

**Social and Communication Learners P16 Long Term Plans**

<b>Social Communication Learners P16 Year A</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>English</b>	<p>Personal Progress: Developing Communication skills. Developing reading skills, developing writing skills. Topic: Writing sentences using conjunctions. Joining phrases and sentences together using conjunction – and, or, because, so, but, if.</p>	<p>Personal Progress: Developing Communication skills. Developing reading skills, developing writing skills. Possible texts Poem: Animals. Becoming familiar with poems, recognising words and sounds that rhyme.</p>	<p>Personal Progress: Developing Communication skills. Developing reading skills, developing writing skills. Possible texts: Play: Alligator by Theresa Breslin. Recognising beginning, middle, end of a story. Reading and discussing main events of the story answering, who, what, where, when questions.</p>	<p>Personal Progress: Developing Communication skills. Developing reading skills, developing writing skills. Nature’s Art Poem. Writing captions for photos. Reading and discussing the contents of poems, recognising words that rhyme.</p>	<p>Personal Progress: Developing Communication skills. Developing reading skills, developing skills in writing sentences. Reporting and sharing news.</p>	<p>Personal Progress: Developing Communication skills. Developing reading skills, developing writing skills. Using Shadow on the Stairs to develop speaking, listening, reading and writing skills. Recognising beginning, middle, end of a story. Reading and discussing main events of the story answering, who, what, where, when questions.</p>

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<b>Phonics</b>	Personal details-name, allergens, parents' names	Road safety	food vocabulary-menus	Vocabulary linked to WEX	Vocabulary linked to their interests	TV shows/ Cinema Listings
<b>Maths</b>	Personal Progress: Early mathematics: developing number skills. Focusing on counting carefully how many and estimating. Personal Progress Early mathematics: measure –time. Recognising o'clock, half past the hour, days of the week, months in the year.	Personal Progress: Early mathematics: developing number skills. Addition, subtraction number sentences. Reading number sentences. Personal Progress Understanding what money is used for. Sorting and identifying coins and notes. Using money in practical situations, for a purpose.	Personal Progress: Early mathematics, developing number skills Writing numbers in words and digits. Personal Progress Understanding what money is used for. Sorting and identifying coins and notes. Using money in practical situations, for a purpose.	Personal Progress: Early mathematics, developing number skills. Ordering numbers, place value, finding one more/one less. Personal Progress Early mathematics: developing shape. Identifying familiar 2D and 3D shapes, recognising their properties.	Personal Progress: Early mathematics, developing number skills. Counting numbers in steps. Early mathematics: sequencing and sorting. Copying patterns, recognising the sequence in patterns.	Personal Progress: Early mathematics, developing number skills. Division problems and sharing items equally within a group. finishing off tasks related to Ravenswood Assessment Framework.
<b>PSHCE</b>	Personal Progress: Providing Personal	Personal Progress: Providing Personal	Personal Progress: Developing Self Awareness: all about me. Recognising what it is that makes them unique, that we are all	Personal Progress: Using interpersonal skills to contribute to positive relationships. Participating in a range of practical tasks to help		

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	Information. Recognising what personal information is, practice filling in forms. Being aware of who it is safe, and not safe to share personal information with.	Information. Recognising what personal information is, practice completing forms using their own personal details. Being aware of who it is safe, and not safe to share personal information with.	different, look different and have our own likes and dislikes.		develop skills with working in groups, accepting help and sharing equipment.	
<b>Computing</b>	Personal Progress: Developing ICT skills Posters. Recognizing and using a search bar to research topics of interest. Selecting images to use on posters.	Personal Progress: Developing ICT skills Writing letters. Using. Using a keyboard, a touch screen device. Recognising buttons have different options.	Personal Progress: Developing ICT skills Using iPad apps. Exploring using apps on an iPad/touch screen, navigating around the device to locate apps.	Personal Progress: Developing ICT skills Using ICT to operate machines. Using electrical equipment safely and purposefully, storing it safely and recognising possible dangers.	Personal Progress: Developing ICT skills (only school leavers) Using ICT to operate machines. Using electrical equipment safely and purposefully, storing it safely and recognising possible dangers.	Personal Progress: Developing ICT skills: Preparing Leaver's and other power points.

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<b>Careers / Employability</b>	Developing skills for the workplace: Looking after and caring for animals	Developing skills for the workplace: Looking after and caring for animals	Personal Progress: Participating in a mini enterprise project.	Personal Progress: Participating in a mini enterprise project.	Personal Progress: Developing skills for the workplace: getting things done.	Personal Progress: Developing skills for the workplace: getting things done.
<b>PE</b>	Personal Progress: Developing community participation skills: participating in sporting activities – tennis. Using equipment safely and purposefully. Following the rules of the game. Following instructions.	Personal Progress: Developing community participation skills: participating in sporting activities – basketball. Using equipment safely and purposefully. Following the rules of the game. Participating as part of a team. Following instructions.	Personal Progress: Developing community participation skills: participating in sporting activities – badminton. Using equipment safely and purposefully. Following the rules of the game. Following instructions.	Personal Progress: Developing community participation skills: participating in sporting activities: golf. Using equipment safely and purposefully. Following the rules of the game. Following instructions.	Personal Progress: Developing community participation skills: participating in sporting activities. Obstacle course. Using equipment safely and purposefully. Participating as part of a team. Following instructions.	Personal Progress: Developing community participation skills: participating in sporting activities: sports day prep. Working as part of a team. Following instructions. Using equipment safely and purposefully.

