



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

Post 16 Key Stage 5 Life choices pathway 08/ 09 2022/2023	Autumn 1 Skills Builder theme for term Oaks 9: Teamwork	Autumn 2 Skills Builder theme for term Oaks 9: Creativity	Spring 1 Skills Builder theme for term Oaks 9: Communication	Spring 2 Skills Builder theme for term Oaks 9: Aiming High	Summer 1 Skills Builder theme for term Oaks 9: Communication	Summer 2 Skills Builder theme for term Oaks 9:
Community Skills x2 lessons a week, alternate groups Oaks 9 Sem	<p>Intent: To identify social signs associated with local environment and community To use facilities in the local community appropriately and safely</p> <p>Implementation: Opportunities to identify, match and interpret different signs – those around school eg; fire exit, toilet, - those in community eg; shops names, pay, exit, till, those associated with road use eg; no bike, cycle and pedestrian route, bus stop, children crossing</p> <p>Impact: Students will be more confident in their environment and understand signs that can keep them safe and those that can help them to access local amenities so they can take full advantage of them and therefore be more independent of carers</p>	<p>Intent: To be able to identify safe travel for pedestrians To use facilities in the local community appropriately and safely</p> <p>Implementation: To be aware of different types of roads in their local area, be aware of what the pavement is and safe places for a person to walk. Identify and use with support different types of safe crossing places and if not available be aware of what to do to find a safe place or ask for help. To be aware of how to walk safely eg; not near kerb, walking at night – be safe be seen</p> <p>Impact: Students will be more confident when out in the community and be able to identify and cross at safe places when available to them to allow them a greater degree of independence</p>	<p>Intent: To travel safely within the local community using the local bus</p> <p>Implementation: Think about other ways we can access our local community not using school bus. Identify local bus, find bus stop. Look at times in simple ways to understand the timetable. Plan a route to the nearest bus stop. Learn how to stop the bus, ask and pay for ticket- look at how to get cheapest journey. To prepare for the bus journey as independently as possible – what will you need? Catch bus into local town centre and return to school with support.</p> <p>Impact: Students will begin to gain confidence of catching bus and what this involves no matter what route you are travelling on eg; being able to identify your bus, stopping the bus, asking for ticket, paying and finding a seat. Making sure the bus stops where you want to get off – pressing the bell. Wait until bus stops before alighting. All of the skills that are transferrable to a different route.</p>	<p>As previous</p>	<p>Intent: To plan and prepare for a visit using local transport to a place of interest</p> <p>Implementation: Students to be made aware of different types of community facilities in their local area, which ones do they access from home? Which would they like to access? Think about location and how to get there. Look at times, costs of venue and travel. With support decide on one trip and work as a group to plan an aspect of the visit.</p> <p>Impact: Students will be aware of how they can find out what is going on in their local area and what information they need to find out to plan a visit there – be able to express to adults what they want to do with their time and be able to look at planning some aspect of it. Be aware of different transport methods that may allow them to get there. Widen their experiences of life and their community.</p>	<p>As previous</p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

Communication one lesson a week Oaks 9 Julie	<p>Group A ; LAP, MAP b (room 2) Developing early communication skills with a view to develop speech and use of communication aids</p> <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>Group B ; TAP, MAP a (room 1) Developing early communication skills with a view to develop speech and use of communication aids</p> <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>Group A ; LAP, MAP b (room 2) Developing early communication skills with a view to develop speech and use of communication aids</p> <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>Group B ; TAP, MAP a (room 1) Developing early communication skills with a view to develop speech and use of communication aids</p> <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>Group A ; LAP, MAP b (room 2) Developing early communication skills with a view to develop speech and use of communication aids</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>Group B ; TAP, MAP a (room 1) Developing early communication skills with a view to develop speech and use of communication aids</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>Group A ; LAP, MAP b (room 2) Developing early communication skills with a view to develop speech and use of communication aids</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>Group B ; TAP, MAP a (room 1) Developing early communication skills with a view to develop speech and use of communication aids</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>Group A ; LAP, MAP b (room 2) Developing early communication skills with a view to develop speech and use of communication aids</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>Group B ; TAP, MAP a (room 1) Developing early communication skills with a view to develop speech and use of communication aids</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>Group A ; LAP, MAP b (room 2) Developing early communication skills with a view to develop speech and use of communication aids</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>Group B ; TAP, MAP a (room 1) Developing early communication skills with a view to develop speech and use of communication aids</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>
--	---	---	---	---	---	---



