



Preparing
young
people for
adult life



Key Stage 4 Curriculum Overview



Communication, Language & Literacy

Subject Area	Content	Examples of applications & resources
Develop communication skills	<ul style="list-style-type: none">• Early communication skills• Communication methods• Extend vocabulary• Reading skills including phonics• Writing skills• Use of technology• Interact familiar and new people	<ul style="list-style-type: none">• Eye contact and vocalisations and Intensive Interaction• Spoken word, symbols, use of AAC technology• Spoken, signed and through symbols• Letters and Sounds, First News• Keeping a diary• Telephone, e-mail, social network• Community visits, work related learning, integration Tutor groups
Sharing Information	<ul style="list-style-type: none">• Personal information• Feelings• Making choices• Responding to experiences• Personal interests• Performing	<ul style="list-style-type: none">• Sharing personal news. Keeping diaries of activities• Sensory experiences in school, community and work experience• Communicating with members of the public when out in the community• Knowing and sharing personal information. Completing application forms• Using local facilities and asking employees for things they need. Taking part in school assemblies and productions. Using technology and social media
Creating an interest	<ul style="list-style-type: none">• Using books, newspapers, magazines, media, computers, local facilities,• expressing like or dislike• expressing opinion• seeking further examples	<ul style="list-style-type: none">• Use of Witney Library – Make visits to the library, learn way around, different services on offer, how to borrow and return books, DVD's, Cds etc.• Exploring music preference• Use of ICT programs and web sites to develop personal interest• Activities linking to current affairs
Gathering and using information	<ul style="list-style-type: none">• Recognising and predicting familiar experiences• Recalling information• Forming and giving own opinion• Planning events and activities• Using a range of sources• Informing choices• Making conversation• Expressing opinion• Making safe choices	<ul style="list-style-type: none">• Use of First News newspaper – reading, comprehension, matching, discussion. Use topics of interest as a starting point for further study. Use of First News web site and news bulletin. Encourage recall of different stories featured use as a starting point for further study. Letters and sounds activities at individual level. Visits to places of interest both local and further afield. Individual and group projects about local places of interest e.g. Blenheim Palace. Projects and visits to Witney, Oxford and other local towns• Reading menus and making choices when eating and drinking in the community• Reading shop signs, social signs, information cards in museums etc.• Use information gathered in the classroom for community activities e.g. cinema schedules, museum opening times, using a public bus, shopping using a shopping list



Application of Maths

Subject Area	Content	Examples of applications & resources
Money	<ul style="list-style-type: none">• Responding to and identifying shop environments• Making exchanges and receiving items• Responding to shop staff.• Making choices• Using money in real situations• Identify, name and match coins and notes• Making and reading different amounts• Comparing different amounts• Completing calculations involving money• budgeting• financial services	<ul style="list-style-type: none">• Shopping, eating in school canteen and in the community – finding the correct money, handing money over to a cashier and recognising when change is needed• Use of AAC to make requests• Reading price labels when shopping, finding the dearest/cheapest item• Compare the price of the same item in different shops. Raise money for charity – MacMillan Coffee morning, school fetes• Take part in the selling process of the Propeller Project• Checking till receipts, calculating cost of a meal• Buy items within a given budget- £5:00 Christmas present for a family member, lunch, snack• Visit banks and building societies. Awareness of new environment.• Use financial services to pay in/withdraw money
Time	<ul style="list-style-type: none">• Awareness of time and activity changes• Sequencing of events. Anticipate routines and recognise patterns.• Days of the week, Months of the year, seasons• Knowledge of personal important dates e.g. birthday• Telling the time, analogue, digital, 24 hr• Using timetables and schedules• Complete calculations involving time	<ul style="list-style-type: none">• Anticipation of repetitious events in work experience. Emphasis on starting and stopping of activity.• Songs, games, matching clothes to seasons• Completing application forms, providing information for work experience, transition.• Reading clocks, watches, time on phones, class activities• Use of school and class timetables, calendars and diaries• Reading and using public transport timetables, TV and cinema schedules• Timing during food tech, planning activities in a set time
Number	<ul style="list-style-type: none">• Awareness and experience of objects• Awareness and experience of multiple objects and events• Recognition of numbers• Knowledge of personal numbers• Develop and extend calculation skills• Use of numbers for leisure activities• Practical use of numbers and number stories	<ul style="list-style-type: none">• Requesting preferred tool in Common Leys Farm. Placing items into groups• Handling of multiple objects within Propeller Project• Respond to counting song• Reading numbers on buses, cookers, houses, telephone, games, prices• Know age, address, phone number, number in the family• Counting number of items to buy• Games + sport – gym, league tables, Board games, card games, snooker, pool, darts



Application of Maths cont.

