



# Woodfield School

## Post 16 Curriculum

### Post 16

The Post 16 Curriculum at Woodfield School is a Curriculum for Adulthood. The curriculum aims to provide opportunities for all our students to maximise their ability to participate in activities of adulthood as independently as they possibly can. We aim to prepare them for life beyond school.

Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Individual student timetables will provide opportunities for the students to develop skills which are a particular priority for the individual and will be weighted differently for different students. Some of the students' learning will be accredited through the AIM Award qualifications, Entry Level 1-3.

#### **ME AND.... MY FUNCTIONAL SKILLS**

Functional Skills development underpin all the activities in Post 16. Aspects of these skills may at times be taught separately but for the most part will be incorporated into the other curriculum activities. Functional Skills are Communication, Literacy, Numeracy and Computing.

#### **ME AND.... MY FUTURE**

Transition planning, including access to college and other post school provisions. Planning Live including making choices and decisions. Work related learning, careers education and employability skills, including work experience and the opportunity to participate in a Supported Internship in Year 14. Young Enterprise.

#### **ME AND.... MY RELATIONSHIPS**

Personal development, including work on feelings and emotions, developing self-esteem and confidence.

Personal hygiene and self-help skills.

Sex and Relationships Education.

Making friends and getting on with others.

#### **ME AND.... MY COMMUNITY**

Understanding, using and contributing to the local environment and community including shops, library, café, woods, parks etc Community walks and using public transport. Road and personal safety. British Values. Wider world – Global learning. Citizenship – including Charity work. Religious Education. Gardening and outdoor skills.

#### **ME AND.... MY SPORT AND LEISURE**

Developing understanding of healthy living – diet and exercise.

Sport and fitness – including participation in PE lessons, swimming/hydro, physiotherapy and rebound therapy. Gross motor development, MOVE and mobility. Creativity including music, singing, choir, dance, art, drama and accessing community leisure facilities.

#### **ME AND.... MY INDEPENDENT LIFE**

Home Management - planning, preparing and shopping in order to make simple drinks, snacks and meals. Budgeting.

Participation in household tasks – cleaning, washing and ironing, recycling.

Health and safety in the home. Understanding own health and safety. Development of personal hygiene skills. Travel training and road safety.



## WOODFIELD SCHOOL POST 16 CURRICULUM FOR ADULTHOOD SCHEME OF LEARNING: ME AND MY FUTURE

<b>MAKING CHOICES AND DECISIONS</b>	<b>MAKING TRANSITIONS</b>	<b>WORLD OF WORK</b>
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<b>MAKING CHOICES AND DECISIONS</b>	
<b>LEARNING OBJECTIVES</b> Students will learn.....	<b>POSSIBLE TEACHING ACTIVITIES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To recognise that a choice is being offered.</li> <li><input type="checkbox"/> To make a choice supported/ independently.</li> <li><input type="checkbox"/> To make a simple decision.</li> <li><input type="checkbox"/> To understand that choices and decisions made have consequences.</li> <li><input type="checkbox"/> To recognise and communicate about personal likes, dislikes, achievements.</li> <li><input type="checkbox"/> To communicate a choice appropriately.</li> <li><input type="checkbox"/> To recognise and recall personal achievements, reviewing achievements and planning future action.</li> <li><input type="checkbox"/> To show pleasure in their achievements and recognise and record in appropriate ways.</li> <li><input type="checkbox"/> To be able to move on/make progress in a series of tasks/recognise a goal.</li> <li><input type="checkbox"/> To identify own goals and aspirations for the future.</li> </ul>	<p>Goals and aspirations for next term, next lesson, what will you achieve today..?</p> <p>Recognition activity- finding objects, symbols, photos, e.g. treasure hunt.</p> <p>Choices through a range of activities- lunch, break, music, favoured leisure items/activities.</p> <p>Making shopping lists, planning meals and choosing who will go shopping.</p> <p>Cooking activities e.g. choosing ingredients/making decisions</p> <p>Gardening e.g. choosing what to plant – flowers/vegetables</p> <p>Making choices between people to interact with/work alongside and activities to interact with as well as choosing objects.</p> <p>Young Enterprise activities eg choosing what to make; how to make it; what to use; who to sell to; how much to charge.</p> <p>Sensory stories.</p> <p>Class assemblies – recognising achievements</p> <p>Switch work through Clicker; switch operated devices; sensory activities in the sensory room using switch operated devices.</p> <p>Planning Live Event. Make choices and decisions about eg ‘what I like’, ‘what I’m good at’</p> <p>Vocational profiling with WRL team.</p> <p>Producing a CV.</p> <p>Road safety and travel training; planning outings and journeys.</p> <p>Use AIM Awards.</p>