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

Functional English one lesson a week Oaks 9 Sam	<p>Intent: To develop reading and writing skills that will help when they leave school</p> <p>Implementation: 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. Reading washing labels, keys and danger signs and warnings</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 confidence</p> <p>Students will also have the opportunity to listen to and read/ engage with a range of age appropriate texts, eg; poems, books, plays to widen their interests eg; going to theatre when older</p> <p>Ongoing:</p> <p>Intent: To make your mark consistently in response to your name – signature /</p> <p>Complete word processing skills to complete a form online</p> <p>Implementation:</p> <p>Practise making consistent mark</p> <p>Complete a box on line with personal details</p> <p>Impact:</p> <p>To make a mark that is special to them as an adult</p>	<p>As previous</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 eg; passports, bank accounts</p> <p>Students will also have the opportunity to listen to and read/ engage with a range of age appropriate texts, eg; poems, books, plays to widen their interests eg; going to theatre when older</p>	<p>As previous</p>	<p>Intent:</p> <p>To be able to write key information about yourself</p> <p>Implementation:</p> <p>To be able to write full name, DOB and address on a simple form or when needed to recall it/ type it in a box online</p> <p>Impact:</p> <p>To be more independent and have more control over their own lives to make choices, complete forms , apply for things they want to do eg; order tickets</p>	
---	--	---------------------------	---	---------------------------	---	--



