



**Woodlane High School**

achieving success in a nurturing environment

# **Curriculum Policy: Nurture Resource**

**Updated: September 2025**

**Next Update: September 2026**

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## **Rationale – What is the evidence base for selected strategies and curriculum choices?**

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

### ***Irresistible Invitation to Learn***

Pupils attending the Nurture Resource at Woodlane may come to school with a range of barriers to learning, such as: difficulties with focus and attention, specific learning difficulties and/or previous negative educational experiences. Therefore, it is the job of Nurture teachers to provide our pupils with what Gina Davies, designer of the Attention Autism approach, calls an “Irresistible Invitation to Learn”. Although the Nurture curriculum is not taught through the Attention Autism approach, the key principles are a vital part of what we provide:

1. To engage attention
2. To improve joint attention
3. To develop shared enjoyment in group activities
4. To increase attention in adult-led activities
5. To encourage spontaneous interaction in a natural group setting
6. To increase non-verbal and verbal communication through commenting
7. To build a wealth and depth of vocabulary
8. To have fun!

(Middletown Centre for Autism)

Rix et al. (2009) stated that “*Active student engagement is critical to academic success.*” We ensure pupils are actively engaged through: exciting and memorable teaching, individualised activities, engaging and practical resources that provide for all learning styles, adult modelling and engagement, the explicit teaching of social skills and group interaction, and providing a range of communication aids. Rix et al. (2009) found that effective teaching included viewing social interaction as an important way of developing the *academic and social skills* of pupils with SEN.

### ***Individualised Teaching of Reading and Writing***

The majority of pupils who attend the Nurture Resource are working well below their chronological age in reading (decoding and/or comprehension) and writing. Our pupils are all individuals with individual needs, and the teaching of reading and writing is not a ‘one size fits all’.

In primary mainstream education, phonics is currently recommended as the sole method for learning to read and spell. However, McMurray, 2020, 2021 found that *“When systematic synthetic phonics is used as the only method to teach reading, it does not work for up to 25% of children”* including many children with dyslexia and other specific learning difficulties. The British Dyslexia Association (BDA) strongly recommend that phonics is used alongside a range of approaches. The Downs Syndrome Association, in their training ‘Implementing Reading Strategies’, also states that pupils with Downs Syndrome are likely to learn to read through strategies other than phonics, such as whole-word approaches.

In the Nurture Resource, some pupils find success with phonics, some with orthographic strategies including whole-word recognition, and many with a combination of the two.

All pupils in Nurture get daily phonics provision in ability groups so their individual needs are met, using the ‘Read Write Inc’ phonics scheme. RWI phonics mats are provided on tables at all times to ensure this learning is embedded in all lessons. As well as phonics strategies, Read Write Inc also has a focus on learning ‘red words’ which are words that cannot be sounded out and need to be learned whole.

In addition, Nurture pupils are given opportunities to use orthographic strategies to read and write if this suits their individual strengths and learning styles. During daily reading time, reading books are provided at an instructional level for pupils, and there are both phonetically plausible books and books with repetitive vocabulary available. When writing, pupils may use a range of kinaesthetic and sensory strategies such as ordering cut-up words/sentences or writing in different sensory materials.

Difficulties in decoding, spelling and handwriting mean that pupils can sometimes come to the Nurture Resource as reluctant readers and writers. We aim to challenge this by providing engaging, high quality, highly visual texts that we share as a class, in order to provide opportunities for comprehension and enjoyment. When asked to compose their own writing, pupils are able to do this through a range of methods, such as dictation or video recording, so they are not held back from the pleasure of composition because of difficulties with the physical act of writing.

The Centre for Literacy in Primary Education (CLPE) provide guidance for reading and writing for pleasure, and their principles are embedded in the Nurture Curriculum:

#### READING FOR PLEASURE WHAT WE KNOW WORKS

1. Developing an ethos and an environment that excites, enthuses, inspires and values
2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter
3. A read aloud programme
4. Teachers who are knowledgeable about children’s literature

5. Creating a community of readers with opportunities to share responses and opinions
6. Planning for talking about books and stories, providing structures within which to do this
7. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text
8. Using drama and role-play to help children to understand and access texts
9. Working with authors and author/illustrators to understand the process of creating books
10. Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point