## MAKING TRANSITIONS

LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li>❑ To behave appropriately in new situations.</li> <li>❑ To cope with an unexpected or challenging situation.</li> <li>❑ To recognise the need to move on.</li> <li>❑ To prepare for own life changing, e.g. leaving home, leaving school.</li> <li>❑ To understand own transition process from school to their next step.</li> <li>❑ To plan for their future, responding appropriately to different options, visits and activities in preparation for transition.</li> <li>❑ To recognise own personal qualities, likes, dislikes and skills.</li> <li>❑ About the range of opportunities available to them within school.</li> <li>❑ About the range of opportunities available to them post school.</li> <li>❑ To identify people who can help them with various decisions/ in different scenarios.</li> <li>❑ To locate careers information within school.</li> <li>❑ To recognise careers information as distinct from other forms of information, e.g. a college course directory or a story book.</li> <li>❑ To use of a variety of careers information.</li> <li>❑ To be successfully involved in transition links between Post 16 and college/work/adult placement.</li> <li>❑ To plan a leavers' celebration.</li> </ul>	<p>Participate in the drawing up of transition plans and identify EHC plan aims and outcomes.</p> <p>Attending EHC reviews with parents, staff and other professionals.</p> <p>Helping to create EHC review videos.</p> <p>Experience a range of different environments, e.g. home, school, shops, day centre.</p> <p>College visits - local.</p> <p>Visits to other post school providers eg Sunnyside, day centres.</p> <p>Role play, e.g. interviewer and interviewee.</p> <p>Using careers information available in school.</p> <p>Using careers information available from Connexions adviser.</p> <p>Individual sessions with Connexions adviser.</p> <p>Making books about local colleges and post school provisions – taking photos during visits, writing up after visit.</p> <p>Making questionnaires to use during visits – finding out information.</p> <p>Activities centred around planning the annual school prom – making invites, ordering food, putting up decorations etc.</p>

