

Functional Curriculum Overview

Core Subjects

Maths			
	Autumn	Spring	Summer
Pre Entry Level FS	<p>All pupils working far below Entry level should continue on engagement level or progression steps. Pupils who are predicted to engage with Entry level 1 before leaving Kemball should also start to look at the Entry-level pre-skills below.</p>		
	<p>Number Money handling</p> <ul style="list-style-type: none"> Recognise numerals from 0 to 10. Know the value of numerals from 0 to 10. Use numerals from 0 to 10. Compare two given numbers of objects in groups of up to ten. Use ordinal numbers from first to tenth, when describing position in a sequence of numbers. Count reliably up to ten. Add single-digit numbers / subtract single-digit numbers Recognise and interpret + and = / recognise and apply - and = Check by counting Recognise and select coins up to 20p Recognise and select notes up to £10 	<p>Shape, measure, data and sorting</p> <ul style="list-style-type: none"> Describe and compare marked differences in size between two items using simple comparative vocabulary such as large, big, small, heavy, light Describe and compare marked differences in lengths and heights of two items using simple comparative vocabulary such as long, short, tall Describe and compare marked differences in capacity and quantity of two items using simple comparative vocabulary such as full, empty, holds more, holds less, has more, has less 	<p>Shape, measure, data and sorting</p> <ul style="list-style-type: none"> Recognise some common 2-D shapes (circle, square, rectangle, triangle) using familiar and simple vocabulary to describe their shape and size, such as straight, curved, flat, larger, smaller Recognise some common 3-D shapes (ball, box) using familiar and simple vocabulary to describe their shape and size such as straight, curved, flat, larger, smaller Identify and select a variety of shapes to make simple pictures, patterns and models Understand and apply simple positional vocabulary, including in/out, under/over, front/back, in front of/behind Understand and apply direction of movement, including up/down, left/right
Entry 1	<p>Using numbers and the number system - whole numbers</p> <p>E1.1 Read, write, order and compare numbers up to 20</p> <p>E1.2 Use whole numbers to count up to 20 items, including zero</p> <p>E1.3 Add numbers which total up to 20, and subtract numbers from numbers up to 20</p> <p>E1.4 Recognise and interpret the symbols +, - and = appropriately</p>		
	<p>Using common measures, shape and space</p> <p>E1.5 Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20</p> <p>E1.6 Read 12-hour digital and analogue clocks in hours</p>	<p>Using common measures, shape and space</p> <p>E1.7 Know the number of days in a week, months and seasons in a year; be able to name and sequence</p> <p>E1.8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity</p>	<p>Using common measures, shape and space</p> <p>E1.9 Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle</p> <p>E1.10 Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above</p>
	<p>Handling information and data</p> <p>E1.11 Read numerical information from lists</p>	<p>Handling information and data</p> <p>E1.12 Sort and classify objects using a single criterion</p>	<p>Handling information and data</p> <p>E1.13 Read and draw simple charts and diagrams, including a tally chart, block diagram/graph</p>

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Entry 2	<p>Using numbers and the number system – whole numbers, fractions and decimals</p> <p>E2.1 Count reliably up to 100 items</p> <p>E2.2 Read, write, order and compare numbers up to 200 E2</p> <p>E2.3 Recognise and sequence odd and even numbers up to 100</p> <p>E2.4 Recognise and interpret the symbols +, -, *, ÷ and =appropriately</p> <p>E2.5 Add and subtract two-digit numbers</p> <p>E2.6 Multiply whole numbers in the range 0×0 to 12×12 (times tables)</p> <p>E2.7 Know the number of hours in a day and weeks in a year; be able to name and sequence</p> <p>E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders</p> <p>E2.9 Approximate by rounding to the nearest 10, and use this rounded answer to check results</p> <p>E2.10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes</p> <p>E2.11 Read, write and use decimals to one decimal place</p>		
	<p>Using common measures, shape and space</p> <p>E2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>E2.13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock</p>	<p>Using common measures, shape and space</p> <p>E2.14 Use metric measures of length, including millimetres, centimetres, metres and kilometres</p> <p>E2.15 Use measures of weight, including grams and kilograms</p> <p>E2.16 Use measures of capacity, including millilitres and litres</p> <p>E2.17 Read and compare positive temperatures</p> <p>E2.18 Read and use simple scales to the nearest labelled division</p>	<p>Using common measures, shape and space</p> <p>E2.19 Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres</p> <p>E2.20 Describe the properties of common 2-D and 3-D shapes, including numbers of sides, corners, edges, faces, angles and base</p> <p>E2.21 Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards</p>
	<p>Handling information and data</p> <p>E2.22 Extract information from lists, tables, diagrams and bar charts</p> <p>E2.23 Make numerical comparisons from bar charts</p>	<p>Handling information and data</p> <p>E2.25 Take information from one format and represent the information in another format, including use of bar charts</p>	<p>Handling information and data</p> <p>E2.24 Sort and classify objects using two criteria</p>
	<p>Using numbers and the number system – whole numbers, fractions and decimals</p> <p>E3.1 Count, read, write, order and compare numbers up to 1000</p> <p>E3.2 Add and subtract using three-digit whole numbers</p> <p>E3.3 Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders</p> <p>E3.4 Multiply two-digit whole numbers by single- and double-digit whole numbers</p> <p>E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results</p> <p>E3.6 Recognise and continue linear sequences of numbers up to 100</p> <p>E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms</p> <p>E3.8 Read, write and use decimals up to two decimal places</p> <p>E3.9 Recognise and continue sequences that involve decimals</p>		
Entry 3	<p>Using common measures, shape and space</p> <p>E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence</p> <p>E3.11 Round amounts of money to the nearest £1 or 10p</p> <p>E3.12 Read, measure and record time using am and pm</p> <p>E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes</p>	<p>Using common measures, shape and space</p> <p>E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division</p> <p>E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres</p> <p>E3.16 Compare measures of weight, including grams and kilograms</p>	<p>Using common measures, shape and space</p> <p>E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles</p> <p>E3.20 Using appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns</p>

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		<p>E3.17 Compare measures of capacity, including millilitres and litres</p> <p>E3.18 Use a suitable instrument to measure mass and length</p>	
	<p>Handling information and data E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables</p>	<p>Handling information and data E3.22 Interpret information to make comparisons and record changes, from different formats, including bar charts and simple line graphs</p>	<p>Handling information and data E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts</p>