Subject Area	Content	Examples of applications & resources
Shape/ Measurement	<ul style="list-style-type: none">• Exploring/Recognising/matching shapes• Using standard and non-standard measures• Directional knowledge• Spatial understanding	<ul style="list-style-type: none">• Matching shapes in practical situations – pots at Propeller project• Exploring a variety of shapes, measures and textures available at Common Leys and creative Propeller activities• Using measuring equipment when cooking• Using suitable measuring equipment for creative products (used when working at the Propeller Project)• Removing and placing propeller items into correct containers• Giving directions/ following directions when out in the community

Physical Development

Subject Area	Content	Examples of applications & resources
Physical Development	<ul style="list-style-type: none">• Individual Physiotherapy• Experience and participate in a range of sporting, leisure and pastime activities• Experience/learn about healthy living and exercise	<ul style="list-style-type: none">• Physio in class, with therapists, hydro sessions, in local gym• Use local leisure centres and facilities when possible; outside specialists invited into school- boxing, street dance, rugby, football; attend sporting activities in the community – school games, fly fishing, Rugby matches, tennis matches; swimming at Witney leisure Centre/Bronze Barrow hydrotherapy pool; walking - footpaths and routes in local area; Yoga/aerobic sessions/social dancing; school bikes – Cycling Proficiency skills



Personal Social Health and Citizenship Education

Subject Area	Content	Examples of applications & resources
Personal Care	<ul style="list-style-type: none">• Identify personal needs• Dressing and undressing• Eating and drinking• Personal hygiene• Personal grooming• Medical routines	<ul style="list-style-type: none">• Pupils to recognise own need, hunger, thirst, toilet, clothing, grooming etc. and take responsibility for as much as they are able• Time provided for independent dressing and undressing for swimming and P.E. activities• Explore different clothes for different activities• Choosing, preparing, making own snacks and drinks in class• Making choices, ordering and consuming food and drink in the school canteen, local cafes, restaurants, college restaurants• Explore personal care and hygiene routines, opportunities to explore and use different personal hygiene products- showering, teeth cleaning, hand washing, shaving, use of deodorants• Opportunities to use grooming equipment and products e.g. hair brush, hair dryer, nail varnish, foot spa, massage pad• To take responsibility where possible for own medication (know when and what they need)• Activities looking at the Dangers and use of medicine, drugs, alcohol, smoking
Personal safety	<ul style="list-style-type: none">• Stranger danger• Travel safety• First – Aid• Internet Safety• Consumer rights	<ul style="list-style-type: none">• Discussions on who is a stranger, reinforced through community visits, identifying places and people who can help if in difficulty, identify people in uniforms• Using different public buses, trains – identify best places to sit, access• Visit to IMPs programme- Imps material available for class work• Taking responsibility for own first aid when possible.• Discussions and practical sessions re social media sites, security issues,• Participation/support of school team in the consumer challenge



Personal Social Health and Citizenship Education cont.

Subject Area	Content	Examples of applications & resources
Domestic skills	<ul style="list-style-type: none">• Caring for the home• Caring for personal belongings• Caring for school environment	<ul style="list-style-type: none">• Match equipment needed to a task; Opportunities to use domestic equipment – washing machine, tumble dryer, iron, dishwasher, Hoover, mop, duster• Compare jobs using electrical equipment and the same job without e.g. using a washing machine and hand washing• Use switch adapted equipment e.g. food processor. Safe use of equipment and household cleaning products. Visit domestic appliance outlets, shop for cleaning products. Packing, unpacking school bag, diary, P.E kit; looking after own clothes• Classroom jobs – recycling, tidying, class site responsibility, school garden
Social and Personal skills	<ul style="list-style-type: none">• Working with others• Behaviour expected in different environments• Managing personal behaviour and emotions• Rules and society• Rights and responsibilities• Preparing for next stages of life	<ul style="list-style-type: none">• Group, class, key stage, school activities, break times, participation in the Propeller Project, Work experience, TACPAC• Regular visits to different local facilities, opportunities to learn how to queue, wait for what they want, accept when something they want is not available, sit and wait for others, social chatting, use of sensory rooms, ball pools• Involvement with personal behaviour plans, setting personal objectives, setting learning objectives• Class rules, school rules, laws of the land, consumer rights• Voting discussions, political news, school council – rights and responsibilities.• Life at college. Increasing responsibility. Class visits to college. Differences between College and school. How to be a student not a pupil
Sex Relationship Education	<ul style="list-style-type: none">• Growing up/gender; Emotions; Puberty;• Reproductive organs; Relationships;• Conception and pregnancy; Foetal development; Keeping safe; Contraception; Sexually transmitted diseases	<ul style="list-style-type: none">• See Key Stage 4 SRE Long term plan for lesson details using "All About us" DVD Family Planning Association.• TAC PAC, sensory massage



Personal Social Health and Citizenship Education cont.