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

PE x2 lessons a week Oaks 9 Leanne	<p>Fundamental movement skills</p> <p>Intent: To assess and develop fundamental movement skills Implementation: To practise fundamental movement skills in a range of different contexts To implement a range of different equipment (ramps, sensory kits and large balls), into practises. Shows an increase of persistence with a range of repeated activities. Shows an increase of initiation with the start of a range of repeated activities. Shows an increase of anticipation with a range of activities, when referring to desired outcomes. Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected. Shows an increase in realisation when predicting desirable outcomes</p> <p>Impact: Pupils improve their fundamental movement skills</p> <p>(continue into Autumn 2 on Wednesdays in the hall)</p>	<p>Outdoor adventurous activities/ community time</p> <p>Intent: To combine exercise with the outdoor environment Implementation: To explore different walking environments around the local community and school. To practise maintaining awareness of each movement, using visual and verbal direction. To explore different sensory aspects of the environment (smell, sight, and sounds). To tolerate for a set time, being outside on a walk. Shows an increase of persistence with a range of repeated activities. Shows an increase of initiation with the start of a range of repeated activities. Shows an increase of anticipation with a range of activities, when referring to desired outcomes. Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected. Shows an increase in realisation when predicting desirable outcomes. Impact: Pupils become fitter and healthier using outdoor areas</p> <p>(Friday afternoon only as Wednesday's is a repeat of fundamental movement skills)</p>	<p>Striking Games</p> <p>Intent : To learn the skills associated with striking games Implementation To practise using supporting equipment (ramps), to land the Kurl onto the mat. To develop an increased level of accuracy across New Age Kurling or other striking games.</p> <p>To practise making eye contact with the selected target before striking.</p> <p>Shows an increase of persistence with a range of repeated activities.</p> <p>Shows an increase of initiation with the start of a range of repeated activities.</p> <p>Shows an increase of anticipation with a range of activities, when referring to desired outcomes.</p> <p>Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected.</p> <p>Shows an increase in realisation when predicting desirable outcomes</p> <p>Impact Pupils improve the skills they have associated with string games</p>	<p>Striking Games</p> <p>Intent : To use skills learned last half term to play striking games Implementation To practise using supporting equipment (ramps), to land the Kurl onto the mat. To develop an increased level of accuracy across New Age Kurling or other striking games.</p> <p>To practise making eye contact with the selected target before striking.</p> <p>Shows an increase of persistence with a range of repeated activities.</p> <p>Shows an increase of anticipation with a range of activities, when referring to desired outcomes.</p> <p>Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected.</p> <p>Shows an increase in realisation when predicting desirable outcomes</p> <p>Impact Pupil play striking games with the skills they learned/ improved upon last term</p>	<p>Dance</p> <p>Intent: To learn a range of dance movements Implementation To freely explore body movements through a wide variety of alternative music and styles. To explore different music of the world and to implement different props in alternative music. To watch a range of different performances, from different styles of dance. Shows an increase of persistence with a range of repeated activities. Shows an increase of initiation with the start of a range of repeated activities. Shows an increase of anticipation with a range of activities, when referring to desired outcomes. Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected. Shows an increase in realisation when predicting desirable outcomes.</p> <p>Impact</p>	<p>Dance</p> <p>Intent: To coordinate dance movements and perform a dance routine Implementation To freely explore body movements through a wide variety of alternative music and styles. To explore different music of the world and to implement different props in alternative music. To watch a range of different performances, from different styles of dance. Shows an increase of persistence with a range of repeated activities. Shows an increase of initiation with the start of a range of repeated activities. Shows an increase of anticipation with a range of activities, when referring to desired outcomes. Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected. Shows an increase in realisation when predicting desirable outcomes.</p> <p>Impact: Pupils use the dance moves they have learned to create dance routines as individuals, in groups & as a class.</p>
	<p>Striking Games</p> <p>Intent : To use skills learned last half term to play striking games Implementation To practise using supporting equipment (ramps), to land the Kurl onto the mat. To develop an increased level of accuracy across New Age Kurling or other striking games.</p> <p>To practise making eye contact with the selected target before striking.</p> <p>Shows an increase of persistence with a range of repeated activities.</p> <p>Shows an increase of anticipation with a range of activities, when referring to desired outcomes.</p> <p>Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected.</p> <p>Shows an increase in realisation when predicting desirable outcomes</p> <p>Impact Pupil play striking games with the skills they learned/ improved upon last term</p>	<p>Dance</p> <p>Intent: To learn a range of dance movements Implementation To freely explore body movements through a wide variety of alternative music and styles. To explore different music of the world and to implement different props in alternative music. To watch a range of different performances, from different styles of dance. Shows an increase of persistence with a range of repeated activities. Shows an increase of initiation with the start of a range of repeated activities. Shows an increase of anticipation with a range of activities, when referring to desired outcomes. Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected. Shows an increase in realisation when predicting desirable outcomes.</p> <p>Impact</p>	<p>Dance</p> <p>Intent: To coordinate dance movements and perform a dance routine Implementation To freely explore body movements through a wide variety of alternative music and styles. To explore different music of the world and to implement different props in alternative music. To watch a range of different performances, from different styles of dance. Shows an increase of persistence with a range of repeated activities. Shows an increase of initiation with the start of a range of repeated activities. Shows an increase of anticipation with a range of activities, when referring to desired outcomes. Shows an increase in exploration, when it comes to selecting what equipment is to be individually selected. Shows an increase in realisation when predicting desirable outcomes.</p> <p>Impact: Pupils use the dance moves they have learned to create dance routines as individuals, in groups & as a class.</p>			



