

KEY STAGE 4 CURRICULUM GRID - Willow class Autumn Term 2019

SUBJECT	ACTIVITIES	How you can help at home
ENGLISH	WJEC Personal Progress E1 Phonics-based sensory activities and songs Developing reading skills: CVC words and SATPIN Developing writing skills: Pencil control, letter & number formation, writing words or short sentences Developing communication skills: Listening, speaking, writing, reading across all lessons	<ul style="list-style-type: none"> • Read different texts with your young person • Write shopping lists and get your young person to read what is needed and find items on the shelves • Practice communicating in different ways, use spoken language, signs or pictures
MATHS	WJEC Personal Progress E1 Developing number skills: Whole numbers & addition Measure: Time, length, width and weight explored through art and movement activities. Colour and shape explored through Figurenotes musical notation system.	<ul style="list-style-type: none"> • Shopping e.g. 'We need six bananas' ask your young person to count them • Simple addition e.g. 'We need four knives and four forks, how many have we got altogether?' • Using clocks, money and weighing in everyday activities
PSD	Zones of regulation (how do I feel and what can I do to help myself feel better) Days of the week, today, tomorrow and yesterday, Date, Month, Year, Weather, Season and who is in class each day.	<ul style="list-style-type: none"> • Encourage your young person to reflect on their feelings. • Use visual calendars • Talk about what you did yesterday, what you are doing today and what is going to happen tomorrow
ART	Seasonal crafts (linked to English and maths)	<ul style="list-style-type: none"> • Talk about the time of year and what happens.
PE/SWIMMING	PE: Dance routines - Understanding our bodies and moving to music. Yoga - stretching, breathing and body awareness Free choice of equipment - creative use of P.E equipment led by the students Ball skills - football, tennis, basketball team activities Swimming: Safety and movement in water (Linked to PSHE, independence skills)	<ul style="list-style-type: none"> • Try and encourage your young person to dress and undress as independently as possible • Try and encourage your young person to take care of their own belongings • Try and encourage your young person to be as independent as they can with personal care routines • Encourage body awareness during physical activity by drawing attention to the pulse and breath.
PSHE	WJEC Personal Progress E1 Celebrations and religions around the world - Students will explore Judaism, Christianity, Sikhism, Buddhism, Hinduism and Islam	<ul style="list-style-type: none"> • Where possible, draw attention to different religious beliefs and the importance of tolerance.

	<p>through creative activities and stories.</p> <p>My rights (human rights, disability rights)- Students will reflect on their own rights as individuals and as disabled people.</p> <p>Developing independent living skills: Keeping Safe: Strangers and safe strangers,</p> <p>Developing independent living skills: Being healthy: Diet and exercise Developing awareness of emotion: Zones of regulation (how do I feel and what can I do to help myself feel ok)</p>	<ul style="list-style-type: none"> • Does your young person know what to do if they get separated from you? Who should they talk to? • Talk about feelings and tools your young person can use to self regulate.
FOOD TECHNOLOGY	<p>Focusing on healthy eating and independence (linked to English, maths, PSHE and Independence skills)</p>	<ul style="list-style-type: none"> • Encourage your young person to help in the kitchen
INDEPENDENCE SKILLS	<p>WJEC Personal Progress E1 Looking after your own home: Day to day household chores, cooking, washing up, classroom maintenance (linked to English, maths, PSHE and Independence skills)</p>	<ul style="list-style-type: none"> • Encourage your young person to help around the home
MUSIC	<p>Following Figurenotes scores and visual prompts to play an instrument. Composing music using Figurenotes. Exploring music from around the world using a variety of instruments and sensory elements. Focusing on volume, pulse and communication skills.</p>	<ul style="list-style-type: none"> • Encourage the exploration of unfamiliar music. • Have conversations with your young person about music (What instruments can you hear? Is it loud or quiet music? How does it make you feel?)
PERFORMING ARTS	<p>The Hobbit story Drama interactions using body and voice: Using simple routines to develop confidence in using the body and voice expressively. Dance games: Following instructions and exploring movement sequences as a group.</p>	<ul style="list-style-type: none"> • Encourage your young person to watch a variety of performances both live and on screen.
ENTERPRISE	<p>Gardening Pom pom making (linked to English and maths)</p>	<ul style="list-style-type: none"> • Look at gifts which can be made rather than bought, send ideas to college.
COMMUNITY	<p>Trips to the park, travel safety, awareness of the environment and recycling.</p>	<ul style="list-style-type: none"> • Draw attention to different materials found around the home. What can be recycled? Has anything already been recycled?

