

Subject	Autumn	Spring	Summer
<p>English Year 10 and 11 English classes are combined and pupils work through a two year cycle</p>	<p>Focus: Cycle 1 Autumn 1 – Fiction</p> <ul style="list-style-type: none"> Practice pre-reading skills, use knowledge and make predictions about the story. Read and follow a story to identify key facts and events to summarise the story. Plan writing and develop sentence structure including descriptive devices. Express ideas and opinions in small group discussions. Phonics activities to support reading and Spelling. <p>Autumn 2 – All about me (linked to PSHE)</p> <ul style="list-style-type: none"> Read and identify the features of different types of text including advertisements, news reports, blogs, stories and letters. Plan a piece of writing, developing ideas, sequencing events and punctuating sentences. Complete a variety of writing tasks including filling forms, emails and letters. 	<p>Focus: Cycle 1 Spring 1 – Following instructions (linked to science)</p> <ul style="list-style-type: none"> Follow written or pictorial instructions and sequence events, including instructions for a science experiment. Organise ideas in chronological order in written work- writing instructions for a science experiment and story sequences. Proof read and edit writing. Give and follow verbal instructions to complete a variety of tasks including following directions. Phonics activities to support reading and spelling. <p>Spring 2 – World of work (linked to careers)</p> <ul style="list-style-type: none"> Read and find facts in a range of texts including job advertisements careers information. Distinguish between fact and opinion. Write in informal and formal styles. Present a point of view and respond to questions. Use formal language to present ideas and respond to questions. Practice 	<p>Focus: Cycle 1 Summer 1 – Writing to inform</p> <ul style="list-style-type: none"> Identify the intended audience and purpose of different texts. Identify fact, opinion and bias. Write a persuasive letter or article giving an opinion and supporting with reasons. Express and support an opinion in a presentation and small group discussion. Phonics activities to support reading and spelling. <p>Summer 2 – Communicating ideas and opinions (linked to WJEC qualification)</p> <ul style="list-style-type: none"> Practice research skills, locating facts in texts. Use charts and diagrams to find information. Organise ideas in logical order and prepare a presentation.

	<ul style="list-style-type: none"> • Sequence events to retell a personal event including emotions. • Phonics activities to support reading and Spelling. <p>Cycle 2</p> <p>Autumn 1 – Fiction</p> <ul style="list-style-type: none"> • Read to identify and interpret information in fiction texts, including making inferences and deductions. • Write to present and support a point of view with evidence in formal and informal contexts. • Express ideas and opinions giving supporting information. • Phonics activities to support reading and Spelling. <p>Autumn 2 – Creative writing</p> <ul style="list-style-type: none"> • Read to identify stages in plot development. Analyse settings and characters, making inferences and deducing meaning of vocabulary in context. • Plan and write a fiction text, describing the setting and characters and developing the plot. 	<p>interview skills and small group discussions.</p> <ul style="list-style-type: none"> • Phonics activities to support reading and Spelling. <p>Cycle 2</p> <p>Spring 1 – Journalism and Social Media (linked to PHSE)</p> <ul style="list-style-type: none"> • Read to identify the purpose and intended audience of a range of non-fiction texts. Summarise the main points and interpret information. Compare sources of information. • Plan and write a simple report expressing pros and cons. • Make a presentation on a topic of interest • Phonics activities to support reading and Spelling. <p>Spring 2 – Writing to persuade (Linked to Citizenship)</p> <ul style="list-style-type: none"> • Read to identify the purpose of texts, summarising the main points. Interpret 	<ul style="list-style-type: none"> • Deliver a presentation and take part in group discussions, listening and sharing ideas. • Phonics activities to support reading and Spelling. <p>Cycle 2</p> <p>Summer 1 – Travel</p> <ul style="list-style-type: none"> • Read to locate facts. Find information in charts, diagrams and timetables. • Write texts on the theme of travel: for example, a travel itinerary, postcard or travel blog, a review. • Describe places of interest. Compare and contrast holiday destinations. • Phonics activities to support reading and Spelling. <p>Summer 2 – Communicating ideas and opinions (linked to WJEC qualification)</p> <ul style="list-style-type: none"> • Practice research skills, locating facts in texts. Use charts and diagrams to find information.
--	---	--	--