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English						
Please refer to the Edexcel Pearson English Entry Level Specification for assessment and content.						
	Autumn		Spring		Summer	
Functional pathway A Eleanor A1	Matilda Or Little people big dreams Alphabet and dictionary work	Functional Focus - me and my world Postal addresses Email Telephone calls Alphabet Dictionary Opinions Feelings Adjectives and descriptions	Macbeth Or Michael Morpurgo - Fox friend Instructions/recipes	Functional Focus - Out in the community Reading / extracting information in different forms Menus Topic discussions Tense Plurals	Jungle Book or Aesop's Fables Explanations (writing facts)	Functional Focus - world of work Applications, Interviews Q & A, Personal information CV's Information gathering Instructions
Functional pathway B Danielle A2	The Water Tower Or Goodnight Mister Tom by Michelle Magorian Letters/emails		Romeo and Juliet or Midsummer night's dream Adverts/posters		Gulliver's travels Or Diary of a wimpy kid Poetry Feelings Adjectives and descriptions	
Functional Pathway C Ian R1	A Christmas Carol / Race to the Frozen North Or The Twits Poetry and rhyme		The War of the Worlds. Or One Plastic Bag by Miranda Paul Letters/ emails / Postal addresses		Frankenstein Or Jaqueline Wilson- Illustrated Mum Instructions/recipe	
Functional Pathway D Sam R2	Dracula Or The Firework-Maker's Daughter by Philip Pullman Wanted posters and descriptive writing		Treasure Island Or Horrible histories Extracting information Information gathering		Hound of the Baskervilles Or David Walliams - Demon Dentist Conversations and presenting to others	
Pre Entry Level FS	<p style="color: red;">All pupils working far below Entry level should continue on engagement level or progression steps. Pupils who are predicted to engage with Entry level 1 before leaving Kemball should also start to look at the Entry-level pre-skills below.</p> <p style="color: red;">Speaking Listening and Communication</p> <p>Identify letters of the alphabet and start to know the names of these.</p> <p>Identify and extract the key words from a sentence read.</p> <p>Follow single-step instructions with support</p> <p>Make a request with no prompts</p> <p>Ask a question with support.</p> <p>Answer a direct question in any form.</p> <p>Show your preference and make a choice using any form of communication.</p> <p>Listen and engage with a discussion with a friend.</p> <p>Can answer a phone call.</p> <p>Knows some personal information.</p> <p>Can identify the features of an object by colour or size. (adjectives)</p> <p style="color: red;">Reading</p> <p>Read at your reading level.</p> <p>Read simple sentences.</p> <p>Understand and repeat a short sentence.</p> <p>Read out rhyming words</p>					

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	<p>Can interpret a menu, book, advert or poster, which has illustrations or images. Can find a word requested from an increasing quantity.</p> <p>Writing Use a full stop. Practise using upper case letters. Write the alphabet in upper and lower case. Write letters of a similar size. Write legible whole words. Write letters on the line. Writes own name Can identify the features of a letter, email, book and poster. Eg title, address, contents</p>
Entry 1	<p>Speaking Listening and Communication E1.1 Say the names of the letters of the alphabet E1.2 Identify and extract the main information from short statements and explanations E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers E1.5 Respond to questions about specific information E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p> <p>Reading E1.8 Read correctly words designated for Entry Level 1 (see Annexe B) E1.9 Read simple sentences containing one clause E1.10 Understand a short piece of text on a simple subject</p> <p>Writing E1.11 Punctuate simple sentences with a capital letter and a full stop E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 Use lower-case letters when there is no reason to use capital letters E1.14 Write the letters of the alphabet in sequence and in both upper and lower case E1.15 Spell correctly words designated for Entry Level 1 (see Annexe B) Content (composition) E1.16 Communicate information in words, phrases and simple sentences</p>
Entry 2	<p>Speaking Listening and Communication E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic</p> <p>Reading E2.7 Read correctly words designated for Entry Level 2 (see Annexe C) E2.8 Understand the main points in texts E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) E2.11 Read and understand sentences with more than one clause E2.12 Use illustrations, images and captions to locate information</p> <p>Writing E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) E2.14 Form regular plurals E2.15 Use the first and second letters to sequence words in alphabetical order E2.16 Spell correctly words designated for Entry Level 2 (see Annexe C) Content (composition)</p>

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	<p>E2.17 Communicate information in words, phrases and simple sentences</p> <p>E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way</p>
Entry 3	<p>Speaking Listening and Communication</p> <p>E3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts</p> <p>E3.3 Communicate information and opinions clearly on a range of topics</p> <p>E3.4 Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 Follow and understand the main points of discussions</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics</p> <p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p> <p>Reading</p> <p>E3.8 Read correctly words designated for Entry Level 3 (see Annexe D)</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.10 Identify different purposes of straightforward texts</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p>Writing</p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.14 Form irregular plurals</p> <p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 Spell correctly words designated for Entry Level 3 (see Annexe D)</p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose and audience</p>