#### WRITING IN PRIMARY SCHOOLS WHAT WE KNOW WORKS

1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature
2. Ensure children have experience of a breadth of texts including those that are visual and digital
3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes
5. Understand and model the craft and process of writing authentically
6. Support children to identify as writers and to develop their own authentic voice
7. Give children time and space to develop their own ideas in writing
8. Use creative teaching approaches that build imagination and give time for oral rehearsal
9. Ensure the teaching of phonics, grammar and spelling is embedded in context
10. Celebrate writing through authentic publication and presentation across platforms

(Centre for Literacy in Primary Education 2018)

#### ***Repetition, Retention and Recall***

The Word Aware vocabulary programme (Stephen Parsons and Anna Branagan 2016) states that children need 12 meaningful encounters with a word before they really know it, and for pupils with learning difficulties this can be closer to 25 or more. In the Nurture Provision, we aim to provide as many meaningful language encounters for our pupils as possible. Word Aware recommends the use of the STAR approach for learning new language, which we use in the Nurture Resource:

- Select** (the teacher and SaLT carefully select the vocabulary to be taught)
- Teach** (explicitly, using a variety of kinaesthetic strategies)
- Activate** (using the vocabulary in a range of contexts)
- Review** (ensuring the vocabulary is retained over time)

Another way we provide meaningful language encounters in the Nurture Resource is through our cross-curricular teaching and learning, where pupils are taught all subjects under a half-termly theme or 'topic', allowing the pupils to generalise and draw links more easily between subjects. McLeskey et al (2017) state that for pupils with SEND: *"High-quality teaching includes teaching pupils to generalise new knowledge and skills to different contexts and to maintain these over time"* and that *"Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction."*

The Nurture Curriculum is designed to build and expand on previous skills and subject knowledge over an academic year and over a pupil's time at Woodlane. It also plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the likelihood that pupils retain and recall information.

### **Intent – What is Woodlane aiming to achieve through its Nurture Resource curriculum?**

- To provide an outstanding education, which is personalised to the specific learning needs of each pupil in the Nurture Resource.
- To provide a calm, learning-focused environment, which is safe, caring and nurturing, in a small group with a high adult child ratio.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and independence and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning.
- To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development).
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.

### **Implementation – How is the Woodlane Nurture Resource curriculum delivered?**

#### **Curriculum Delivery**

- Pupils in the Nurture Resource have full access to a broad and balanced curriculum which is carefully differentiated to meet pupils' individual learning needs and styles. The Nurture Resource curriculum is designed to be challenging and appropriate to each pupil's stage of development.

- In the Nurture Resource, pupils are taught a broad and balanced curriculum, covering the following subjects: English, maths, science, art, PCSHE, food technology, geography, history, Spanish, PE, RE and computing.
- Additionally, pupils in the Nurture Resource have timetabled sessions for music, drama (speech and language) and vocational studies (life skills).
- The subjects are taught through 25+ hours contact time a week. Each Nurture Class is taught the majority of subjects by their class teacher.
- Pupils are taught all subjects under a half-termly theme or 'topic', allowing the pupils to generalise and draw links more easily between subjects.
- A combination of phonics teaching and whole-word learning is used to teach reading and writing in the Nurture Resource, meaning that pupils can build upon their individual strengths to make progress in their literacy skills.
- The Nurture Resource has close links with support agency partnerships, e.g. speech and language therapists and occupational therapists, meaning that opportunities to meet individual language and OT targets can be fully integrated into the curriculum, as well as in designated drama and vocational studies sessions.
- The Nurture Resource curriculum is designed to build and expand on previous skills and subject knowledge. The curriculum also plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the likelihood that pupils retain and recall information.
- The Zones of Regulation are used to support pupils to regulate their behaviour, thus removing barriers to learning and ensuring pupils can succeed.
- Nurture Resource pupils are fully included in the wider life of the school, taking part in regular whole school theme days throughout the academic year, and having the opportunity to attend extra-curricular activities at lunch time and after school. Each year, a member of each Nurture Class is voted to be a member of our School Council.