	<ul style="list-style-type: none"> Practice discussion skills, agreeing and disagreeing with others and supporting an opinion. Phonics activities to support reading and Spelling. 		<p>information and analyse persuasive devices.</p> <ul style="list-style-type: none"> Write an article on a chosen local community issue Present and support an idea. Discuss topics in small groups, supporting ideas with evidence. Phonics activities to support reading and Spelling. 		<ul style="list-style-type: none"> Organise ideas in logical order and prepare a presentation. Deliver a presentation and take part in group discussions, listening and sharing ideas. Phonics activities to support reading and Spelling. 	
Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 10	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 1 Properties of number</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers • Place value and rounding • More/less • Multiples of number 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 The Four Operations. Objectives include:</p> <ul style="list-style-type: none"> • Use +, -, x and ÷ in real-life situations • Inverse operations, estimating and multiplication facts 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 The Four Operations. Objectives include:</p> <ul style="list-style-type: none"> • Use +, -, x and ÷ in real-life situations • Inverse operations, estimating and multiplication facts 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 3 Ratio. Objectives include:</p> <ul style="list-style-type: none"> • Identify/label fractions • Fractions of amounts • Equivalent fractions • + and – fractions 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 4 Money. Objectives include:</p> <ul style="list-style-type: none"> • Recognise coins, notes • Decimal notation • Use a calculator to add and subtract money • Real-life money word problems • Add amounts • Give change 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 The calendar and Time. Objectives include:</p> <ul style="list-style-type: none"> • Time word problems • Calendar and date • Analogue time • 12 and 24 hour clock
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 Measures. Objectives include:</p> <ul style="list-style-type: none"> • Standard units of measure (length, mass and capacity) • Non-standard units of measure • Perimeter 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 7 Geometry. Objectives include:</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes • Recognise and name 3D shapes • Describe the properties of 2D and 3D shapes • Understand angles as a measure of turn 	<p>Pupils studying AQA Entry Level 5390 will be completing Unit 8 Statistics. Objectives include:</p> <ul style="list-style-type: none"> • Sort data • Collect information by a survey • Record results in lists, tally charts and tables • Construct and 	<p>Recap, revision, number, fluency, mathematical thinking and careers</p> <p>*Pupils to revisit AQA units</p>	<p>How to pay for things (NatWest Money Sense)</p> <p>*Pupils understand there are many different payment methods</p> <p>*What the most appropriate way of paying in different situations is</p> <p>*Understand and use some of the key language relating to debit and credit cards appropriately</p>	<p>How does money affect my feelings? (NatWest Money Sense)</p> <p>*Pupils will understand how money choices can affect emotional health</p> <p>*Pupils will understand the concept of debt and the impact it</p>