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Science						
	Autumn		Spring		Summer	
	Biology	Physics	Biology	Mixed	Physics	Biology
1	<p>Human Body</p> <p>Heart and lungs and their function</p> <p>Circulatory system</p> <p>White and red blood cells</p> <ul style="list-style-type: none"> • Circulatory system: circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, blood, pump, transported, oxygenated blood, deoxygenated blood, oxygen, arteries, veins, capillaries, chambers, plasma, platelets, white blood cells, red blood cells. • Lifestyle: drug, alcohol, smoking, disease, calorie, energy input, energy output. 	<p>Electricity</p> <p>-Electrical appliance</p> <p>-Power and dangers of technology</p> <p>-circuits</p> <p>-symbols</p> <p>-Insulators and conductors</p> <ul style="list-style-type: none"> • Electricity: mains-powered, battery-powered, mains electricity, plug, appliances, devices. • Circuits: circuit, simple series circuit, complete circuit, incomplete circuit. • Circuit parts: bulb, cell, wire, buzzer, switch, motor, battery. • Materials: electrical conductor, electrical insulator. • Other: safety. • Flow and measure of electricity: voltage, amps, resistance, electrons, volts (V), current. • Types of electricity: natural electricity, human-made electricity, solar panels, power station. 	<p>Animals and their habitats</p> <p>- habitats</p> <p>-basic needs of different kinds of animals</p> <p>-identify and name a variety of animals in their habitats, including microhabitats;</p> <p>-food chains,</p> <p>-classification</p> <ul style="list-style-type: none"> • Names of animal groups: fish, amphibians, reptiles, birds, mammals. • Animal diets: carnivore, herbivore, omnivore. • Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air. • Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat. • Grouping living things: classification, classification keys, classify, characteristics. • Names of invertebrate animals: snails and slugs, worms, spiders, insects. • Invertebrate body parts: e.g. wing case, abdomen, thorax, antenna, segments, mandible, proboscis, prolegs. 	<p>Scientific professions -</p> <p>Jobs linked to science e.g. dentists, doctors and vets</p> <p>Inventions</p> <p>Vocab linked to area of science used.</p>	<p>Earth and Space</p> <p>-Solar system</p> <p>-Movement of the earth and moon</p> <p>-Earths structure</p> <p>-Earths rotation</p> <ul style="list-style-type: none"> • Solar system: star, planet. • Names of planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus. • Shape: spherical bodies, sphere. • Movement: rotate, axis, orbit, satellite. • Theories: geocentric model, heliocentric model, astronomer. • Day length: sunrise, sunset, midday, time zone. 	<p>Reproduction</p> <p>-Age baby to adulthood</p> <p>-Stages of development</p> <p>-Puberty and the changes to the human body</p> <ul style="list-style-type: none"> • Reproduction: asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, penis, vagina, egg, pregnancy, gestation.
	Biology	Chemistry	Chemistry	Physics	Biology	Physics
2	<p>Human body & Healthy living</p> <p>-Nutrition and digestion</p> <p>-Health and disease</p> <p>- Hygiene</p> <p>-Tooth decay</p> <p>- the digestive system and the process</p>	<p>States of matter /Water treatment</p> <p>- The water cycle</p> <p>- changing states</p> <p>-Pure and impure</p> <p>- Filtration</p> <p>-Evaporation</p> <p>-Crystallisation</p> <ul style="list-style-type: none"> • States of matter: solids, liquids, gases, particles. 	<p>Everyday Materials</p> <p>-Materials and their properties</p> <p>-Waterproof</p> <p>-Transparent Opaque</p> <p>-Float sink</p> <p>- Create structure and suitability of materials</p> <p>- recycling</p> <ul style="list-style-type: none"> • Names of materials: wood, plastic, glass, 	<p>Seasonal changes</p> <p>- the 4 seasons</p> <p>- Weather</p> <p>- earths tilt</p> <p>- day and night</p> <ul style="list-style-type: none"> • Seasons: spring, summer, autumn, winter, seasonal change. • Weather: e.g. sun, rain, snow, sleet, frost, ice, 	<p>Plants</p> <p>-naming a variety of plants</p> <p>-Structure of a plant</p> <p>- Reproduction</p> <p>- pollination</p> <p>-Photosynthesis</p> <p>-function of parts</p> <p>-what they need to grow</p>	<p>Sound and light</p> <p>Cause and effect</p> <p>Shadows and sources</p> <p>Sound and light waves</p> <ul style="list-style-type: none"> • Light and seeing: dark, absence of light, light source, illuminate, visible, shadow,

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	<ul style="list-style-type: none"> • <u>Digestive system</u>: digest, digestion, tongue, teeth, saliva, salivary glands, oesophagus, stomach, liver, pancreas, gall bladder, small intestine, duodenum, large intestine, rectum, anus, faeces, organ. • <u>Types of teeth and dental care</u>: molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth. • <u>Other</u>: water transportation, nutrient transportation, waste products. • <u>Survival and staying healthy</u>: basic needs, survive, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs. • 	<ul style="list-style-type: none"> • <u>State change</u>: evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour. • <u>Water cycle</u>: precipitation, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail. 	<p>metal, water, rock, paper, cardboard, rubber, fabric.</p> <ul style="list-style-type: none"> • <u>Properties of materials</u>: hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff. • <u>Changing shape</u>: squash, bend, twist, stretch. • <u>Properties of materials</u>: e.g. strong, flexible, light, hard-wearing, elastic. 	<p>fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast.</p> <ul style="list-style-type: none"> • <u>Measuring weather</u>: temperature, rainfall, wind direction, thermometer, rain gauge. • Day length: night, day, daylight. 	<ul style="list-style-type: none"> • <u>Names of common plants</u>: wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass. • <u>Name some features of plants</u>: e.g. flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil. • <u>Growth of plants</u>: germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling. • <u>Needs of plants</u>: sunlight, nutrition, light, healthy, space, air. • <u>Name different types of plant</u>: e.g. bean plant, cactus. • <u>Water transportation</u>: transport, evaporation, evaporate, nutrients, absorb, anchor. • <u>Life cycle of flowering plants</u>: pollination (insect/wind), pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide. 	<p>translucent, energy, block.</p> <ul style="list-style-type: none"> • <u>Light sources</u>: e.g. candle, torch, fire, lantern, lightning. • <u>Reflective light</u>: reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, moon. • <u>Sun safety</u>: dangerous, glare, damage, UV light, UV rating, sunglasses, direct. • <u>Reflection</u>: periscope. • <u>Seeing light</u>: visible spectrum, prism. • <u>How light travels</u>: light waves, wavelength, straight line, refraction. • <u>Parts of the ear</u>: eardrum. • <u>Making sound</u>: vibration, vocal cords, particles. • <u>Measuring sound</u>: pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance. • <u>Other</u>: soundproof, absorb sound.
	Biology	Physics	Biology	Chemistry	Chemistry	Biology
3	<p>Humans and Animals Skeletons</p> <p>-Skeletal and muscular systems -Support -Protection -Names of bones -Types of joints</p> <ul style="list-style-type: none"> • <u>Skeletons and muscles</u>: skeleton, muscles, tendons, joints, protection, support, organs, 	<p>Space and Gravity</p> <p>-How things move - Forces and magnets -magnetic poles -attract and repel -gravity - air resistance, water resistance and friction. - levers, pulleys and gears</p> <ul style="list-style-type: none"> • <u>How things move</u>: move, movement, surface, distance, strength. 	<p>Animals and humans</p> <p>-food chains, -Evolution and inheritance -changes over time -living things and offspring</p> <ul style="list-style-type: none"> • <u>Evolution and inheritance</u>: evolve, adaptation, inherit, natural selection, adaptive traits, inherited traits, mutations, theory of evolution, ancestors, 	<p>Sustainability</p> <p>-Environmental changes - climate change - water ecosystems -Waste and pollution -carbon footprint</p> <ul style="list-style-type: none"> • <u>Climate</u>: climate change, greenhouse gas, greenhouse effect, global 	<p>Materials – rocks</p> <p>-Different kinds of rocks -Appearance - Physical properties -fossils -organic matter and soil</p> <ul style="list-style-type: none"> • <u>Types of rock</u>: sedimentary rock, igneous rock, metamorphic rock. • <u>Properties of rocks</u>: permeable, semi-permeable, 	<p>Reproduction</p> <p>- parts of the reproduction system - Puberty - life cycle -gestation</p> <ul style="list-style-type: none"> • <u>Process of reproduction</u>: gestation, sperm, egg, cells, clone. • <u>Changes and life cycle</u>: embryo, foetus, uterus, prenatal,