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cook and eat / home management x 2 lessons a week Oaks 9 Leanne</p>	<p>Basic skills and key vocabulary (Unit A)</p> <p>Intent: To use basic skills during practical sessions in the kitchen</p> <ul style="list-style-type: none"> • Implementation: Continue to develop spreading, slicing, chopping, peeling, measuring, mixing and heating skills. • Continue to be confident in naming common equipment and be able to name some uses as well as alternatives if something is not available • Explore/Use less familiar kitchen equipment i.e. coffee makers, sandwich makers, slow cookers, tea pot. Kitchen thermometers and timers • Continue to develop recipe following/reading skills independently – differentiated as appropriate i.e. from You Tube step by step video, to Wiki-How visuals, to written recipes in a book (Experience recipes in accessible ways without symbols sometimes as these will not always be available) • Be able to find a simple recipe online • Open a range of tins and packets • Say what they like and dislike • Suggest improvements and alternatives • Continue to develop measuring skills and use these in practice – Use a variety of measuring jugs, scales and measuring spoons • To develop wider vocabulary and knowledge of ingredients and food groups (i.e. less common ingredients such as – lemon grass, Veil, Plantain, Papaya, Sushi, aubergine, types of root vegetables, quail) <p>To taste a broad range of foods and seasonings and give opinions and descriptions of taste, aroma, texture.</p> <p>Impact: Students refine these skills that have learned in previous key stages.</p>	<p>Basic skills and key vocabulary (Unit A)</p> <p>Intent: To use basic skills during practical sessions in the kitchen</p> <ul style="list-style-type: none"> • Implementation: Continue to develop spreading, slicing, chopping, peeling, measuring, mixing and heating skills. • Continue to be confident in naming common equipment and be able to name some uses as well as alternatives if something is not available • Explore/Use less familiar kitchen equipment i.e. coffee makers, sandwich makers, slow cookers, tea pot. Kitchen thermometers and timers • Continue to develop recipe following/reading skills independently – differentiated as appropriate i.e. from You Tube step by step video, to Wiki-How visuals, to written recipes in a book (Experience recipes in accessible ways without symbols sometimes as these will not always be available) • Be able to find a simple recipe online • Open a range of tins and packets • Say what they like and dislike • Suggest improvements and alternatives • Continue to develop measuring skills and use these in practice – Use a variety of measuring jugs, scales and measuring spoons • To develop wider vocabulary and knowledge of ingredients and food groups (i.e. less common ingredients such as – lemon grass, Veil, Plantain, Papaya, Sushi, aubergine, types of root vegetables, quail) <p>To taste a broad range of foods and seasonings and give opinions and descriptions of taste, aroma, texture.</p> <p>Impact: Students refine these skills that have learned in previous key stages.</p>	<p>Unit B Life Skills/Survival cookery</p> <p>Intent: To practise skills that will support preparation for adulthood and to cook basic meals/snacks using instructions.</p> <p>Implementation: Follow simple recipes on packets i.e. super noodles, angel delight, ready meal, fish fingers</p> <ul style="list-style-type: none"> • Continue to develop sandwich and packed lunch making skills including how to wrap and pack items • Make a selection of drinks for friends • Survival cookery – develop independence in simple meals such as beans on toast • Write simple shopping lists for a chosen meal i.e. from beans on toast to cottage pie • Plan a simple meal for themselves and for a small group, thinking about amounts needed • Plan snacks or simple meals within a budget i.e. from choosing a snack for £1 or less to planning a weekly shop dependant on ability – including online research for prices • Go out to shop for items - check prices, locate items from a recipe in the shop, packing, what to do if something is not available • Problem solve when shopping, for example an item they are looking for is out of stock/they don't have enough money/the cashier asks a question they don't understand/they need the toilet whilst shopping etc • Washing up, drying up, loading a dishwasher, setting a table, wiping down surfaces • Programme a microwave – experience different types • Show awareness of cooking times • Work collaboratively with someone to produce a meal • Learn about careers in the food industry • Recycling – Be aware of packaging types <p>Impact: Students increase their skills to prepare them for adulthood.</p>	<p>Unit B Life Skills/Survival cookery</p> <p>Intent: To practise skills that will support preparation for adulthood and to cook basic meals/snacks using instructions.</p> <p>Implementation: Follow simple recipes on packets i.e. super noodles, angel delight, ready meal, fish fingers</p> <ul style="list-style-type: none"> • Continue to develop sandwich and packed lunch making skills including how to wrap and pack items • Make a selection of drinks for friends • Survival cookery – develop independence in simple meals such as beans on toast • Write simple shopping lists for a chosen meal i.e. from beans on toast to cottage pie • Plan a simple meal for themselves and for a small group, thinking about amounts needed • Plan snacks or simple meals within a budget i.e. from choosing a snack for £1 or less to planning a weekly shop dependant on ability – including online research for prices • Go out to shop for items - check prices, locate items from a recipe in the shop, packing, what to do if something is not available • Problem solve when shopping, for example an item they are looking for is out of stock/they don't have enough money/the cashier asks a question they don't understand/they need the toilet whilst shopping etc • Washing up, drying up, loading a dishwasher, setting a table, wiping down surfaces • Programme a microwave – experience different types • Show awareness of cooking times • Work collaboratively with someone to produce a meal • Learn about careers in the food industry • Recycling – Be aware of packaging types <p>Impact: Students increase their skills to prepare them for adulthood.</p>	<p>Making a meal for more than 1 (class group) and inviting people to the meal Home grown fruit and veg /healthy eating (unit C)</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>Food Safety (units D & E)</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>Making a meal for more than 1 (class group) and inviting people to the meal Home grown fruit and veg / Healthy eating (unit C)</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>Food Safety (units D & E)</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>
--	---	---	---	---	---	--