	<ul style="list-style-type: none">• Scales• Temperature	<ul style="list-style-type: none">•Identify coordinates on a grid	interpret tables, diagrams, charts and tables		<ul style="list-style-type: none">*Work creatively and collaboratively to present their ideas*Pupils learn about other methods of payments	can have on a person and their family *Pupils will know sources of advice available to support emotional wellbeing																																																																																																								
	<table><tr><td>Year 10</td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td><td>Week 11</td><td>Week 12</td></tr><tr><td>Autumn</td><td colspan="8">Number/ Place value</td><td colspan="4">Number/ Four operations</td></tr><tr><td>Spring</td><td colspan="6">Number/ Four operations</td><td colspan="6">Number/ Fractions</td></tr><tr><td>Summer</td><td colspan="6">Number/ Money</td><td colspan="6">Number/ Calendar and Time</td></tr></table> <table><tr><td>Year 11</td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td><td>Week 11</td><td>Week 12</td></tr><tr><td>Autumn</td><td colspan="6">Number/ Measure</td><td colspan="6">Number/ Geometry</td></tr><tr><td>Spring</td><td colspan="6">Number/ Statistics</td><td colspan="6">Revision/Number/Fluency/ Mathematical thinking/ careers</td></tr><tr><td>Summer</td><td colspan="12">Revision/Number/Fluency/ Mathematical thinking/ careers</td></tr></table> <p><i>*This is only a guide and some students/ groups will work at different speeds. All 8 units need to be completed in order to gain a qualification</i></p>						Year 10	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Autumn	Number/ Place value								Number/ Four operations				Spring	Number/ Four operations						Number/ Fractions						Summer	Number/ Money						Number/ Calendar and Time						Year 11	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Autumn	Number/ Measure						Number/ Geometry						Spring	Number/ Statistics						Revision/Number/Fluency/ Mathematical thinking/ careers						Summer	Revision/Number/Fluency/ Mathematical thinking/ careers											
Year 10	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12																																																																																																		
Autumn	Number/ Place value								Number/ Four operations																																																																																																					
Spring	Number/ Four operations						Number/ Fractions																																																																																																							
Summer	Number/ Money						Number/ Calendar and Time																																																																																																							
Year 11	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12																																																																																																		
Autumn	Number/ Measure						Number/ Geometry																																																																																																							
Spring	Number/ Statistics						Revision/Number/Fluency/ Mathematical thinking/ careers																																																																																																							
Summer	Revision/Number/Fluency/ Mathematical thinking/ careers																																																																																																													
Science (Year 10)	Focus: AQA Entry Level Science (accredited) Chemistry in Our World Objectives include:			Focus: AQA Entry Level Science (accredited) Environment, Evolution and Inheritance Objectives include:			Focus: AQA Entry Level Science (accredited) Electricity and Magnetism Objectives include:																																																																																																							

	<ul style="list-style-type: none"> • Describe acids and alkalis • Describe reactions of acids • Describe rate of reactions • Describe Earth's atmosphere • Describe the human impact on the Earth • Describe how water is made safe for drinking • Develop working scientifically skills <p>KS4 Core Science (non-accredited) Science at Home</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Identify H&S at home, including safe cleaning • Identify electronic appliances and how they work • Describe the benefits and issues with recycling and the problems with plastic waste • Identify how to safely use cosmetics and medicines • Identify energy used at home – renewable vs non-renewables 	<ul style="list-style-type: none"> • Describe feeding relationships between animals • Describe what determines where particular species live • Describe how life has developed on Earth • Develop working scientifically skills <p>KS4 Core Science (non-accredited) Science within Gardening</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Identify what plants need to grow • Identify how plants make their own food • Identify different types of plants and organisms found in a garden • Describe different types of mini-beasts • Describe habitats • Describe food chains and food webs 	<ul style="list-style-type: none"> • Create and describe a range of electric circuits • Describe electrical current • Describe resistors • Describe domestic electricity • Describe magnetism and electromagnetism • Develop working scientifically skills <p>KS4 Core Science (non-accredited) Science within Cooking</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Identify conductors and insulators • Identify reactions in cooking • Describe how to keep safe during cooking • Identify the process of combustion • Describe what is a balanced diet • Make healthy dishes
--	---	--	---

<p>Science (Year 11)</p>	<p>Focus: AQA Entry Level Science (accredited) Waves</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Describe different waves, including longitudinal and transverse waves • Describe electromagnetic waves • Describe the application of electromagnetic waves • Develop working scientifically skills <p>KS4 Core Science (non-accredited) Science within Transport</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Describe different types of transport linking with forces/energy • State how car engines work • Describe how petrol cars are bad for the environment • Describe the differences between electric and petrol cars 	<p>Focus: AQA Entry Level Science (accredited) The Human Body</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Describe what the body is made of • Describe how the body works • Describe how the body fights disease • Describe how the body is co-ordinated • Develop working scientifically skills <p>KS4 Core Science (non-accredited) Science within Sports</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Identify forces present in sports • Describe how sport affects the body • Describe the diet of a sportsperson, including the nutritional requirements • Describe how sport improves physical and mental health 	<p>Focus: STEM (Science, Technology, Engineering and Maths) activities/project work</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Plan and create investigations – focusing on developing scientific skills • Identify and describe how science is present in everyday life • Develop STEM skills by participating in a range of STEM activities <p>KS4 Core Science (non-accredited) Science within the Natural World</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Describe conservation projects around the world • Describe the impact of climate change • Identify a range of weird and wonderful organisms • Describe and identify habitats of different organisms • Investigate different water samples and how to make them safe to drink
---------------------------------	--	---	--