### **Teaching and Learning**

- The curriculum is differentiated broadly into three levels of challenge: 'all', 'most' and 'some'. Further differentiation and personalisation is implemented as appropriate.
- Homework is provided on paper on a standardised format, and uploaded onto the school website. It is differentiated as above to provide the appropriate level of challenge.
- Written communication between Nurture Resource staff and parents/carers is provided through a daily 'report'. The report uses Communicate in Print symbols in order to support pupils to discuss their day's learning with their parent/carer.
- Woodlane offers various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- In the Nurture Resource we have a 3-tiered approach to supporting a pupil's learning, including:

**Universal** – this is the teaching your child will receive from their Nurture Class teacher and will include adaptations to match learning needs:

- ✓ Daily English and maths teaching, with numeracy and literacy skills embedded across the curriculum
- ✓ Access to a broad and balanced curriculum of 12+ subjects
- ✓ A high ratio of adults to pupils
- ✓ A maximum of 10 pupils in the class
- ✓ Engaging and multi-sensory lessons
- ✓ Dyslexia-friendly teaching resources
- ✓ Communicate in Print symbols used for resources, to support understanding
- ✓ A positive behaviour management system guided by the Zones of Regulation, supporting pupils to regulate themselves effectively
- ✓ Integrated speech, language and communication support, under the guidance of a speech and language therapist
- ✓ Integrated OT support, under the guidance of an occupational therapist

**Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Interventions may include:

- ✓ Specific targeted interventions run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum
- ✓ Individual or small group interventions designed in collaboration with SaLT or OT
- ✓ Individual targets set twice annually from EHCPs and opportunities made in class to regularly work on these targets
- ✓ Additional support for individual pupils as required around specific areas e.g. behaviour or transitions

**Specialist** – it may be necessary to seek advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

## **Assessment**

- Each pupil collates a Pupil Achievement Book, where they showcase their best work and demonstrate progress over time in a variety of subjects.

- The Nurture Resource teachers analyse data from a range of sources to effectively evaluate each pupil's performance, and plan for further improvement.
- The Woodlane bespoke Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points. This ensures that all pupils are challenged.
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another.
- KS4 pupils in the Nurture Resource have the opportunity to gain a variety of qualifications and certifications, including, but not limited to: ASDAN, Unit Award Scheme, Entry Level and potentially GCSE Art and Design.
- A range of summative assessment procedures are used in the Nurture Resource to assess progress and attainment. For example, if appropriate, Nurture pupils access whole-school reading, maths and spelling assessments, completing these tests on entry in year 7 as a baseline, and then annually in the Summer term.
- Additionally, adults in the Nurture Resource are consistently formatively assessing pupils and adapting teaching accordingly so that all pupils are supported and challenged.

**Impact – *What difference is the Nurture Resource curriculum making on pupils?***

- In the Nurture Resource, the vast majority of pupils meet or exceed their expected progress, based on their starting points.
- The spiritual, moral, social and cultural development of pupils is outstanding.
- Lack of confidence can often be a barrier to learning, and one that we aim to overcome in the Nurture Resource by ensuring pupils believe that they can succeed.
- The Zones of Regulation are used in the Nurture Resource to help to develop outstanding behaviour for learning and increase pupils' ability to self-regulate.
- The very large majority of pupils meet and even exceed their expected outcomes in Year 11.
- When pupils transition from Woodlane in Year 11, they will have gained qualifications and certifications appropriate for their stage of development. Courses that pupils take will always consider the needs of the individual, be tailored towards building independence and functional skills, and will be designed to support an effective transition to a post-16 provision.
- Pupils are well-prepared for the next stage of their education. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 6 years.