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

RE one or two lessons a half term	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
World Around Us		<p>Our World: People</p> <ul style="list-style-type: none"> - Learn about another country and the way they live - Base on recent events or news - Undertake an activity to help people in another country <p>Intent: Focus on news at the time and a country of interest that is in the news. Be aware of where it is in context of GB</p> <p>Implementation: Be able to understand some of the issues faced by others in different countries and how we can help in UK. Think about aid and what that means.</p> <p>Impact: Show empathy for others and that everyone can help regardless of disability</p>		<p>Our World: Nature</p> <p>Intent: Learn about problems faced by nature e.g. rainforest loss, animal extinction, plastic in the oceans.</p> <p>Implementation: Focus on one area that is of significance and meaningful to the students. What are the issues / what can be done eg; change lifestyle slightly eg; use less water</p> <p>Impact: Understand how human behaviour can impact and simple changes they can do to help</p>		<p>British culture</p> <p>Intent: To understand key aspects of British Culture and what it means to be British in 2023 as a young person</p> <p>Implementation:</p> <ul style="list-style-type: none"> - British culture e.g. flag, sports, food - Diversity in our country - Current issues e.g. politics, in the news <p>Impact: To be better citizens in the future and realise the positive contribution they can make to society and be tolerant of others. Consider and reflect on their own challenges through disability.</p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

<p>PSHE x2 lessons a week Oaks 9 Leahne</p>	<p>RSHE: Marriage and commitment Intent: To understand more about what it means to be in a committed relationship Implementation: Pupils should learn: 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 into. • the characteristics and legal status of other types of long-term relationships</p> <p>Impact: Pupils have a greater understanding about committed relationships and how this might impact them now and in the future.</p> <p>P&MH: Teams and Triumphs (links to skillsbuidr) Intent: To explore how working with others can impact on overall happiness and feeling of wellbeing Implementation: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 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. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships 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 exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness Impact: Pupils have a greater understanding of why working harmoniously with others is good for their physical and mental health and good for the 'bigger picture'</p>	<p>RSHE: Healthy relationships 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.</p> <p>For more able pupils: how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Impact: Pupils have a deeper understanding about respectful relationships and are able to use this info to behave appropriately towards others and to expect respect from others.</p> <p>P&MH: The effects and risks of unhealthy foods 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)</p>	<p>RSHE: Safe sex and STI's Intent: 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. FGM. Impact: Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves</p> <p>P&MH: Drugs and the effects Intent: Implementation: how the use of alcohol and drugs can lead to risky sexual behaviour. criminal exploitation (for example, through gang involvement or 'county lines' drugs operations Law surrounding substance misuse (Contact James Edmonston at Police substance misuse unit for visit) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. Impact: pupils have a greater awareness of drugs and their effects and are able to make sensible and informed choices</p>	<p>RSHE/ P&MH: Reality v's fantasy Intent: To learn about the 'fantasy' of some online content Implementation: violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • 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 he 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, the risks related to online gambling including the accumulation of debt, how advertising and 14 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. 37 information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful</p>	<p>RSHE: Who can help me? (Community support) 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, including how and where to access confidential sexual and reproductive health 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) where and how to report concerns and get support with issues 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</p>	<p>RSHE: Safe sex and STI's 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. FGM. Impact: Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves</p>
---	---	---	---	--	---	--

Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23



				<p>behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Impact: Pupils have a deeper understanding that things online may not always be 'real' and how this can affect them.</p>	<p>things, but that ultimately, school can help with most things in the first instance.</p> <p>P&MH: My Body – Signs and Symptoms Intent: To learn about how to prevent and cure ill health Implementation: 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. 38 • 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.</p>	<p>P&MH: Healthy body = healthy mind 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. • about the science relating to blood, organ and stem cell donation 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 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</p>
--	--	--	--	--	---	---