	<ul style="list-style-type: none"> Identify different transport around the world and the impact on the environment 		
Computing	<p>Focus:</p> <p>Autumn 1 Year 10 LA – Safety and appropriate behaviour https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116910 HA – Create a website - Pupils will create a website based upon their interests - https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=112907</p> <p>Year 11 – Unit 4 OCR Computer Science – Computational Thinking, Programming and Algorithms.</p> <p>Autumn 2 LA - Computer skills for independent living https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=113414 HA – Designing 3D computer game – Pupils will create a 3D game on Kodu. https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=77062</p>	<p>Focus:</p> <p>Spring 1 Year 10 LA – Making a simple animation sequence using drawing tools https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=114487</p> <p>HA - Digital animation – Pupils to create their own animation https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=113426 Year 11 – Programming project – finish off programming project.</p> <p>Spring 2 Year 10 LA – Employability skills: ICT https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111733 HA – Create a 2D character – Pupils to design and draw their own 2d character https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118752</p>	<p>Focus:</p> <p>Summer 1 Year 10 LA – Making a basic website https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=114705</p> <p>HA – Designing an object for a 3d printer - Pupils to use software to design and print out an object with a 3D printer.</p> <p>Summer 2 Year 10 LA – ICT: Planning a trip https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110830</p> <p>HA – Using the internet for leisure and shopping – Pupils to show understanding and knowledge about how the internet can be used for leisure or shopping. https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118940</p>

		Year 11 – Complete all units not finished by pupils.	
R.E	Autumn	Spring	Summer
Year 1	Focus: Key beliefs and figures: Autumn 1 Sikhism Autumn 2 Christianity Learning objective: <ul style="list-style-type: none"> • Know the beliefs teachings and practices • Key figures in the religion • Forgiveness in religion 	Focus: Festivals and traditions: Christianity Spring 1 Hinduism Spring 2 Learning objective: <ul style="list-style-type: none"> • Stories behind religious festivals • Why festivals are important • Ceremonies in life and death • Significance of ceremonies • Why do people believe 	Focus: Places of worship: Buddhism Summer 1 Christianity Summer 2 Learning objective: <ul style="list-style-type: none"> • Features of places of worship • Why the buildings are important • Appropriate behaviour in a place of worship
Year 2	Focus: Key beliefs and figures: Islam Autumn 1 Judaism Autumn 2 Learning objective: <ul style="list-style-type: none"> • Know the beliefs teachings and practices • Key figures in the religion • Forgiveness in religion 	Focus: Places of worship: Buddhism Spring 1 Spring 2 Learning objective: <ul style="list-style-type: none"> • Features of places of worship • Why the buildings are important • Appropriate behaviour in a place of worship 	Focus: Festivals and traditions: Hinduism Summer 1 Islam Summer 2 Learning objective: <ul style="list-style-type: none"> • Stories behind religious festivals • Why festivals are important • Ceremonies in life and death • Significance of ceremonies • Why do people believe
PE	Focus: Developing new skills required for different types of exercise and sport. <u>Autumn 23</u>	Focus: Learning new rules and understanding different sports. <u>Spring 24</u>	Focus: Introduction to different sports/exercise types and understanding the skills required to play. <u>Summer 24</u>