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	<p>voluntary muscles, involuntary muscles, biceps, triceps, contract, relax, bone, cartilage, shell, vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton.</p> <ul style="list-style-type: none"> • <u>Names of human bones:</u> e.g. skull, spine, backbone, vertebral column, ribcage, pelvis, clavicle, scapula, humerus, ulna, pelvis, radius, femur, tibia, fibula. 	<ul style="list-style-type: none"> • <u>Types of forces:</u> push, pull, contact force, non-contact force, friction. • <u>Magnets:</u> magnetic, magnetic field, magnetic force, bar magnet, horseshoe magnet, ring magnet, magnetic poles (north pole, south pole), attract, repel, compass. • Magnetic and non-magnetic materials: e.g. iron, nickel, cobalt • <u>Types of forces:</u> air resistance, water resistance, buoyancy, upthrust, Earth's gravitational pull, gravity, opposing forces, driving force. • <u>Mechanisms:</u> levers, pulleys, gears/cogs. • <u>Measurements:</u> weight, mass, kilograms (kg), Newtons (N), scales, speed, fast, slow. • <u>Other:</u> streamlined, Earth. 	<p>biological parent, chromosomes, genes, Charles Darwin.</p> <ul style="list-style-type: none"> • <u>Environmental changes environment</u>, environmental dangers, adapt, natural changes, climate change, deforestation, pollution, urbanisation, invasive species, endangered species, extinct. • <u>Food chains:</u> food sources, food, producer, consumer, predator, prey. 	<p>warming, carbon footprint</p> <ul style="list-style-type: none"> • <u>Reduce, reuse, recycle:</u> waste, landfill, sustainable, biodegradable • <u>Materials:</u> litter, single-use plastic • <u>Energy:</u> renewable, non-renewable 	<p>impermeable, durable.</p> <ul style="list-style-type: none"> • <u>Names of rocks:</u> e.g. marble, chalk, granite, sandstone, slate. • <u>Formation of rocks and fossils:</u> natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil. 	<p>adolescence, puberty, menstruation, adulthood, menopause, life expectancy, old age, hormones, sweat.</p> <ul style="list-style-type: none"> • <u>Changing body parts:</u> e.g. breasts, penis, larynx, ovaries, genitalia, pubic hair.
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Progression of Vocabulary – Working Scientifically

MUST	SHOULD	COULD
aim answers block diagrams changes compare comparative test data describe difference different do equipment explore findings gather group identify (name) identifying, grouping and classifying	accurate bar chart chart classify conclusion (What have we found out?) criteria data develop diagram evaluate evidence explanation key making a test fair method observations practical enquiry prediction (What do you think will happen?)	accuracy causal relationship justify line graph precision readings refute repeat readings scatter graph support variables control variable (What do we keep the same?) independent variable (What do we change?) dependent variable (What do we measure?)

Functional Curriculum Overview

investigate measure notice observe observing over time patterns pattern seeking pictogram plan questions record researching review same scientific enquiry secondary sources	primary sources questioning reasoning relationships results (What happened?) secondary sources standard units What do we change, what do we keep the same, what are we measuring?	
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	My Family and Celebrations	Christianity-Christmas	Who is a Muslim and how do they live?	Events in the life of Jesus	Islam- Ramadan and Eid	Festivals and Food
2	Harvest	Who is a Christian and how do they live?	Creation stories	Who is a Sikh and how do they live?	My Faith and Community	Sikh festivals
3	Caring for others and the world	Festivals of light	Who is a Hindu and how do they live?	Christianity- Easter	Hinduism- Holi	Places of Worship
4	Inspirational People	Christianity- Advent	Who is Jewish and how do they live?	Who is a Buddhist and how do they live?	Judaism- Passover	The life of the Buddha and Buddhist festivals

Progression of Vocabulary – Religious education

CHRISTIANITY

MUST	SHOULD	COULD
<p><u>Key people/deities</u> God Jesus/Christ Mary Joseph Adam and Eve</p> <p><u>Symbols</u> Cross Dove Lamb Fish</p> <p><u>Core values/beliefs</u> Prayer</p>	<p><u>Key people/deities</u> Holy Trinity- Father, Son, Holy Spirit Disciples- Peter, Thomas, etc John the Baptist Judas Mary Magdelane</p> <p><u>Symbols</u> Crucifix Rosary Trinity</p> <p><u>Core values/beliefs</u> Communion/Mass</p>	<p><u>Key people/deities</u> Pope Archbishop Saints</p> <p><u>Symbols</u> Ichthus</p> <p><u>Core values/beliefs</u> Temptation Ascension Confession</p> <p><u>Place of worship</u> Confession</p>

