

	Autumn 1	Autumn 2
Personal progress (5SN) (Including Numeracy) https://www.asdan.org.uk/courses/qualifications/personal-progress (Link to units and standards)	Developing ICT Skills Developing Community Participation Skills Being Healthy	Understanding what Money is Used For Number Skills Measure
Personal and Social development (5LH) (Including Numeracy) https://www.asdan.org.uk/courses/qualifications/personal-and-social-development (Link to units and standards)	Healthy Living Using Technology in the Home and Community Managing Social Relationships	Preparing for Work Parenting Awareness Managing Own Money
Literacy	5SN: Romeo and Juliet: Learners will be exploring themes from the play whilst developing their reading, writing, speaking and listening skills 5LH: Short Stories: Students will be learning about the theme of 'suspense' through studying a range of short stories. Students will write their own short story with this theme.	5SN: Romeo and Juliet: Learners will be exploring themes from the play whilst developing their reading, writing, speaking and listening skills 5LH: Short Stories: Students will be learning about the theme of 'suspense' through studying a range of short stories. Students will write their own short story with this theme.
Young Enterprise	Setting up the company Roles and responsibilities Money Skills	Making items to sell. Marketing. Understanding profit Attending Christmas Fayre Money Skills
Tutor/ PSHCE	Targets EHCP All about me Working on targets	What's going on in the world this week Going to College/Life After Lonsdale
Creative (Art, Music, Drama and Cooking)	5SN: Art: The initial theme is <i>Thinking Inside the Box!</i> where students create multi-media designs and decoration for individual, ready-made, small wooden boxes that will form a group display.	5SN: Art: Students will learn and apply the main Elements of Art, complete a 'Critical Study' of the work of a given artist, complete further self-assessment exercises, Art homework and a Project Evaluation of their term's

	<p>Drama: Students create, develop and perform original characters, learning to use props and costumes, and incorporating various Drama techniques through games, vocal and movement exercises</p> <p>Cooking: Increasing safety awareness in the kitchen. Baking for charity cake sale. Cooking with seasonal produce.</p> <p>Music: students learn about musical elements through exploration of songs and playing instruments. Exploring tempo, volume, pitch, rhythm, repetition and rhyme.</p> <p>5LH: Drama: Improvisation From a Stimulus: learning and developing performance skills, drama techniques and characterisation for performances from different stimuli.</p> <p>Cooking: Increasing safety awareness in the kitchen. Baking for charity cake sale. Cooking with seasonal produce</p> <p>4/5JB: Art: Five students will contribute individual multi-media artwork to a <i>Thinking Inside the Box!</i> project, based on the ideas and work of artist Joseph Cornell, using concepts of symbolic representation to portray aspects of themselves.</p>	<p>work and set further targets.</p> <p>Drama: Developing further expressive skills, performing short solo, partner and whole-group pieces inc. mime and improvisation.</p> <p>Cooking: Using seasonal fruit vegetables to make healthy dishes. Developing numeracy skills through set targets.</p> <p>Music: students learn about musical elements through exploration of songs and playing instruments. Exploring tempo, volume, pitch, rhythm, repetition and rhyme.</p> <p>5LH: Drama: Theatre Practitioners: Students learn about the Naturalistic practitioner Stanislavski and apply his theories and practices to their rehearsal and performance work.</p> <p>Cooking: Using seasonal fruit vegetables to make healthy dishes. Developing numeracy skills through set targets.</p> <p>4/5JB: Art: Five students will: study and apply the Elements of Art; conduct a 'Critical Study' comprising an appreciation of Form, Context, Content, Process, Mood in the work of different artists; continue regular self-assessment exercises and Art homework; complete Project Evaluation of term's work and target-setting.</p>
PE	<p>Boccia Sports Leaders Devising and following Gym programmes Physical Management Pupils work on individual targets as identified in</p>	<p>Sports Leaders Devising and following Gym programmes Rebound Therapy Pupils work on individual targets as identified in their PE Profile.</p>

	their PE Profile.	
Swimming	Pupils participate in one swimming session weekly and work on individual targets.	Pupils participate in one swimming session weekly and work on individual targets.
GCSE/BTEC Pathway & Functional Skills Pathways are followed by students. Specification details can be found by using the links below –		
GCSE Maths	Examination Board: Edexcel http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html	
GCSE English	Examination Board: AQA http://www.aqa.org.uk/subjects/english/gcse/english-language-8700	
BTEC Performing Arts	Examination Board: Edexcel https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html	
BTEC ICT	Examination Board: Edexcel https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html	
Functional Skills	Examination Board: Edexcel http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html	