	<p>Football – Communication, Shooting, Agility, Defending and Marking.</p> <p>Circuits – Strength, Balance, Promotes a healthy lifestyle and Stamina.</p> <p>Tennis – Serving, Hand-Eye Co-ordination, Footwork and Tactics.</p> <p>Swimming – Water Safety, Floating, Leg Kicking, Digging Arm Stroke and Muscular Endurance.</p>	<p>Basketball – Body Position, Different passing types, dribbling and communication.</p> <p>Netball – Marking, Intercepting, Footwork, Blocking and Space Awareness.</p> <p>Badminton – Tactics (moving the opponent around the court), defensive shots (forehand clear), footwork, teamwork (pairs) and Timing.</p> <p>Hockey – Communication, Hand/Eye Co-ordination, Leadership, Agility and Shooting.</p>	<p>Cricket – Space Awareness (Fielding Positions), Hand/Eye Co-ordination, Footwork, Communication and Agility.</p> <p>Outdoor Gym – Strength, Stamina, Muscular Endurance, Co-ordination and Enjoying Exercise.</p> <p>Athletics – Running (Technique), Throwing (Accuracy and Distance), Endurance, Speed and Performing at Maximum Effort.</p> <p>Short Tennis – Footwork, Tactics (Outwitting Opponents), Serving, Attacking and Defensive Shots.</p>
--	--	---	---

PSHE		Term	Year 10	Year 11
		Autumn	Emotional health Dealing with change/self perception	Emotional health Mental health and emotional wellbeing
			Relationships and Sex Communication in relationships	Relationships and Sex Pressure to conform/consent
		Spring	Digital media literacy Media literacy and digital resilience	Digital media literacy Online and media
			Relationships and Sex Intimate Relationships: Pleasure in Relationships and Sexuality / Age and Power in Relationships	Relationships and Sex Families
		Summer	Physical health Health and prevention	Physical health Drugs, alcohol and tobacco
			Independence and risk Managing risk and personal safety	Independence and risk Risk in wider situations
Options	<p>All Key stage 4 and 5 students are timetabled Options on a weekly basis. Each student engages in an option, which runs for half a term. The aim of the option choices is to introduce ideas and skills that they may use to further their education at another college.</p> <p>Textiles - Allowing the students to explore and work with various materials. Planning a project, cutting out and creating the finished product, using different mediums.</p>			

	<p>Performing Arts - The students will work within all aspects of this subject, creating drama pieces, play musical instruments and sing.</p> <p>Film Studies - As a group the students will watch a film, analyse characters, settings and genres. Prompting discussions and debates.</p> <p>Sports Leaders - Individually and as a group, the students will learn how to support and coach a small group in various areas of sport.</p> <p>Childcare - Students will learn how children develop through the stages from birth to pre-school. Understanding how they learn through play, what toys and games they play with at each stage. Learning what you need to look after a baby/ toddler.</p> <p>Robotics - Using computers and I-Pads the students will be exploring how to build and program working models.</p> <p>Finances - Each student will be learning about finances, how to budget and understanding bank statements/ wage slips.</p> <p>Gardening - Students will learn how to prepare the ground for planting, grow seedlings, planting out and harvest the fruits of their labour.</p> <p>Food Tech - Students will continue to learn a healthy eating curriculum, enhancing their current skills. Enabling them to be confident in the preparation of food independently.</p>
Enrichment	<p>All Key stage 4 and 5 students are timetabled an Enrichment opportunity on a weekly basis. Each student engages in a variety of activities structured termly. The overall goal is to introduce new ideas to the students that they may develop an interest out of college or take up as a hobby, becoming part of a wider community, developing relationships and making new friends</p> <p>Walking - The students will learn how to access the local community, planning routes and gain road safety knowledge.</p> <p>Science- Students will be visiting Hurst College on a weekly basis to engage in a program of Science activities. They will be acquiring transition skills by familiarising themselves with a new environment and unfamiliar people.</p> <p>DT -Each student will be preparing, planning and creating pieces towards the Jim Green competition, which is held annually at Ardingly showground. A great opportunity for the students to mix with other colleges.</p> <p>Art - All students will learn how to create a variety of art, using different media.</p>