Functional Curriculum Overview

<p>Sunday</p> <p><u>Place of worship</u> Church Vicar/priest Bible</p> <p><u>Celebrations/events</u> Christmas Easter Wedding Christening/Baptism Bread and Wine Harvest</p> <p><u>Stories/Places</u> Samaritan Creation Nativity Bethlehem Jerusalem</p> <p>For main Old testament vocabulary- see Judaism</p>	<p>Service Forgiveness Commandments Heaven</p> <p><u>Place of worship</u> Chapel Alter Lectern Font Stained glass window Sermon Hymn Communion</p> <p><u>Celebrations/events</u> Advent Christingle First Communion Confirmation Palm Sunday Shrove Tuesday Lent Funeral</p> <p><u>Stories/Places</u> Nazareth Miracle Parable The Last Supper Lazarus</p>	<p>Eucharist Psalm Chaplain Verger</p> <p><u>Celebrations/events</u> Pentecost Eucharist Ash Wednesday Pilgrimage (Lourdes)</p> <p><u>Stories/Places</u> Rome Vatican City Lourdes</p> <p>Denominations Protestant/Church of England Catholic Methodist Baptist Quaker Jehovah's Witness</p>
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ISLAM		
MUST	SHOULD	COULD
<p><u>Key people/deities</u> Allah Prophet Mohammed (pbuh)</p> <p><u>Symbols</u> Moon Stars</p> <p><u>Core values/beliefs</u> Prayer Charity Fasting Pillars Clothing- head scarf, hat, modest</p> <p><u>Place of worship</u></p>	<p><u>Key people/deities</u> Ibrahim Ismail Prophets</p> <p><u>Symbols</u> Crescent and star Rub El Hizb</p> <p><u>Core values/beliefs</u> Five Pillars- Shahada Salat Zakat Sawm Hajj</p>	<p><u>Key people/deities</u> Adam Musa Isa</p> <p><u>Core values/beliefs</u> Iman Akhlaq Adhan Bismillah</p> <p><u>Place of worship</u> Ablution area Sahn Qiblah</p>

Functional Curriculum Overview

<p>Mosque Qur'an- Arabic Imam Prayer mat Prayer beads Friday</p> <p><u>Celebrations/events</u> Eid Ramadan Fasting</p> <p><u>Stories/Places</u> Mecca Creation</p>	<p>Clothing- Hijab, Niqab, Burkha</p> <p><u>Place of worship</u> Minaret Dome Mihrab Minbar Prayer Hall Wudu</p> <p><u>Celebrations/events</u> Eid Al-Fitr Eid Ul-Adha Hajj</p> <p><u>Stories/Places</u> Ka'aba Saudi Arabia Medina</p>	<p><u>Celebrations/events</u> Hajj- Ihram, Tawaf, Safa and Marwah, Mina, Arafah, Muzdalifah, Rami al-Jamarat, Nahr, Tawaf al-Wada:</p> <p><u>Denominations</u> Suni Shi'a Sufi</p>
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JUDAISM		
MUST	SHOULD	COULD
<p><u>Key people/deities</u> God Adam and Eve Moses Noah David</p> <p><u>Symbols</u> Star of David Menorah</p> <p><u>Core values/beliefs</u> Prayer Clothing- Kippah, modest, head covering Shabbat/Sabbath Ten Commandments</p> <p><u>Place of worship</u> Synagogue Torah- Hebrew Rabbi Friday</p> <p><u>Celebrations/events</u> Passover/Pesach Hannukah</p>	<p><u>Key people/deities</u> Abraham Isaac Joseph Jonah</p> <p><u>Core values/beliefs</u> Kosher Faith of action Messiah</p> <p><u>Place of worship</u> Prayer Hall Ark (Aron Hakadesh) Torah scrolls Yad Eternal flame (Ner Tamid) Bimah</p> <p><u>Celebrations/events</u> Yom Kippur Sukkot Bar/Bat Mitzvah</p> <p><u>Stories/Places</u> Abraham and Isaac Joseph and his brothers Jonah and the Whale</p>	<p><u>Key people/deities</u> Jacob Ruth Solomon</p> <p><u>Core values/beliefs</u> Circumcision Kosher terms- Pareve, treif, kashrut</p> <p><u>Celebrations/events</u> Brit Mallah Purim</p> <p><u>Denominations</u> Orthodox Haredim Conservative Reform Hasidic</p>

Functional Curriculum Overview

Stories/Places Creation Noah's Ark The Exodus story David and Goliath Isreal	Jerusalem Western wall	
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SIKHISM		
MUST	SHOULD	COULD
<p><u>Key people/deities</u> God Guru Nanak</p> <p><u>Symbols</u> Khanda The Five K's</p> <p><u>Core values/beliefs</u> Prayer 3 daily principles- truthful living, service to humanity, devotion to God The five K's</p> <p><u>Place of worship</u> Gurdwara Guru Granth Sahib Langar</p> <p><u>Celebrations/events</u> Diwali Vaisakhi</p> <p><u>Stories/Places</u> The Milk and the Jasmine Flower Life of Guru Nanak Creation India</p>	<p><u>Key people/deities</u> Waheguru (God) 10 Sikh Gurus</p> <p><u>Symbols</u> Ik Onkar</p> <p><u>Core values/beliefs</u> Reincarnation Karma Meditation Mool Mantra</p> <p><u>Place of worship</u> Divan hall Manji Sahib Nishan Sahib Palki Chanani</p> <p><u>Celebrations/events</u> 10th Divine Light Amrit ceremony</p> <p><u>Stories/Places</u> Founding of Sikhism Duni Chand and the Silver Needle</p>	<p><u>Key people/deities</u> 10 Sikh gurus</p> <p><u>Core values/beliefs</u> The five vices Mukti</p> <p><u>Celebrations/events</u> Maghi Guru Nanak Gurbpurab</p>

HINDUISM		
MUST	SHOULD	COULD
<p><u>Key people/deities</u> Vishnu Brahma Shiva Rama Sita</p> <p><u>Symbols</u></p>	<p><u>Key people/deities</u> Lakshmi Ganesha Bhuvaneswari</p> <p><u>Symbols</u> Hindu Swastika Conch shell</p>	<p><u>Key people/deities</u> Saraswati Parvati Kali</p> <p><u>Core values/beliefs</u></p> <p><u>Place of worship</u></p>