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<b>Independence</b>	Personal Progress: Preparing snacks and drinks. Finding recipes, using kitchen equipment safely and purposefully. Using utensils purposefully and safely to prepare foods and consider presentation and appearance of their snacks, such as smoothies, sandwiches, scones. Tasting different foods and drinks.		Personal Progress: Using a community facility over a period of time. Visiting and using places in the local areas, including the library and post office. Developing independent skills to use local facilities.	Personal Progress: Developing Independent living skills: being healthy. Recognising which foods are healthy than others. Identifying which foods have lots of sugar or fat in, and which have little sugar or fat.	Personal Progress: Developing Independent living skills: keeping safe Identifying and following rules in the community. Discussing why we have rules, and what may happen if they are broken. Following road safety rules Personal Progress Developing community participation skills: getting out and about. Using local shops, facilities and services. Use local eating and drinking places.	
<b>Music</b>	Songs and signs. Singing and signing songs	Songs and drums. Singing and drumming for popular songs	Songs and instruments. Using instruments to play along with songs	Songs and signs. Singing and signing songs – student choice	Songs and drums. Singing and drumming for popular songs – student choice	Songs and instruments. Using instruments to play along with songs – student choice
<b>Art (Sensory)</b>	Collage/mixed Media. Layering materials on a surface/canvas. Looking at the work by Matisse for inspiration.	Decorations, Cards, Festive Hats. Using the Christmas season as a theme to make celebration hats	Fabric and Textile. Using different texture fabric to create a mixed media land scape.	Easter. Puppets, bunting. Designing and making Easter props and decorations to celebrate	Pressed Flowers. Visiting the sensory garden, finding out about flowers and their colours. Making a flower paper	Mobiles. Textures. Using a variety of materials with different textures – netting, canvas,

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	(Touch, sound, sight)	and decorations. Using paints, glue, scissors, and attaching decorative materials together. (Touch, sound, sight)	(Touch, sound, sight)	Easter. Paper cup puppets, colour card decoration bunting. (Touch, sight, smell)	mobile, pressing flowers and using them to create a pressed flower artwork with relief. (Touch, sight, smell)	foil, beads and string to make a hanging mobile. (Touch, sound, sight)
<b>Creative arts</b>	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
<b>RE</b>	Pupils will engage in three RE days over the year to explore a range of faiths and cultures.					

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<b>Year B- Social Communication Learners P16</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>English</b>	<p>Personal Progress: Developing Communication skills, Developing reading skills, Developing writing skills</p> <p>Aladdin. Recognising beginning, middle, end of a story. Reading and discussing may events of the story. Answering, who, what, where, when questions. Writing about the main characters.</p>	<p>Personal Progress: Developing Communication skills, Developing reading skills, Developing writing skills</p> <p>Capital and lowercase letters formation and when to use these. Reading and sounding out letters of the alphabet. Identifying which are capital and lowercase letters. Practice writing using a capital letter</p>	<p>Personal Progress: Developing Communication skills, Developing reading skills, Developing writing skills</p> <p>Possible text: 'Billy The Kid' or 'Esio Trot'. Recognising beginning, middle, end of a story. Reading and discussing main events of the story. Answering, who, what, where, when questions. Writing about the main characters.</p>	<p>Personal Progress: Developing Communication skills, Developing reading skills, Developing writing skills.</p> <p>Non-fiction: People who help us. Identifying and naming, people in the community and at school who helps us. Recognising how they help us, and finding out who can help us if we have a problem.</p>	<p>Personal Progress: Developing Communication skills, Developing reading skills, Developing writing skills.</p> <p>Possible texts: Non-fiction Short and Tall, focusing on reading the topic, writing non-chronological reports and sharing with others as a presentation.</p>	<p>Personal Progress: Developing Communication skills, Developing reading skills, Developing writing skills</p> <p>Possible texts: 'You Are What You Eat.' Reading and writing facts about different foods. Reporting to class members different information about familiar foods.</p>