	<p>Sport - Students will be visiting Hurst College on a weekly basis to engage in a program of Sport activities. They will be acquiring transition skills by familiarising themselves with a new environment and unfamiliar people.</p> <p>Radio - The students are learning media skills, with new, unfamiliar equipment to enable them to produce podcasts and radio interviews. They will also visit to a local radio station to gain knowledge of a working environment.</p> <p>Virtual reality - A completely new experience for the students, each will learn how to use the new VR equipment to create an immersive film.</p> <p>Healthy Eating - Following a healthy eating program, students will learn how to budget, prepare and cook a variety of breakfasts, snacks and meals.</p> <p>Model making - Each student will learn how to create a model, using a variety of different media.</p> <p>Performing Arts - Students will be visiting Hurst College on a weekly basis to engage in a program of performing arts. They will be acquiring transition skills by familiarising themselves with a new environment and unfamiliar people.</p> <p>Stories and activities - PMLD and SLD students will be engaging in a variety of stories and related activities, to include drama, art and sensory.</p> <p><i>List of current clubs on offer. Change during year to meet the needs of the students and change of season.</i></p>		
Reading	<p>Focus on building students' motivation to read, to give purpose and to activate and expand schema;</p> <ul style="list-style-type: none"> Raising awareness of how to access as variety of reading materials 	<p>Focus on the mechanics of reading;</p> <ul style="list-style-type: none"> Text comprehension Developing fluency Extending vocabulary 	<p>Focus on evaluation of the text;</p> <ul style="list-style-type: none"> Characters, setting and plot development Style of writing and presentation Choice of language

	<ul style="list-style-type: none"> • Modelling and supporting the selection of appropriate reading material • Modelling the benefits of being a reader 		<ul style="list-style-type: none"> • Comparison to other books by the same author/other books in the same genre
Communication	<p>The development of functional communication skills for our pupils is perhaps, the most important thing that they will learn in their time with us. Having effective methods of communication allows our children to recognise, identify and express feelings, needs and wants. Woodlands Mead embraces a Total Communication environment that involves using and accepting all types of communication equally. Regular scheduled sessions allow staff to</p> <ul style="list-style-type: none"> • Identify and support a child's means or mode of communication. • Motivate a child by providing a reason for him/her to communicate. • Practise and create opportunities to communicate • Develop social skills in preparation for adulthood <p>In weekly scheduled sessions - the wide ranging approaches to communication that our pupils use, can be practised in individual and group situations in familiar settings with familiar staff; we are happy to share these approaches with parents and carers. They may include: Attention Autism, Pictures Exchange Communication, Objects of reference, AAC use and Makaton signing. For the further development of social skills for our verbal learners the Talkabout programme includes:</p> <ul style="list-style-type: none"> • Developing Self-Awareness and Self-Esteem • Developing Social Skills • Developing Friendship Skills • Building Self-Esteem and Relationship Skills • Developing Social and Emotional Communication Skills • Transitions: From Education to Employment 		
PSD	<p>The PSHE programme for WMC is non-accredited but offers an opportunity to educate and support learners' knowledge and understanding of themselves, their communities and the wider world. Although a LTP has been created Class Teachers are best placed to understand the needs of their students and can and should deviate from the plan. It also offers an excellent opportunity for students to settle into the college day, to have allocated time to focus and reflect on their Next Step targets engaging students with the process with the aim of them to have greater ownership of them. Where appropriate, it would offer time for mentoring/1.1 to take place. It will provide invaluable to support learners to prepare for annual review process.</p>		
Skills review	<p>All Key stage 4 and 5 pupils are timetabled weekly skills review sessions. A student 'skills review' with their class teacher is an important process for both the student and the class teacher. It allows the student to provide feedback on their learning and helps the teachers</p>		

	assess their progress and make any necessary changes. It provides invaluable time to support learners to prepare for key events throughout the academic year and reflect on their targets. The skills review also offers an opportunity to capture learner's voice and to celebrate pupil's achievements.
--	---