## WORLD OF WORK

LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand that different behaviour is appropriate in different situations.</li> <li><input type="checkbox"/> To communicate and respond appropriately in the workplace.</li> <li><input type="checkbox"/> To work as part of a team.</li> <li><input type="checkbox"/> To be aware of ways of living and working together.</li> <li><input type="checkbox"/> To manage own personal hygiene.</li> <li><input type="checkbox"/> To take responsibility for own personal hygiene.</li> <li><input type="checkbox"/> To take responsibility for own health and safety – identifying and following health and safety rules and regulations.</li> <li><input type="checkbox"/> To understand rules and the need to follow them.</li> <li><input type="checkbox"/> About procedures in case of an accident.</li> <li><input type="checkbox"/> To take responsibilities within school.</li> <li><input type="checkbox"/> To take responsibilities within the workplace.</li> <li><input type="checkbox"/> To understand the concept of ‘work’.</li> <li><input type="checkbox"/> To identify the differences between work and school-e.g. responsibilities.</li> <li><input type="checkbox"/> To know why we need to work.</li> <li><input type="checkbox"/> To develop self-motivation skills.</li> <li><input type="checkbox"/> To manage own time keeping.</li> <li><input type="checkbox"/> To complete a simple work task from start to finish.</li> <li><input type="checkbox"/> To take pride in own work.</li> <li><input type="checkbox"/> To understand the concept of lifelong learning.</li> </ul>	<p>Use AIM Awards.</p> <p>Sensory careers work eg catering, gardening (see It’s My Life and My Work (sensory) Programme)</p> <p>Setting up scenarios/role play to determine what is inappropriate/ appropriate behaviour, e.g. mock interviews.</p> <p>Group work – activities in teams – working together on tasks/listening to each other.</p> <p>Turn taking activities and sharing resources.</p> <p>Personal hygiene activities eg hand washing, taking care of own appearance.</p> <p>Sorting and washing clothes, identify clean/dirty clothes etc.</p> <p>Identifying job roles of people in school.</p> <p>Finding out about various job roles in school eg interview office staff/shadow staff.</p> <p>Job role quiz.</p> <p>Make information booklets about the job roles of people in school.</p> <p>Visits to local places of work eg Tesco, Holiday Inn – finding out about the various working environments.</p> <p>Finding out about appropriate clothing for work – what to wear to work, uniforms etc ...who wears what? – matching/sorting activities/quiz.</p> <p>Asking questions and developing questionnaires to find out about places of work.</p> <p>Making booklets about places of work external to school.</p> <p>Experience a range of working environments.</p> <p>Sessions with visiting speakers from various external employers</p> <p>Learning adventure wall</p> <p>Vocational profiling.</p> <p>Taking responsibility for jobs within the classroom.</p> <p>School based work experience eg helping site manager, work in school café/shop.</p> <p>External work experience.</p> <p>Supported Internships (Yr 14 only)</p> <p>Young Enterprise.</p>



## WOODFIELD SCHOOL POST 16 CURRICULUM FOR ADULTHOOD

### SCHEME OF LEARNING: ME AND MY FUTURE

<b>SELF-AWARENESS</b>	<b>SEX AND RELATIONSHIPS</b>	<b>PERSONAL CARE AND SAFETY</b>
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SELF- AWARENESS	
LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li><input type="checkbox"/> About themselves – their appearance, abilities, strengths and weaknesses, likes, dislikes and personal qualities.</li> <li><input type="checkbox"/> To recognise that achievement is possible and understand the importance of valuing oneself.</li> <li><input type="checkbox"/> To understand that they have their own views and opinions.</li> <li><input type="checkbox"/> How to communicate/express their own views and opinions.</li> <li><input type="checkbox"/> To determine own values within a moral framework.</li> <li><input type="checkbox"/> To be aware of their own body and how it changes.</li> <li><input type="checkbox"/> To recognise that actions have consequences for themselves and others.</li> <li><input type="checkbox"/> To recognise or talk about a recent experience.</li> <li><input type="checkbox"/> To identify their own feelings.</li> <li><input type="checkbox"/> To identify how an experience made them feel.</li> <li><input type="checkbox"/> Develop tolerance.</li> <li><input type="checkbox"/> To cope with loss and bereavement.</li> <li><input type="checkbox"/> To develop an awareness of own role in school.</li> <li><input type="checkbox"/> To develop an awareness of own role in a range of social settings.</li> <li><input type="checkbox"/> To develop processes of personal decision making, personal choice and self-determination.</li> </ul>	<p>Mirror work.</p> <p>Drama/role play – discuss own feelings.</p> <p>Ordering photographs of own achievements from most proud to least proud.</p> <p>Positive reinforcement for achievement eg Citizen of the week award.</p> <p>Choosing favourite things, watching videos/news reports and commenting, understanding that there are no right and wrong answers by comparing own opinion to others.</p> <p>Offering choices throughout the day.</p> <p>Confidence building exercises.</p> <p>Saying ‘no’ when appropriate.</p> <p>Debates and discussions.</p> <p>Discussing rights and wrongs eg using ceremonies as a stimulus – what values do people have.</p> <p>Role play.</p> <p>Identify parts of own body, e.g. where’s your hand, what is above your neck?</p> <p>Scenarios/role – setting up consequences of actions – positive as well as challenging.</p> <p>Discussing the consequences/ effects of behaviours/actions.</p> <p>Discussion/role play, videos – loss and bereavement eg loss of pet</p> <p>Use of relevant books to promote discussion.</p> <p>Discussion/role play - own roles in school.</p> <p>Visits to different social settings in the community and discuss.</p> <p>Use AIM Awards.</p>