Nurture	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Topic(s)</b>	Magic and Mystery	Animals and Survival	World of work	Healthy Lifestyle	Get Moving - Transport	Rainforest
<b>Texts</b>	Black Hole – Literacy Shed The Magic Paintbrush – Traditional Meg and Mog - Jan Pienkowski Spells – Emily Gravett	Dear Zoo – Eric Carle Doing the Animal Bop – Jan Ormerod You’re Called What? – Kes Gray	The ABCs of What I Can Be – Caitlyn McDonagh Izzy Gizmo – Pip Jones What Do Grown Ups Do All Day?	My Monster and Me – Nadya Hussain Move – Lolly Hopwood From Head to Toe – Eric Carle The Frog Olympics – Brian Moses	Journey by Aaron Becker Naughty Bus – Jan and Jerry Oke	Toki Ride of Passage (Literacy Shed) The Great Kapok Tree – Lynne Cherry Slowly Slowly went the Sloth – Eric Carle
<b>Literacy</b>	Reading comprehension Imaginative narrative Cause and Effect Prediction and story endings	Reading comprehension Exploring animal adjectives Narrative Exploring movement verbs Non-fiction strange animals	Reading comprehension Alphabetical order What I want to be... Imaginative narrative	Reading comprehension Writing about feelings Verbs and movement Non-fiction: guide to health	Reading comprehension Recount writing Fantasy narrative Timetables	Reading comprehension Non-fiction: Saving the Rainforest Asking questions Rainforest fact-file
<b>Maths</b>	Number and place value Capacity Making groups and sharing	Addition Data handling 2D shape	Number and Place Value Addition Money	Subtraction Fractions Weight	Number and Place Value Position and Direction Length Time and timetables	Addition and subtraction Making groups and sharing 3D shape
<b>Science</b>	C: Changing materials	B Animals and Survival	P Electricity	B Humans and life Processes	P Forces	B Habitat Study
<b>History/ Geography</b>	History: Cause and Consequence	Geography: Habitats, Weather and Climate	History: British History - Jobs	Geography: UK - Our place in the world	History: Transport timelines	Geography: Habitat Study
<b>Art</b>	Exploring ‘magic’ art techniques	Animals in their Habitats	Collage	Still Life - Food	Art on the Underground	The Amazon and the Yanomami
<b>RE</b>	Religious Stories	Celebrations and Festivals	People who help us	Special Meals	Journeys and pilgrimage	Places of Worship
<b>PSCHE</b>	Zones of Regulation Mental Wellbeing	So Safe: Consent and privacy	Work and Volunteering	Health and First Aid	What’s in the News?	Problem solving
<b>Food</b>	Change of States	Making choices	At the Cafe	Nutrition	Following Recipes	South American food
<b>Spanish</b>	Greetings Weather		Hobbies		Transport	
<b>Computing</b>	Health and e-Safety Logging in	Images	Text	Proof-reading and Editing	Coding	Communication
<b>PE</b>	Games and ball skills	Gymnastics	Dance	Net and wall games	Athletics/ Swimming	Athletics/ Swimming



Nurture	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Topic(s)	All About Me	Treasure	Reach for the Moon	Heroes	I can sing a Rainbow	Song and Dance
Texts	Would You Rather – John Burningham Funny Bones – Alan Ahlberg I Love My Hair – Natasia Anastasia Tarpley	Pirate Song – When I Was One Stone Girl Bone Girl – Laurence Anholt	Beegu – Alexis Deacon Whatever Next – Jill Murphy Look Up – Nathan Bryon	My Mum is a Super Mum – Angela McAllister 10 Little Superheroes – Mike Brownlow Supertato	The Day the Crayons Quit – Drew Daywalt Mix it Up – Herve Tullet	Dogs Don't Do Ballet – Anna Kemp Tamara – literacy shed video Once Upon a Rhythm – James Carter
Literacy	Reading comprehension Making choices Labelling diagrams Retelling through drama Narrative story writing	Reading comprehension Rhyming words Poetry writing Labelling treasure map Diary writing	Reading comprehension Retelling through drama Linking reading to experience Exploring adjectives Narrative story writing	Reading comprehension Descriptive writing Dialogue and speech bubbles Adventure Comics	Reading comprehension Letter writing Labelling colours Instructions linked to text Exploring verbs	Reading comprehension Song/poetry writing Linking reading to experience Narrative story writing
Maths	Number and place value Making groups and sharing Finding one more	Subtraction Money Position and direction	Addition and subtraction 2D shape Patterns	Addition Multiplication and Doubling Length and weight	Number and place value Fractions Capacity and Temperature	Number and place value Addition and Subtraction 3D shape
Science	B: My body and my senses	C: Rocks and fossils B: Evolution	P: Earth, the moon and the planets	P: Forces and magnets	C: Weather P: Light and colour	P: Sound
History/ Geography	History: Myself now and in the past Events in the past	Geography: Mapwork Direction and position	Geography: Maps and globes The earth from space	History: Heroes from the past (Mary Seacole, Amelia Earhart)	Geography: Seasons and the weather	History: Musicians from the past
Art	Self portraits	Clay jewellery	Junk modelling	Comic book art	Colour mixing	Kandinsky abstract Colour and Sound
RE	Special people	Special artefacts: Christianity	Creation stories	Right and Wrong	Colours and faith	Responding to religious music
PSCHE	Zones of regulation So Safe: Keeping safe	So Safe: People we trust	Helping the environment	Volunteering and responsible activity	Friendships	Feelings
Food	Exploring our senses Black History Month	Food from around the world	Healthy eating	Bake Off	Fruits and vegetables and where they come from	Party food
Spanish	Greetings Si y no		Food		Colours	
Computing	Health and e-Safety Logging in	Images	Text	Proof-reading and Editing	Coding	Communication
PE	Games and ball skills	Gymnastics	Dance	Net and wall games	Athletics/ Swimming	Athletics/ Swimming



