

Independent Living Skills Curriculum

Pupils will follow the Independent Living Skills curriculum across the school in a way that is appropriate to the learning needs of individual pupils.

Students will explore Independent Living skills through discrete lessons in Food Technology, Community visits and cross-curricular links.

Pupils will have the opportunity to experience and develop their skills in practical situations and educational visits.

Curriculum Coverage:

The Independent Living skills is embedded in all areas of the curriculum, as well as less structured times throughout the day. Students engage in one Food Technology lesson per week and at least one session of Community visits per week.

Food Technology covers five different areas and teachers ensure that these are covered throughout the year.

- Communication
- Hygiene
- Preparation
- Using basic appliances
- Shopping

Cross Curricular Links:

There are other opportunities to make links from a range of different subject areas, examples include:

	Suggested Cross – Curricular Links
<u>Food Technology</u>	Maths – Number (Number & Place Value) Maths – Number (Addition & Subtraction) Maths – Shape, Space & Measure (Properties of Shape) Maths – Shape, Space & Measure (Measure) Maths – Shape, Space & Measure (Time) Maths – Shape, Space & Measure (Money) PSHE – Self -Awareness

	<p>PSHE – Self-Care, Support and Safety</p> <p>PSHE – Managing Feelings</p> <p>PSHE – Healthy Lifestyles</p> <p>PSHE – The World I Live In</p> <p>Literacy – Speaking & Listening</p> <p>Literacy – Reading</p> <p>Literacy – Writing</p>
<u>Community Visits</u>	<p>Maths – Number (Number & Place Value)</p> <p>Maths – Number (Addition & Subtraction)</p> <p>Maths – Shape, Space & Measure (Properties of Shape)</p> <p>Maths – Shape, Space & Measure (Measure)</p> <p>Maths – Shape, Space & Measure (Time)</p> <p>Maths – Shape, Space & Measure (Money)</p> <p>PSHE – Self -Awareness</p> <p>PSHE – Self-Care, Support and Safety</p> <p>PSHE – Managing Feelings</p> <p>PSHE – Changing & Growing</p> <p>PSHE – Healthy Lifestyles</p> <p>PSHE – The World I Live In</p> <p>Literacy – Speaking & Listening</p> <p>Literacy – Reading</p> <p>Literacy – Writing</p>

There are additional opportunities to develop Independent Living Skills across the school e.g. Life skills, Enterprise.

Independent Living Skills Progression Map is adapted from Routes For Learning and National Curriculum Programs of Study.

There are also Progression Maps for all areas of the curriculum listed above as possible areas to make links, targets for these subjects can be set whilst planning for Independent Living Skills.

Planning:

Annual plan for upcoming academic year drafted in June. Annual plan builds on previous academic years' work, by looking at the levels for each pupil on progression maps and making sure it is appropriate to the individual needs of each pupil through practical situations, educational visits, cross curricular opportunities.

Half termly medium-term planning, by base staff teaching teams, will identify the learning intentions for Food Technology and community visits. The writing of intentions is informed from levels on progression maps.

Weekly differentiated planning for lesson content, this includes discrete lessons as well as cross curricular links and identifies learning outcomes for all ability groups

Teachers will produce Medium Term Plans for their class by looking at the Curriculum Coverage Document to ensure each of the five areas, specifically Food Technology, are covered across the year.

Depending on the Base in school and the pathway that pupils are on this will either be planning for cross curricular opportunities (highlighted on Medium Term Plans and in Food Technology and Community Visits Planning to show how are learning intentions are being met) or as discrete lessons using the Curriculum Coverage and Progression Maps to inform planning.

Progression Maps:

Each subject has a Progression Map for teachers to use to help inform planning of activities to ensure that the needs of each individual pupil are being met and every pupil is able to make progress. These Progression Maps are adapted from the National Curriculum Programmes of Study and Routes for Learning.

Progression Maps can be used to group pupils and set clear and consistent learning intentions on Medium Term Planning.

There is no expectation that pupils will move up a level at the end of an academic year, however, that they have the opportunity to repeat and become secure in the skills at their level.

The first lesson for each new subject area can be used as an assessment by looking at the level that the pupil was previously in for that particular subject area to ensure that pupils have the opportunity to develop/secure/increase independence/advance in their skills.

Pre-formal learners (Level 1 – Level 2)

Informal learners (Level 3 – Level 4)

Semi-formal learners (Level 5 – Level 8)

Formal learners (Level 9 – Level 12)

*All Progression Maps adapted from National Curriculum Programmes of Study and Routes for Learning.