Functional Curriculum Overview

<p>Om/Aum Lotus flower</p> <p><u>Core values/beliefs</u> Prayer Dharma</p> <p><u>Place of worship</u> Mandir Shrine The Vedas</p> <p><u>Celebrations/events</u> Diwali Holi</p> <p><u>Stories/Places</u> Rama and Sita Creation India</p>	<p>Dharmachakra</p> <p><u>Core values/beliefs</u> Karma Chakras Meditation Reincarnation</p> <p><u>Place of worship</u> Murti Arti lamp Main shrine Bell Sinhasen</p> <p><u>Celebrations/events</u> Ganesh Chaturhi</p> <p><u>Stories/Places</u> Mahabharata Ganges</p>	<p>Madhyasthan Shikhar</p> <p><u>Celebrations/events</u></p> <p><u>Denominations</u></p> <p><u>Stories/Places</u> 7 sacred cities</p>
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BUDDHISM		
MUST	SHOULD	COULD
<p><u>Key people/deities</u> Guatama Buddha</p> <p><u>Symbols</u> Dharma Wheel Lotus flower Om/Aum</p> <p><u>Core values/beliefs</u> Prayer Enlightenment Rebirth Meditation</p> <p><u>Place of worship</u> Buddhist temple Shrine Offerings</p> <p><u>Celebrations/events</u> Vesak</p> <p><u>Stories/Places</u> India The life of the Buddha</p>	<p><u>Key people/deities</u> Dalai Lama Buddhist monks</p> <p><u>Symbols</u> Bell Bodhi tree Lion Swastika</p> <p><u>Core values/beliefs</u> Nirvana Karma Eightfold Path Four Noble truths</p> <p><u>Place of worship</u> Vihara Chaityas Pagoda Arhat hall</p> <p><u>Celebrations/events</u> Dharma day Bodhi day</p>	<p><u>Key people/deities</u></p> <p><u>Symbols</u> Enso Pearl</p> <p><u>Core values/beliefs</u> Suffering</p> <p><u>Place of worship</u> Phutthawat Chedi</p> <p><u>Celebrations/events</u> Kathina Losar</p> <p><u>Denominations</u> Theravada Mahayana Vajrayana</p>

Functional Curriculum Overview

E safety					
W1, M2, A1, A2, R1 and R2 - to spend 2 x weekly sessions instead of Newsround. Please use the Project Evolve website. Complete the knowledge tests prior to and following the input of sessions.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Online relationships	Privacy and Security Copyright and Ownership	Online Bullying	Online Reputation	Health, Well-being and lifestyle Self-Image and Identity	Managing online information
		Stories/Places The Four Noble Truths The Taming of Nalagiri			

GENERAL/NON-RELIGIOUS		
MUST	SHOULD	COULD
Special Unique Individual Family Friends Community Love Care Non-religious Belief Opinion Equality Respect Birth Marriage Wedding	Charity Purpose Inspiration Worldview Moral code Ethics Spiritual Atheist Agnostic Humanist Evolution	Secularism

Foundation subjects

Computing (Entry Pathways ICT users)					
Pre- entry rolling programme					
What is a Comp? Multimedia: Sound & Music; Presentation 1a 2b 2f	Pr&AI: Control; Sorting 4a 4c	Multimedia: Art; eBooks 2a 2e	Data: Counting; Sorting 3a 3b	Internet Multimedia: Photos; Animation 1b 2c 2h	Pr&AI: Sequence; Bee-Bots 4b 4d
What is a Comp?	Multimedia:	Multimedia:	Data:	Pr&AI:	Multimedia:

Functional Curriculum Overview

Pr&AI: Sorting; Scratch Jnr	Films	Sound & Music; eBooks	Counting; Pictogram	Control; Bee-Bots	Art; Text
1a 4c 4e	2d	2b 2e	3a 3c	4a 4d	2a 2g
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Improving productivity using IT IT User Fundamentals	Database software Spreadsheet Software	Using word processing software Presentation software	Online basics Imaging software	Audio and video software Internet fundamentals	Using mobile IT devices Using email
	Pre-Entry	Entry 1	Entry 2	Entry 3	
	What is a computer?	Improving productivity using IT	Improving productivity using IT	Improving productivity using IT	
	Communication and	IT User Fundamentals	IT User Fundamentals	IT User Fundamentals	
		Database software	Database software	Database software	
		Spreadsheet Software	Spreadsheet Software	Spreadsheet Software	
		Using word processing software	Using word processing software	Using word processing software	
		Presentation software	Presentation software	Presentation software	
		Desktop publishing software	Desktop publishing software	Desktop publishing software	
			Audio and video software	Audio and video software	
				Using mobile IT devices	
				Using email	
		Online basics	Online basics	Internet fundamentals	
		Imaging software	Imaging software	Imaging software	

PSHE Parents have the right to opt out of Sex education in Secondary classes. Please make parents aware of any Sex education coverage before teaching it e.g. on parent topic overview and make parents aware that they can discuss any coverage with you. If they still request to opt out they need to have a discussion with Lisa.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus	Self-Awareness	Self-Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World We Live In
Year 6 Minton 1 Aynsley 1	Getting on with others Falling out Making up Different points of view/opinions Treating ourselves and others with respect	Public and Private Public and private places Public and private situations Personal belongings Permission Respecting privacy	Managing strong feelings Using the ZOR Helping others who are feeling sad Self-care	Puberty Dealing with touch Types of touch as part of our daily care Asking permission before we touch others e.g. hugs. Identifying trusted adults/how to tell	Keeping well Feeling unwell Medicine Safety around medicines Who can help us Smoking and alcohol	Money Where money comes from Spending money Keeping money safe
Year 9 Regency 1 & Regency 2	Prejudice and discrimination Diversity What does prejudice mean What does discrimination mean How to respond to prejudice and discrimination	Emergency situations incl. first aid School procedures that keep us safe e.g. fire alarm Emergency situations Calling 999	Romantic feelings and sexual attraction What it means to like someone Difference between liking and fancying Respecting all genders and sexual orientations Sources of advice and help regarding gender and sexuality	Healthy/unhealthy relationships Consent How to ask permission for things Our right not to be pressurised into anything we do not want to do. Parts of a relationship we are responsible for -e.g. being kind How the media portray relationships may not be reality	Drugs, alcohol and Tabaco Identify common and legal drugs (nicotine, alcohol) Risks and consequences of these drugs Peer pressure Where to find support and advice	Managing finances How people acquire money How Money is kept safe Borrowing, lending and affording Luxuries vs essentials Debt and credit
Year 10	Personal strengths Self-esteem Personal strengths in others Social media Skills for learning How to be organised in our learning Targets and goals How we can develop our strengths	Public and private What we can/should not share online Sharing photos or personal information Specific ways of keeping safe online How to seek help	Self-esteem How our actions can affect how others feel about us How others' actions/things they say can affect how we feel about ourselves. How to challenge unkind comments	Intimate relationships. Consent and contraception What is intimacy Different levels of intimacy and their risks Our right not to be pressurised/choice/consent Identifying readiness for an intimate relationship	Body image How different bodies are portrayed in the media Artificial intelligence/altered images Effect on emotional well-being Where to find support and advice	Managing online information Online advertising AI/fake information Fake news
Year 11 Aynsley 2	Prejudice and discrimination Diversity	Gambling What is gambling Why people gamble	Long term relationships and parenthood	Intimate relationships Consent and contraception What is intimacy Different levels of intimacy and their risks	Mental and physical wellbeing What is emotional wellbeing?	Preparing for adulthood Different types of living arrangement,