## SEX AND RELATIONSHIPS EDUCATION

LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li><input type="checkbox"/> To be aware of and identify body parts and be aware of own body in relation to others.</li> <li><input type="checkbox"/> To identify male and female differences.</li> <li><input type="checkbox"/> To identify public/private places and acts.</li> <li><input type="checkbox"/> To identify and understand physical and emotional changes with growth and puberty.</li> <li><input type="checkbox"/> To be aware of own home circumstances and recognise eg mother, brother, sister, carer.</li> <li><input type="checkbox"/> To recognise that relationships are a two way process.</li> <li><input type="checkbox"/> To recognise and understand a range of relationships including those of friendship, love and sexual attraction – boyfriend/girlfriend/marriage.</li> <li><input type="checkbox"/> About sexual intercourse and sexual relationships - including contraception.</li> <li><input type="checkbox"/> About menstruation.</li> <li><input type="checkbox"/> About masturbation and how to manage their feelings.</li> <li><input type="checkbox"/> About babies - child development and the responsibilities of parenthood.</li> <li><input type="checkbox"/> About sexual health and hygiene, sexually transmitted diseases, HIV and AIDS.</li> <li><input type="checkbox"/> To build relationships of own choice.</li> <li><input type="checkbox"/> To work alongside/tolerate people not of own choosing.</li> <li><input type="checkbox"/> To take steps to repair a relationship.</li> <li><input type="checkbox"/> To recognise and respond to emotions in others.</li> <li><input type="checkbox"/> To cope with rejection.</li> <li><input type="checkbox"/> To demonstrate awareness of appropriate and inappropriate relationships.</li> <li><input type="checkbox"/> To make and maintain decisions – asserting saying ‘yes’; negating saying ‘no’.</li> </ul>	<p>Movement and PE lessons.</p> <p>Identifying body parts and putting in appropriate places – using life size body outline.</p> <p>Matching and naming body parts – pictures, photos, body part cards, and discussion sessions.</p> <p>Identifying and sorting male/female body parts – outline drawings.</p> <p>Photos of family members – who’s who type activities.</p> <p>Identifying gender – sorting clothes, choosing clothes to wear, introducing self and others as male/female/boy/girl; games such as changing places if you are a girl/boy/male/female.</p> <p>Use of anatomically correct dolls/puppets.</p> <p>Time line – growing up; and what happens at different stages in life – use photos of students and pictures from magazines/internet.</p> <p>Sorting clothes/items for different ages.</p> <p>Introduce personal space through standing in a hoop or at arm’s length.</p> <p>Discussion - how different people might feel about invasion of personal space. Is it ok in some situations?</p> <p>Watch ‘Undateables’ on Channel 4 and discuss social interactions on a ‘date.’</p> <p>Develop conflict resolution pink strips to be used when there is an actual conflict within Post 16.</p> <p>Discussion of feelings and differences between special friends and their peers.</p> <p>Use of videos/dvds showing different types of relationships.</p> <p>Menstruation – discussion and practical as appropriate – supporting students to deal with their periods.</p> <p>Masturbation – discuss appropriate places and times.</p> <p>Listing private places. What does public/private mean?</p> <p>Practical demonstration of contraceptives – use of condoms on eg polystyrene penis. Use of model of ejaculating penis.</p> <p>Discussion and role play in relation to babies – use of life like baby doll/visiting baby into school.</p> <p>Videos and discussion about marriage – include looking at places for marriage, clothing.</p> <p>Practical games encouraging students to make decisions.</p>