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

Arts and culture Oaks 9 Sam	<p>Christian Art:</p> <p>Intent: To look at different images that relate to Christianity.</p> <p>Implementation: To be able to express what they can see, how it makes them feel and to be able to express a preference or simple opinion at what they can see. To begin to appreciate the significance or meaning attached to art from different religions. To visit local church/cathedral to view different Christian art in the right setting.</p> <p>Impact: To be able to talk about what they can see, to develop and express an opinion or preference. To be more aware of what is around them and it's meaning eg; if they visit a church for a wedding etc in the future. To develop tolerance and respect for different religions even if they don't have set beliefs.</p>		<p>Asian Arts and Culture:</p> <p>Intent: To learn about some aspects of Chinese culture and art</p> <p>Implementation: To explore some aspects of Chinese culture and it's significance. To have a go at some art or cultural aspects associated with China.</p> <p>Impact: To develop a tolerance and understanding of a culture different to theirs / to understand that the way people live in different countries is not that different to our own eg; go to school, work, etc</p>		<p>Famous Art work: Modern Art:</p> <p>Intent: To be introduced to some famous modern art</p> <p>Implementation: To look at and learn about a modern artist and their work. To understand how it has been created, meaning and impact. To express a preference or opinion – see Autumn One</p> <p>Impact: To be aware of art around them even if is not obvious eg; graffiti and that it can have a meaning and impact on those that view it. To choose to visit an art gallery or exhibition as adults – develop interest in spare time</p>	
-----------------------------------	---	--	---	--	--	--



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

<p>Sensory stimulation Oaks 9 one lesson a day in O9 Leanne/Julie/Sam</p>	<p>Meditation/relaxation</p> <p><i>Use of both classrooms room 1 and room 2 to facilitate opportunity for sensory exploration, supporting student's own sensory diets and general positive sense of self</i></p> <p>Intent: exploration of sense of self and inner wellbeing. Use of meditation to encourage self sooth techniques and a sense of calm.</p> <p>Implementation: one session a day to support learners in understanding what meditation and relaxation is and how this can be wholly beneficial</p> <p>Impact: learners could develop some independence in understanding what benefits meditation and relaxation have to work alongside the zones of regulation with a view to develop understanding of self sooth techniques</p> <p>Link with Arts and Culture – Explore art with our sense and find our own way of expressing</p>	<p>Yoga/relaxation</p> <p><i>Use of both classrooms room 1 and room 2 to facilitate opportunity for sensory exploration, supporting student's own sensory diets and general positive sense of self</i></p> <p>Intent: exploration of sense of self and inner wellbeing. Use of yoga to encourage self sooth techniques and a sense of calm.</p> <p>Implementation: one session a day to support learners in understanding what yoga and relaxation is and how this can be wholly beneficial</p> <p>Impact: learners could develop some independence in understanding what benefits meditation and relaxation have to work alongside the zones of regulation with a view to develop understanding of self sooth techniques</p>	<p>Relax kids (Meditation/relaxation)</p> <p><i>Use of both classrooms room 1 and room 2 to facilitate opportunity for sensory exploration, supporting student's own sensory diets and general positive sense of self</i></p> <p>Intent: exploration of sense of self and inner wellbeing. Use of relaxation techniques to encourage self sooth techniques and a sense of calm.</p> <p>Implementation: one session a day to support learners in understanding what sort of relaxation techniques there are and how this can be wholly beneficial</p> <p>Impact: learners could develop some independence in understanding what benefit relaxation have to work alongside the zones of regulation with a view to develop understanding of self sooth techniques</p>	<p>Mindfulness</p> <p>Intent: to learn to concentrate on one activity at a time and to do it fully.</p> <p>Implementation: Pupils will have a range of option available to them, which they will choose from. They will spend a portion of time focussing and concentrating on what it happening then rather than thinking about what it next, building on the length of time this can be sustained. Activities might include, mindfulness colouring, jigsaws or a sensory activity.</p> <p>Impact: Pupils will learn to increase their concentration skills and will achieve an increase in feelings of wellbeing.</p>	<p>Yoga/relaxation</p> <p><i>Use of both classrooms room 1 and room 2 to facilitate opportunity for sensory exploration, supporting student's own sensory diets and general positive sense of self</i></p> <p>Intent: exploration of sense of self and inner wellbeing. Use of yoga to encourage self sooth techniques and a sense of calm.</p> <p>Implementation: one session a day to support learners in understanding what yoga and relaxation is and how this can be wholly beneficial</p> <p>Impact: learners could develop some independence in understanding what benefits meditation and relaxation have to work alongside the zones of regulation with a view to develop understanding of self sooth techniques</p>	<p>Mindfulness</p> <p>Intent: to learn to concentrate on one activity at a time and to do it fully.</p> <p>Implementation: Pupils will have a range of option available to them, which they will choose from. They will spend a portion of time focussing and concentrating on what it happening then rather than thinking about what it next, building on the length of time this can be sustained. Activities might include, mindfulness colouring, jigsaws or a sensory activity.</p> <p>Impact: Pupils will learn to increase their concentration skills and will achieve an increase in feelings of wellbeing.</p>
---	--	---	--	---	---	---