Nurture	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Topic(s)</b>	Toys and Games	Growing and Changing	What's it Made of?	How Does Your Garden Grow?	London Life	Beside the Seaside
<b>Texts</b>	Spot's (Noisy) Toy Box – Eric Hill Toy Adverts Toy Story (Film clips)	Titch – Pat Hutchins Window – Jeannie Baker	True Story of the 3 Little Pigs – Jon Scieszka 3 Billy Goats Gruff Mr Gumpy's Outing – John B	Olivers Vegetables/Fruit Salad – Vivien French Errol's Garden – Gillian Hibbs Tiny Seed – Eric Carle	Paddington's London The Queen's Hat – Steve Anthony A Walk in London – Salvatore Rubbino	Billy's Bucket – Kes Gray Clem and Crab – Fiona Lumbers Winnie by the Seaside – Valerie Thomas
<b>Literacy</b>	Reading comprehension Lift-the-flap books Shopping list TV/Magazine adverts Adventure story	Reading comprehension Non-fiction growing up Information writing – autumn animals Labelling photographs	Reading comprehension Traditional/modern fairy tales Labelled diagrams Letters to characters	Reading comprehension Shopping Lists Descriptive Language Narrative Scientific explanation	Reading comprehension Prepositions Recount an experience Letter to the Queen Tourism leaflet	Reading comprehension Imaginative writing Seaside activity verbs Drama retelling Postcards
<b>Maths</b>	Number and place value Finding one more and less Addition	Addition Temperature Time	Number and place value Subtraction Pattern Fractions	Subtraction Length 2D shape	Number and place value Position and direction Money	Making groups and sharing Capacity 3D Shape
<b>Science</b>	P: Forces and movement	B: Growing and changing	C: Everyday Materials and their uses	B: Growing Plants	B: Local Habitats	C: States of Matter
<b>History/ Geography</b>	History: Toys in the past	Geography: Long- and short-term changes	History: How have objects changed over time?	Geography: Plants in the setting and beyond	Geography: Local area study	Geography: Contrasting Area
<b>Art</b>	Puppet Theatre	Photography	Mixed Media	Plants and flowers	The Urban Landscape	Pop Up Seaside Recycled Art
<b>RE</b>	Rules and sharing	Rites of passage	Special artefacts: Hinduism	Buddhism	Community Cohesion	Speaking in Stories – Parables of Jesus
<b>PSCHE</b>	Zones of Regulation Respectful Relationships	So Safe: Growing and changing Puberty	Internet Safety	Volunteering and responsible activity	Money and Shopping	Critical Thinking Choices and Opinions
<b>Food</b>	Sandwiches	Heating and Cooling	Exploring utensils	How to get our 5 a day	Shops and Shopping	Picnic Food
<b>Spanish</b>	Greetings Classroom commands		Numbers		Spanish Cafe	
<b>Computing</b>	Health and e-Safety Logging in	Images	Text	Proof-reading and Editing	Coding	Communication
<b>PE</b>	Games and ball skills	Gymnastics	Dance	Net and wall games	Athletics/ Swimming	Athletics/ Swimming