Subject Area	Content	Examples of applications & resources
Food Technology	<ul style="list-style-type: none">Plan, purchase, prepare and cook lunch,own snacks and celebration mealsExperience/use a variety of kitchen appliances and equipmentExplore healthy and unhealthy foodsHealth and hygiene in the kitchen	<ul style="list-style-type: none">Pupils to make choices about what they wish to make for their lunch one day each week; to participate in making shopping lists and use these to purchase ingredients; make own drinks and snacks when possible; Plan and prepare food for celebrations e.g. Christmas, coffee mornings, parties; follow instructions, verbal, signed, writtenIdentify and find kitchen equipment; experience/cook different foods using different cooking methodsUse the Healthy Eating Plate as a guide when planning meals; identify healthy and unhealthy foods – explore choices madeWash hands, remove jewellery, hair tied back; safe storage of food
Using Facilities in the community	<ul style="list-style-type: none">Experience/learn way around local areaUse different local facilitiesExperience a range of public transportDevelop travel skills	<ul style="list-style-type: none">Regular visits to shops, cafes, library, banks, post office, churches, leisure centres, cinemas, theatres, museums, galleries, bowling alleys, parks, public toilets. Regular use of the facilities is needed to secure learningOpportunities to use public transport, buses and trainCollect information brochuresVisit tourist information centres

Information Communication Technology

Subject Area	Content	Examples of applications & resources
ICT/Computing	<ul style="list-style-type: none">CommunicationGathering informationLeisureAppropriate and safe use of ICT equipment	<ul style="list-style-type: none">Use of Big macs, switches, word processing, writing with symbols, e-mail, social networks, individual communication aidsInternet web sites, computer programsInternet, computer games, TV, photography, telephones- landline and mobile, sensory roomsLearn how to use electrical equipment safely; use of pelican crossings, door opening mechanisms in the community; internet safety lessons



World Studies

Subject Area	Content	Examples of applications & resources
World Studies through the community and current affairs	<ul style="list-style-type: none">• Develop an understanding of the World and their place in it• Develop knowledge and understanding of the natural and manmade world• Appreciate and enjoy the expressive arts• Develop moral and spiritual awareness.	<ul style="list-style-type: none">• Explore items of world news by using First News website, broadcast and newspaper - discuss issues raised and complete further study when appropriate; learn names and recognise people regularly in the news; learn about different countries when their news makes the headlines; regularly visit local towns and places of interest; use different local facilities - museums, art galleries, theatres, cinemas, leisure centres; participate/experience local events; participate/experience events to raise money for others• Recognise and name common animals and plants –visits to animal sanctuaries, museums...; experience/learn basic life processes and how to maintain and care for the natural environment using the school garden and the Propeller Project.• Explore properties of materials through sculpture• Art and craft part of the Propeller project; creative arts activities across all areas of the curriculum; visits to galleries, theatres, concerts; specialist visitors to school- Street dance, Sound about; listen to and play music; opportunities to participate in dance and drama activities• School assemblies; Christmas and Easter activities; Special R.E. days; visits to places of worship; circle time



Work Related Learning

Subject Area	Content	Examples of applications & resources
Work Related Learning For Work	<ul style="list-style-type: none"> • Communication skills • Taking responsibility for and completing a task • A tolerance of new environments • Choosing activities • Development of self-confidence & social skills • Using time purposefully • Transferring learning and skills to different contexts • Experience/learn about quality control involved in production of items for sale 	<ul style="list-style-type: none"> • Opportunities to work/experience being part of a team within class, school and wider community • Participation/experience work at the Propeller Project, school garden • Experience using different equipment/tools in different work places • Follow routines of the working environment • Follow instructions in the working environment • Communicate and interact with all in the work place • Develop application of maths, language and physical skills in the work place • Opportunities to eat in work place/college canteens • Participate in fund raising events • Keep a diary of work experiences.
About work	<ul style="list-style-type: none"> • Develop knowledge and understanding about jobs in school and in the community 	<ul style="list-style-type: none"> • Look at jobs people do in school - teachers, TA's, office staff, school nurse, site managers, cooks; jobs in the community – shop worker, hairdresser, gardener, policeman • Look at times and patterns of the working day • Identify skills associated with different jobs • Visits from different professions • Clothing and equipment for different work • Health and Safety and dangers at work
Through Work	<ul style="list-style-type: none"> • Experience/participation with school/class jobs • Experience/participation in a school based enterprise/work project • Experience/participation in a community based enterprise • Participate in work experience placements in school and/or the community 	<ul style="list-style-type: none"> • Pupils to have class/school responsibilities – collecting class registers, recycling, water plants • Opportunities to be involved with the running of a tuck shop, coffee mornings, school fetes; Work in the school garden towards Witney in Bloom • Weekly/Alternate weekly day at The Propeller Project at Common Leys (10:00 – 2:15). • Weekly morning (10:00- 12:30) The Propeller project at Abingdon College campus. (Alternate terms when there are 2 KS4 classes) If it is not possible to attend the project base work can be completed at school following direction from the Project leaders • 3-6 hour supported work experience placement during both KS4 years. Placements have included Sainsbury's, The Coop, Waitrose, Mae Bridal, Madley Park House, Cogges Farm