Functional Curriculum Overview

	What does prejudice mean What does discrimination mean What is stereotyping How to respond to prejudice and discrimination	Identifying influences or pressures to gamble. How to seek help	Difference between being ready for a relationship, a sexual relationship, and being a parent. Responsibilities of being a parent Forced marriage How to seek help e.g. if parents are divorcing	Our right not to be pressurised/choice/Consent Identifying readiness for an intimate relationship	Link between physical and mental health Healthy coping strategies if we are struggling with emotional wellbeing Sources of advice and support	including adult care, residential care and living independently. Our aspirations for adulthood Skills for independent living Job skills
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Personal Development / Extra Curricular

Duke of Edinburgh 24-25 (Consider additional links to ASDAN to duplicate evidence if it is appropriate)				
Minton 1 - Developing skills towards all of the D of E areas and adding evidence to the online profile. A challenge expedition day in school including cooking outside and a challenging activity.	Regency 2 - Developing skills towards all of the D of E areas and adding evidence to the online profile. Day at Kibblestone including a challenging activity. Long distance walk. Cooking outside Putting tents up.	Regency 1 - Developing skills towards all of the D of E areas and adding evidence to the online profile. Day at Kibblestone including a challenging activity. Long distance walk. Cooking outside Putting tents up.	Aynsley 2 - Continue to gather evidence online across the 4 different areas. Final Bronze / Silver expedition for all including an overnight stay and 2 days of challenges.	Aynsley 1 - Continue to gather evidence online across the 4 different areas. Final challenge in school including cooking outside and two challenging activities.
Vocational options				
Being creative Ceramics Music and performance Drawing and painting	DIY Gardening Home repairs School services Painting and decorating	Caring for others Animal care Social care Child care Elderly care	Food and drink Food hygiene Barista Hospitality Food technology Tuck shop	Music Open orchestra
Aynsley 1 Pupils will be given options from the 4 below areas to work on their personal development through their EHCP targets				
Further/ Higher Education, Training and Employment <ul style="list-style-type: none"> • Exploring the world of work • College passport • Transition preparation • Working on my targets 	Independent living <ul style="list-style-type: none"> • Travel training • Shopping • Visiting new places • Self-care • Personal information • Communication 	Friends, Relationships and Community inclusion <ul style="list-style-type: none"> • Turn taking • Sharing a resource • Meeting new people • Visiting new places • Developing friendships 	Maintaining Good Health <ul style="list-style-type: none"> • Healthy eating • Personal hygiene • Being outdoors • Preparing for the weather 	

Functional Curriculum Overview

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|--|--|--|--|
| | | <ul style="list-style-type: none">• <i>Greeting others</i>• <i>Communicating with friends</i> | <ul style="list-style-type: none">• <i>Preparing drinks and snacks</i> |
|--|--|--|--|

Functional Curriculum Overview

Preparation for Adulthood (Life Skills)

Read writing is EHCP areas. Preparation for adulthood sessions should be held weekly however these targets should be engrained into everyday life in school. There should also be a

Autumn		Spring			Summer	
Travel training	Pedestrian behaviour	Personal safety	Vehicle communication Road crossings	Environmental awareness	Using a bike Using a taxi	Using a train Using a bus
Cooking	Preparing food Chopping food	Using an oven	Using a microwave	Boiling frying and grilling	Cultural studies	Following instructions
Home management	Keeping healthy	Washing up	Shopping	Cleaning	Washing clothes	Paying for things Making snacks
<b style="color: red;">Further/ Higher Education, Training and Employment Employment - Developing our future (Includes careers, employment, roles and responsibilities and community awareness) Careers week		<b style="color: red;">Independent living Independence -Life skills (Includes handling money, home management, personal skills, communication and socialising)			<b style="color: red;">Friends, Relationships and Community inclusion Community inclusion - Developing transition skills Routine Community Take notice Time Social	

Maintaining Good Health

Health - Knowing how to make healthy choices for my body.
 Making health snacks and drinks
 Keeping active
 MHWB sessions and ZOR

Travel training
 Personal Safety
 Pedestrian behaviour
 Environmental awareness
 Vehicle communication
 Road crossings
 Using a bus
 Using a train
 Using a taxi
 Using a bike

1. You have achieved transport awareness level. This means you can identify all the different types of transport and know which are the most effective to get to where you need to go.
2. You have achieved road sense level This means you can identify hazards on the roads. Cross roads independently and use all forms of pedestrian crossings effectively.
3. You have achieved safe to travel level. This means you can use public transport with a group and identify where you need to catch the bus and how to act appropriately.
4. You have achieved confident traveller status. This means you can now use public transport and can perform all appropriate routines when catching the bus.
5. You have achieved adventurous traveller status. This means you have been able to use a train to go to a new location.
6. You have achieved excellent traveller status. This means you can use public transport effectively with support and begin to plan when you need to return and where you need to go.
7. You have achieved outstanding traveller status. This means you can start to plan routes with more independence and follow a timetable to ensure that you manage your time effectively.
8. You have achieved semi-independent travel. This means you are able to identify which mode of transport is required to go to a new area and plan your route with some support.
9. You have achieved mostly independent travel. This means you are independent with most aspects of you travel and only need some guidance with problem solving situations.
10. You have achieved complete independent travel. This means you are able to identify where you need to go, what the best way to get there, you can problem solve situation when problems occur and use transport consistently appropriately.