	1 Further education and/or employment	2 Being independent	3 Being part of the community	4. Being as healthy as possible		
Nurture	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Topic(s)	(3) I Choose (Activities)	(3) People who help us	(2) Money Matters	(1) World of work	(4) Healthy Lifestyle	(2) Personal project/ Transition
Literacy	Narratives with Morals (UAS) Instructions ASDAN Communication 1A1, 5	Heroes in Fiction and Non-Fiction (UAS) Letters and Emails ASDAN Communication 1A9	Film Studies and Narrative: Disney Fairy Tales (UAS)	Instructions and Explanation: Plants and Gardening Job Applications (Y11) ASDAN World of work 8A3, 6	Information ASDAN Communication 1A6 ASDAN Health Wellbeing 7A2	Presentation ASDAN Communication 1B2 Storybook for Young Child ASDAN Communication 1B3
Maths	Number and Place Value Position and Direction Survey Likes/Dislikes	Addition Fractions Weight	Money (UAS) Grouping/Multiplication Length	Subtraction 2D shape Sharing/Division	Number and Place Value (UAS) 3D shape Survey Fruit/Veg ASDAN Health Wellbeing 7A5	Solving Real-Life Problems using maths
Science	C: Everyday Materials and Design ASDAN Science and Tech 9A3, 5	P: Electricity	P: The Earth and Space (UAS)	B: Plants and Gardening (UAS) ASDAN Environment 5B2	B: The Human Body (UAS)	Creative Thinking ASDAN Science and Tech 9A1, 9
History/ Geography	History: Fashion	History: WW1 and Remembrance (UAS)	Geography: Earthquakes and Volcanoes (UAS)	Geography: Plants and their Habitats	History: Medicine through Time	Significant People
Art	Follow Y10 and Y11 art schemes					
RE	Making Moral Decisions	People of Faith ASDAN Beliefs Values 12A1, 3	Charity and Religion	All About Islam ASDAN Beliefs Values 12B3	Personal Wellbeing	Inspirational Figures ASDAN Beliefs Values 12A3
PSCHE	Activities and Choices ASDAN Community 2A7 ASDAN Health Wellbeing 7A3, 4	Organisations that Help ASDAN Community 2A1, 2	Money Management Fundraising ASDAN Community 2B3	The Workplace (Y11) ASDAN World of work 8A1, 2, 7, 8, 9 So Safe: SRE and Keeping Safe	Health and Prevention First Aid ASDAN Health Wellbeing 7A7 ASDAN Ind. Living 4A9	Change and Transition
Food	Making Choices (WJEC)	Breakfast (UAS)	Shopping and Budgeting (WJEC)	Working at the Café (UAS)	Health and Safety ASDAN Ind. Living 4A2, 7	Masterchef
Spanish	Greetings School		Food	Earth and Space		Phrase Book ASDAN Wider World 10A1
Computing	Internet Safety ASDAN Science and Tech 9A7	IT Pathways				
PE	Games and ball skills	Gymnastics	Dance	Net and wall games	Athletics/ Swimming	Athletics/ Swimming



	1 Further education and/or employment	2 Being independent	3 Being part of the community	4. Being as healthy as possible		
Nurture	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Topic(s)	(3) Relationships	(3) My community	(2) Travel and transport	(1) World of work	(4) Sport and Leisure	(2) Personal project/ Transition
Literacy	Debate and Persuasion ASDAN Communication 1A4  Narrative	Advertising (UAS) ASDAN Communication 1A8 ASDAN Community 2A3, 6	Letters and Postcards (UAS) ASDAN Wider World 10A2, 5  Recount	Information: Animal Care Discussion: Zoos  Job Applications (Y11) ASDAN World of work 8A3, 6	Information ASDAN Sport and Leisure 3A8, 9 ASDAN Wider World 10A7  Biography	Presentation ASDAN Communication 1B2  Storybook for Young Child ASDAN Communication 1B3
Maths	Number and Place Value  Sharing/Division  Fractions (UAS)	Addition  2D and 3D Shape (UAS)  Temperature	Grouping/Multiplication  Position and Direction  Time (UAS)	Subtraction  Capacity (UAS)  Money	Number and Place Value  Survey Activities ASDAN Sport and Leisure 3B4 ASDAN Science and Tech 9A4  Length	Solving Real-Life Problems using maths
Science	C: Changing Materials (UAS)	B: Local Wildlife Study ASDAN Environment 5A1, 4, 5	P: Forces	B: Animals and Animal Care (UAS)	C: Fossils and Dinosaurs	Creative Thinking ASDAN Science and Tech 9A1, 9
History/ Geography	The UK	History: Roman London	Geography: Plan a Trip ASDAN Communication 1A7 ASDAN Wider World 10B5	Geography: Habitats	History: ...of the Olympics	Significant People
Art	Follow Y10 and Y11 art schemes					
RE	Human Rights ASDAN Beliefs Values 12A4	Winter Festivals (UAS)	Religious Pilgrimage	Places of Worship ASDAN Beliefs Values 12A2	All About Judaism ASDAN Beliefs Values 12B3	Inspirational Figures ASDAN Beliefs Values 12A3
PSCHE	Drugs, Alcohol and Tobacco	Volunteering ASDAN Community 2A5  Recycling ASDAN Ind. Living 4A6	Road Safety ASDAN Environment 5A3	The Workplace (Y11) ASDAN World of work 8A1, 2, 7, 8, 9  SRE and Keeping Safe	Physical Health and Fitness ASDAN Sport and Leisure 3A1, 2, 3, 4, 5, 6	Change and Transition
Food	Great British Menu (WJEC)	Celebration ASDAN Communication 1A3 ASDAN Ind. Living 4A10 (WJEC)	Cooking from Around the World (UAS)	Working at the Supermarket (WJEC)	Lunch (WJEC)	Masterchef
Spanish	Greetings Family and Festivals		Animals		Hobbies	Food
Computing	Internet Safety ASDAN Science and Tech 9A8	IT Pathways				
PE	Games and ball skills	Gymnastics	Dance	Net and wall games	Athletics/ Swimming	Athletics/ Swimming



