultural aspects of China/ famous landmarks/ language/ dance/ national dress/ celebrations experience these through music/ drama/ dance – focus on dragon dance and year of pig Impact: To gain a better understanding of a country different to our own / develop tolerance and respect (Community Pfa)</p>	<p>Intent: To look at and appreciate famous art works/ masterpieces / paintings focus on modern art and recreating their own piece of art in that style Implementation: To look at different art works/ what is shown? Response to them – can they express likes/ dislikes/ how does it make them feel? What can they see? Impact: Support interests as an adult/ hobbies/ visit to gallery</p>	<p>Intent: Implementation: Impact:</p>	<p>Intent: Implementation: Impact:</p>
Life Skills Oaks 8	<p>Intent: To learn basic skills essential to students living the more independent life possible. Implementation: To follow individual IEP targets to ensure they are met each year as well as focussing on personal care skills such as putting on or taking off a coat, brushing teeth and hair, demonstrating good toilet related hygiene practices, doing up shoes laces, etc. Spend time thinking about how to occupy own time, being able to make choices about likes/dislikes and make a request. Impact: Students are able to demonstrate skills that show some self-awareness and that take a step towards increased levels independence.</p>	<p>Intent: To learn basic skills essential to students living the more independent life possible. Implementation: To follow individual IEP targets to ensure they are met each year as well as focussing on personal care skills such as putting on or taking off a coat, brushing teeth and hair, demonstrating good toilet related hygiene practices, doing up shoes laces, etc. Impact: Students are able to demonstrate skills that show some self-awareness and that take a step towards increased levels independence.</p>	<p>Intent: To learn basic self-help skills and life skills linked to home management. Implementation: Be taught how to do tasks around the home such as hoovering, cleaning tables, folding clothes. Practice personal care and self-help skills. To continue to follow individual IEP targets to ensure they are met each year as well. Impact: Pupils will have the ability to compete simple tasks around the home and every day talks to support their independence.</p>	<p>Intent: To be able to recognise and react when we/others are unwell. Implementation: To explore vocabulary and also non-verbal communication. Think about things that may make us feel unwell and how we can tell someone. Practice first aid skills to help self and others around. Learn about making 999 calls Impact: Students are given tools to help them to explain that they need help/something is wrong. Pupils know how they could help someone. Pupils showing progress in personal IEP targets</p>	<p>Intent: Implementation: Impact:</p>	<p>Intent: Implementation: Impact:</p>



Forest Way School
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World Around Us Oaks 9	<p>Intent: To be aware of around school and in community - Corona Virus</p> <p>Implementation: Learn more about the virus and how it is affecting our lives currently. Learn about the importance of hand hygiene and social distancing. Learn how masks can help and to be considerate towards others.</p> <p>Impact: Students will have a greater awareness of the virus and will be more willing to comply with the necessary requirements to stop the spread of the virus.</p>	<p>Intent: To be aware of environment issues around school and in community</p> <p>Implementation: Working as a team, problem solving , becoming more independent with rehearsed skills of using a litter picker, sweeping playground and courtyard and outside school to improve area. Learn about what Environment means. Look at some of the other affects human beings are having on the environment across the world. Explore recycling.</p> <p>Impact: Development of above skills (fine and gross motor – sweeping, using litter picker etc) , able to work independently for short tasks, greater awareness of issues and improvement of school environment eg; picking litter by stairs and outside reception, on playground , awareness of rubbish and how it can be repurposed. Knowledge of how we can have less impact on the environment and that they can make a difference.</p>	<p>Intent: To be aware of environment issues around school and in community</p> <p>Implementation: Working as a team, problem solving , becoming more independent with rehearsed skills of using a litter picker, sweeping playground and courtyard and outside school to improve area. Learn about what Environment means. Look at some of the other affects human beings are having on the environment across the world. Explore recycling.</p> <p>Impact: Development of above skills (fine and gross motor – sweeping, using litter picker etc) , able to work independently for short tasks, greater awareness of issues and improvement of school environment eg; picking litter by stairs and outside reception, on playground , awareness of rubbish and how it can be repurposed. Knowledge of how we can have less impact on the environment and that they can make a difference.</p>	<p>Intent: To learn more about Politics in the UK</p> <p>Implementation: Look at our government, the voting system, our political system (values and beliefs). Explore main parties, current govt and Brexit.</p> <p>Impact: Students will have greater awareness of who runs the country and how. They will be able to understand that their choices can impact others.</p>	<p>Intent: To learn basic self-help skills and life skills linked to home management.</p> <p>Implementation: Be taught how to do tasks around the home such as Hoovering, cleaning tables, folding clothes. Practice personal care and self-help skills.</p> <p>To continue to follow individual IEP targets to ensure they are met each year as well.</p> <p>Impact: Pupils will have the ability to compete simple tasks around the home and every day talks to support their independence.</p>	<p>Intent: To be able to recognise and react when we/others are unwell.</p> <p>Implementation: To explore vocabulary and also non-verbal communication. Think about things that may make us feel unwell and how we can tell someone. Practice first aid skills to help self and others around. Learn about making 999 calls</p> <p>Impact: Students are given tools to help them to explain that they need help/something is wrong. Pupils know how they could help someone. Pupils showing progress in personal IEP targets</p>
Gardening /outdoor learning Oaks 9 and Oaks 8	<p>Intent: Making and doing with natural items</p> <p>Implementation: Watering in the dome, exploring the sensory walk. Textured rubbings (with crayons) Planting bulbs, weeding, digging and harvesting the veg/fruit. Mini beast hunt. Exploring the woodlands. Pine cone painting. Making Bird feeders. Leaf printing Conker threading Explored the play area.</p> <p>Impact: Students will experience different outdoor learning activities, using a variety of skills.</p>	<p>Intent: Making and doing with natural items</p> <p>Implementation: Watering in the dome, exploring the sensory walk. Textured rubbings (with crayons) Planting bulbs, weeding, digging and harvesting the veg/fruit. Mini beast hunt. Exploring the woodlands. Pine cone painting. Making Bird feeders. Leaf printing Conker threading Explored the play area.</p> <p>Impact: Students will experience different outdoor learning activities, using a variety of skills.</p>	<p>**Intent: Getting ready for the spring – planting and prepping the garden and croft areas</p> <p>Implementation: Students will tidy 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 time lines around growing plants and flowers.</p> <p>Impact: Students will understand and take part in the prep and growth of plants.</p> <p>**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.</p>	<p>**Intent: Getting ready for the spring – planting and prepping the garden and croft areas</p> <p>Implementation: Students will tidy 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 time lines around growing plants and flowers.</p> <p>Impact: Students will understand and take part in the prep and growth of plants.</p> <p>**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.</p>	<p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>	