Functional Curriculum Overview

ASDAN			
	Autumn	Spring	Summer
Minton 1	Start PP Continue PP	Continue PP	Evaluate completed units PP
Regency 1	Start PSD	Continue PSD	Evaluate completed units
Regency 2	Continue PSD		PSD
Aynsley 2	Complete unfinished units PSD	Assess	External moderation PSD
Aynsley 1	Continue PP	Continue PP	External moderation for Year 11's PP Evaluate completed units
PP Year 1 EECR Encountering experiences: creativity* PDS Preparing drinks and snacks ILPC Developing independent living skills: personal care CPCE Developing community participation skills: caring for the environment	PP Year 2 TRE Recognising time through regular events or DRA Taking part in daily routine activities CPPE Developing community participation skills: personal enrichment ILBH Developing independent living skills: being healthy CGP Travel within the community: going places 3	PP Year 3 DSA E1 Developing self-awareness: all about me. ILBH E1 Developing independent living skills: being healthy. UMF E1 Understanding what money is used for CPOA Developing community participation skills: getting out and about	
PSD Year 1 MLTE2 Making the most of Leisure time EAE2 Environmental Awareness HLE2 Healthy Living DLE2 Dealing with problem in daily life	PSD Year 2 PAE2 Parenting Awareness MSRE2 Managing social relationships IRRE2 Individual rights and responsibilities UTE2 Using technology in the home and community	PSD Year 3 PWE2 Preparation for work WGE2 Working as part of a group TGE2 Working towards goals DSE2 Developing Self	

Functional Curriculum Overview

	<p>ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. DCS Developing communication skills 3 2. DIS Developing ICT skills 4 3. DLS Developing learning skills: learning to learn 5 4. DRS Developing reading skills 3 5. DWS Developing writing skills 3 6. DWFI Developing skills for the workplace: following instructions 2 7. DWTD Developing skills for the workplace: getting things done 4 8. DWCP Developing skills for the workplace: growing and caring for plants 2 9. DWHS Developing skills for the workplace: health and safety 2 10. DWCA Developing skills for the workplace: looking after and caring for animals 2 11. DWLA Developing skills for the workplace: looking and acting the part 2 12. EMNS Early mathematics: developing number skills 2 13. EMM Early mathematics: measure 2 14. EMP Early mathematics: position 2 15. EMSO Early mathematics: sequencing and sorting 3 16. EMSH Early mathematics: shape 2 17. EWEW Engaging with the world of work: exploring work* 3 18. EWSP Engaging with the world around you: sequence and pattern* 3 19. EWWE Engaging with the world of work: work experience* 3 20. MEP Participating in a mini-enterprise project 4 		
	<p>Entry 1</p> <ol style="list-style-type: none"> 1.Community Action E1 CAE1 2 2.Environmental Awareness E1 EAE1 2 3.Healthy Living E1 HLE1 2 4.Making the Most of Leisure Time E1 MLTE1 2 5.Managing own Money E1 MOME1 2 6.Parenting Awareness E1 PAE1 2 7.Personal Safety in the Home and Community E1 PSE1 2 8.Preparation for Work E1 PWE1 2 9.Using Technology in the Home and Community E1 UTE1 2 	<p>Entry 2</p> <ol style="list-style-type: none"> 1.Community Action E2 CAE2 2 2.Developing Self E2 DSE2 2 3.Dealing with Problems in Daily Life E2 DLE2 2 4.Environmental Awareness E2 EAE2 2 5.Healthy Living E2 HLE2 2 6.Individual Rights and Responsibilities E2 IRRE2 1 7.Making the Most of Leisure Time E2 MLTE2 2 8.Managing own Money E2 MOME2 2 9.Managing Social Relationships E2 MSRE2 1 10.Parenting Awareness E2 PAE2 2 11.Personal Safety in the Home and Community E2 PSE2 2 12.Preparation for Work E2 PWE2 2 13.Using Technology in the Home and Community E2 UTE2 2 14.Working as Part of a Group E2 WGE2 2 15.Working Towards Goals E2 TGE2 2 	<p>Entry 3</p> <ol style="list-style-type: none"> 1.Community Action E3 CAE3 2 2.Developing Self E3 DSE3 2 3.Dealing with Problems in Daily Life E3 DLE3 2 4.Environmental Awareness E3 EAE3 2 5.Healthy Living E3 HLE3 2 6.Individual Rights and Responsibilities E3 IRRE3 1 7.Making the Most of Leisure Time E3 MLTE3 2 8.Managing own Money E3 MOME3 2 9.Managing Social Relationships E3 MSRE3 2 10.Parenting Awareness E3 PAE3 2 11.Personal Safety in the Home and Community E3 PSE3 2 12.Preparation for Work E3 PWE3 2 13.Using Technology in the Home and Community E3 UTE3 2 14.Working as Part of a Group E3 WGE3 2 15.Working Towards Goals E3 TGE3 2

Functional Curriculum Overview

Although we do not directly teach these subject areas weekly, we do touch base

History

Skills	Knowledge	Vocabulary
Reflection Sequencing		

Geography

Skills	Knowledge	Vocabulary

Art

Opportunities for Art can be made through a wide range of

Skills	Knowledge	Vocabulary
Drawing Painting Illustration Model Sculpture Textiles Sewing Mending	Artist Design/ designer Illustrator Painter Present Gallery Mount Final piece Masterpiece Exhibit / Exhibition Illustrate Abstract Contemporary	Colour / spectrum / primary / secondary / neutral / contrast / blend / tint / tone / antique / bold Quality /Opaque /Translucent / Transparent Horizontal /Vertical /Diagonal /Crosshatch Stippling Medium / Charcoal /Pastel /Textiles /Oil/paint Batik Medium Form Tapestry Mosaic Decorative Genre / Bauhaus / Futurism Iconography / Kitsch Life Drawing / Pre-Raphaelite Realism / Renaissance Performance / Expressive Photography / photographer Panoramic / Sepia /Minimalist Modernist /Impressionist

Design Technology

Skills	Knowledge	Vocabulary