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		purposefully.				
<b>Phonics</b>	Instructions- using verbs	shop vocab- finding food in a shop	safe in school/college/work	vocab linked to job aspiration	safe in community- getting help- police, customer services, fire, ambulance	doctor / medical vocab
<b>Maths</b>	Personal Progress: Early mathematics, developing number skills. Counting numbers in steps and estimating how many. Early mathematics: sequencing and sorting. Copying patterns, recognising the sequence in patterns.	Personal Progress: Early mathematics, developing number skills. Focusing on counting, addition, subtraction number sentences. Personal Progress Early mathematics: developing shape. Identifying familiar 2D and 3D shapes, recognising their properties.	Personal Progress: Early mathematics, developing number skills. Ordering numbers and place value. Identifying one more than, one less than a given number. Early mathematics: position Practical activities and games to find the position of items. Games that require following directional instructions to travel, for example, role playing driving a bus and turning left.	Personal Progress: Early mathematics, developing number skills. Writing numbers in words and digits. Personal Progress: measure (volume, weight, height and length). Ordering the height and length of items. Using balancing scales to identify heaviest lightest. Became familiar with using a cm	Personal Progress: Early mathematics, developing number skills. Division problems and number sentences. Personal Progress. Early mathematics: measure (volume, weight, height and length). Ordering the height and length of items. Using balancing scales to identify	Personal Progress: Early mathematics, developing number skills Counting numbers in steps. Using a number line, number cards and number grids, counting items in context.



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				rule to measure.	heavy/light. Became familiar with using a cm rule to measure.	
<b>PSHCE</b>	Personal Progress: Developing learning skills: learning to learn. Recognising what they are good at and what they find difficult do. Making a list of likes and dislikes of activities, recognising what they do and do not like.	Personal Progress: Developing learning skills: learning to learn. Choosing activities or skills that they would like to get better at, and have the opportunity to practice some of those activities/skills.	Personal Progress: Dealing with problems. Student will have the opportunity to learn to recognise what a problem is, how to deal and manage a problem and identify who they can ask for help when they have a problem. Problems could include, losing their coat, not being able to find a pencil, hurting themselves, identifying who to ask for help if lost at the shops.		Personal Progress: Getting on with other people Students will have opportunities to participate in practical activities to help develop their listening skills, skills in working with others as part of a group, following simple instructions and accepting help from others in the group.	
<b>Computing</b>	Personal Progress: Developing ICT skills. Using the iPad to take photos and record events/activities. With support, downloading	Personal Progress: Developing ICT skills: Opening emails, respond to emails. Using a password, learning to not share their	Personal Progress: Developing ICT skills: Research topics of interest using the internet. Using a search engine.	Personal Progress: Developing ICT skills Communicate using a phone, facetime, skype etc. Using the telephone to dial number, give	Personal Progress: Developing ICT skills Creating power points as part of their WEX ready for presentation.	Personal Progress: Developing ICT skills Opening and responding to emails, sending messages of information.

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	these to view, share and reflect on.	password. E-safety.		and receive messages. Using their password and email account to communicate with peers and staff.		
<b>Careers / Employability</b>	Personal Progress: Developing skills for the workplace: following instructions.	Personal Progress: Developing skills for the workplace. Health and safety.	Personal Progress: Planning and preparing food for an event.	Personal Progress: Travel within the community: going places.	Personal Progress: Developing skills for the workplace: growing and caring for plants.	Personal Progress: Developing skills for the workplace: growing and caring for plants.
<b>PE</b>	Personal Progress: Developing community participation skills: participating in sporting activities: Skittles. Following rules to stay safe and use equipment safely and purposefully.	Personal Progress: Developing community participation skills: participating in sporting activities: Football. Following simple rules to a game. Playing as part of a team.	Personal Progress: Developing community participation skills: participating in sporting activities: Hockey. Following simple rules to a game, and rules to stay safe by using equipment safely and purposefully.	Personal Progress: Developing community participation skills: participating in sporting activities: Curling, following instruction to play a new game safely and purposefully	Personal Progress: Developing community participation skills: participating in sporting activities: Tennis. Using equipment safely and purposefully. Following simple	Personal Progress: Developing community participation skills: participating in sporting activities: Athletics. Field and team games in preparation for sports day.

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					instructions to play tennis.	
<b>Independence</b>	<p>Personal Progress: Developing independent living skills: looking after your own home. Focusing on using kitchen equipment (kettle, microwave, oven, washing machine) safely and purposefully. Recognising the importance of locking up windows and doors after using a room.</p>	<p>Personal Progress: Developing independent living skills: looking after yourself. Focusing on looking after personal hygiene. Identifying items needed for particular personal care activities, such as when brushing hair you would need a comb or a brush, when washing your face warm water and a flannel can be used.</p>	<p>Personal Progress: Developing independent living skills: personal presentation. Identifying the clothes to wear on a hot/cold day and how to dress for formal occasions, or casual occasions.</p>	<p>Personal Progress: Developing Community participation skills: caring for the environment. Recognising what can be harmful to the environment and habitats. Recognising what can be done to care for the environment, such as reducing, reusing and recycling curtain materials.</p>	<p>Personal Progress: Engaging in new creative activities. Opportunities to participate in practical creative activities such as playing a different instrument along to a song, using a new art technique or learning a new dance.</p>	
<b>Creative arts</b>	<p>Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.</p>					

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**RE**

Pupils will engage in three RE days over the year to explore a range of faiths and cultures.