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2022-23

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gardening /Outdoor learning Forest Schools Oaks 9 Julie</p>	<p>Using our senses and appreciating nature (possibly forest school based?)</p> <p>Intent: Making and doing with natural items 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>Outdoor learning trip: Conkers – links to PE and outdoor education?</p> <p>Link with Arts and Culture – exploring art using the sense</p>	<p>Outdoors inside</p> <p>Intent: To grow plants for purpose indoors</p> <p>Implementation: Explore a range of indoor plants and the uses of them, why they are used and how to keep them healthy – links to the Science curriculum</p> <p>Impact: Students will experience looking after plants and flowers indoors and the use this has</p>	<p>Using our senses and appreciating nature</p> <p>Intent: Making and doing with natural items 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>Outdoor learning trip: Phoenix Centre farm in Ashby – links to animal care?</p>	<p>Gardening</p> <p>**Intent: Getting ready for the spring – planting and prepping the garden and croft areas 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. 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>Using our senses and appreciating nature</p> <p>Intent: Making and doing with natural items 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>Outdoor learning trip: Whispering Trees near Twycross links to mindfulness in the outdoors?</p>	<p>Nature</p> <p>Intent: Homes and habitats of creatures found in the garden</p> <p>Implementation: Explore and make different homes and habitats for woodland creatures. Observe their movements and lives. Learn more about the creatures.</p> <p>Impact: Students become increasingly aware of the world around them. Students will experience different outdoor learning activities, using a variety of skills.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Café (inc functional maths and communication) Sam</p>	<p>Intent: To understand key aspects of a café and how it works. To look at different roles and responsibilities and skills needed to do them. To have opportunities to explore different roles and develop skills associated with café in school environment. .</p> <p>Implementation: Students to be introduced/ recall skills associated with a café – from own experience or visiting one on community skills. Allocate different roles and look at skills needed to carry them out. Consider job description and simple interviews for the jobs – matching skills and personal attitudes. CC – Careers/ work experience</p> <p>Impact: students to be aware of labour market and skills associated with working in a café. Experience job interview and simple CV writing or applying for a role internally. Develop and experience new skills.</p>	<p>Intent: To begin to plan how our school café will run and to begin to practise and develop skills from previous half term. Work on number and money skills needed for different roles and communication skills.</p> <p>Implementation: Opportunities to practise different roles eg; role play, deciding and buying stock, costings and profits. Surveys so we know what will sell etc and look at evidence suggested by it.</p> <p>Impact: Students will be able to practise functional maths skills in real and meaningful ways and see point of the skills and be able to transfer them in other work experience opportunities.</p>	<p>Intent: To run café in school and develop skills in job roles</p> <p>Implementation: Role play and rehearse skills in café before rolling it out in school.</p> <p>Impact: students gain meaningful internal work experience and develop skills and confidence that they can use in the future</p>	<p>Intent: To run café in school and develop skills in job roles</p> <p>Implementation: Role play and rehearse skills in café before rolling it out in school.</p> <p>Impact: students gain meaningful internal work experience and develop skills and confidence that they can use in the future</p>	<p>Intent: To run café in school and develop skills in job roles</p> <p>Implementation: Role play and rehearse skills in café before rolling it out in school.</p> <p>Impact: students gain meaningful internal work experience and develop skills and confidence that they can use in the future</p>	<p>Intent: To run café in school and develop skills in job roles</p> <p>Implementation: Role play and rehearse skills in café before rolling it out in school.</p> <p>Impact: students gain meaningful internal work experience and develop skills and confidence that they can use in the future</p>