Further education and/or employment	Being independent	Being part of the community	Being as healthy as possible
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**Key Stage 4**

cycle	Autumn	Spring	Summer
Year 1 26-27	Home Management	Road safety	Gardening
Units	Home management (Unit 1) 117957 Life Skills Managing a home unit 1 119638	Life skills: personal safety and travel outside the home 121371 Introduction to road safety 114279	Plants and gardening 115725
Key skills	Cleaning jobs Cleaning products Vacuuming Washing dishes Changing bedding Using an iron with support Laundry Making a drink	Strangers People who help us Green Cross Code Pedestrian Crossings	Label plants and trees Plants on the school grounds What a plant needs to grow Grow at least two vegetables
Year 2 25-26	Emotional Wellbeing	Work and Employment	My Place in the World
Units	Developing emotional regulation strategies 108472 Exploring emotions through performing arts 108540	Interview strategies and techniques 111924 Making informed career choices PSE031	Where do I live? 118771 Finding out about the local community 114083
Key skills	Self-reflection Emotions Triggers Setting goals Expressive dance, drama and music	Interview questions Appropriate dress Non-verbal communication Requirements of careers Alternatives to employment	Our place in the world and UK Using maps and atlases My address What is a community? Places in the community

### Key Stage 3

cycle	Autumn	Spring	Summer
Year 1 25-26	Board game social skills	Café work	Independence - cutting and sticking
Units	Board games: developing social skills 88135  Social skills: playing games: 115411	Setting up and running a school café 111978  Café advertising 105364	Arts and crafts taster sessions 79727  Decorating a photo frame 117115  Making a mosaic using buttons 111444
Key skills	Follow rules Take turns Engage with others Set up and pack away	Run and use a class/school café Take orders Handle money Clean up Plan and produce advert for café	Developing independence of craft skills – Glue/sticking Scissors/cutting Sellotape Folding
Year 2 26-27	My school	Exercise and wellbeing	Making breakfast and lunch
Units	My school community 117863 (pre entry level)  Following routines and adult direction 119218	Looking after my mental health. 117970  Participating in a basic yoga session 116712	Making breakfast 99112  Making a sandwich 87758
Key skills	Identify school Identify classmates and staff Identify areas of school My friends Rules and routines Consequences	Recognising emotions at different times Participate in activities to help relaxation Take part in yoga poses Prepare for yoga eg removing shoes and jumper	Wash hands Collect equipment Making toast/sandwich Choose topping/filling Tasting Tidying up
Year 3 27-28	All about me	Internet Safety	Times and Timetables
Units	Self awareness 77412  Expressing personal likes and dislikes 86899	Internet safety 121356	Recognising time: days, weeks and months 72903  Use of the calendar: days of the week LE5975
Key skills	My likes and dislikes My personality My emotions Justify my choices	Reasons for using the internet Appropriate and inappropriate online behaviour Information to keep private Anti online bullying	Order days of the week Activities that take place on certain days Say what time regular activities happen Identify morning, afternoon, evening Identify past and future