**PERSONAL CARE AND SAFETY**

<p align="center"><b>LEARNING OBJECTIVES</b> Students will learn.....</p>	<p align="center"><b>POSSIBLE TEACHING ACTIVITIES</b></p>
<ul style="list-style-type: none"> <li>❑ To demonstrate awareness of the need for own personal hygiene.</li> <li>❑ To take responsibility for own personal hygiene and learn personal hygiene routines.</li> <li>❑ About appropriate use of toiletries.</li> <li>❑ To manage menstruation.</li> <li>❑ To take pride in their appearance.</li> <li>❑ To dress and undress</li> <li>❑ To choose appropriate clothes for a different occasions and activities.</li> <li>❑ Toileting skills as appropriate.</li> <li>❑ Showering and washing skills.</li> <li>❑ To be aware of and understand the importance of privacy, modesty and dignity.</li> <li>❑ To identify and be responsible for own belongings.</li> <li>❑ To communicate own pain and illness.</li> <li>❑ To identify own emotions eg anger, stress</li> <li>❑ To take steps to manage own emotions.</li> <li>❑ To develop awareness of danger.</li> <li>❑ To respect own body and keep safe.</li> <li>❑ To deal with a range of situations and understand potential danger of strangers.</li> <li>❑ To be assertive - to say 'no' as appropriate and cope with peer influence.</li> <li>❑ To be aware of boundaries and appropriate behaviour in connection with abuse and exploitation.</li> <li>❑ Who to approach when in need of help.</li> <li>❑ About substance use and misuse</li> <li>❑ To identify a range of drugs – legal and illegal</li> <li>❑ To understand safety rules and procedures when using medicines.</li> </ul>	<p>Use AIM Awards.</p> <p>Practical work/role play.</p> <p>Discussion of hygiene routines.</p> <p>Use of various videos/YouTube clips showing hygiene routines.</p> <p>Identifying/sorting/matching a range of toiletries.</p> <p>Practical use of deodorants and other toiletries as appropriate.</p> <p>Visiting various shops to buy personal care items</p> <p>Sequencing eg photos of a range of personal hygiene routines.</p> <p>Mirror work.</p> <p>Before and after photographs of self/ evaluating own appearance and making changes.</p> <p>Evaluate own hygiene by adding clean and dirty symbols to an image of self; making improvements to self - using own evaluation.</p> <p>Dressing/undressing skills before and after PE and swimming.</p> <p>Showering after swimming.</p> <p>Hand washing as appropriate eg after using toilet/before cooking.</p> <p>Decision making – clothes for various weather conditions and occasions.</p> <p>Use of clothes catalogues/internet sites – looking at and choosing clothes. Planning and running a fashion show.</p> <p>Bringing own home/school book into class; putting bags and coats in lockers.</p> <p>Discussion/role play activities related to pain and illness.</p> <p>Identifying who can help if in pain/ill</p> <p>Visits to doctors surgery/hospital/chemists</p> <p>What to do if feeling stressed /anxious.</p> <p>Identifying various potential dangers in the home, school, road and other areas.</p> <p>Practical demonstrations - using equipment safely.</p> <p>Videos/discussion/role play – appropriate/inappropriate touch; stranger danger.</p> <p>Identify range/types of drugs – including tobacco, alcohol, medicines, tea, coffee</p> <p>Discussion/role play – appropriate use of medicines. Visits to chemist.</p>



## WOODFIELD SCHOOL POST 16 CURRICULUM FOR ADULTHOOD SCHEME OF LEARNING: ME AND MY FUTURE

<b>LOCAL COMMUNITY</b>	<b>WIDER WORLD</b>	<b>TRAVELLING</b>
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<b>LOCAL COMMUNITY</b>	
<b>LEARNING OBJECTIVES</b> Students will learn.....	<b>POSSIBLE TEACHING ACTIVITIES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To develop an understanding of society and the roles of people who can help them.</li> <li><input type="checkbox"/> About their local community and how they can contribute.</li> <li><input type="checkbox"/> To know that individuals are part of their environment and have a responsibility for its care – learning gardening and outdoor skills.</li> <li><input type="checkbox"/> To find their way around the local community and explore what their community has to offer.</li> <li><input type="checkbox"/> To use a range of local community facilities including shops, library, café, woods and parks.</li> <li><input type="checkbox"/> To work with others in the community – teams and partners.</li> <li><input type="checkbox"/> To demonstrate understanding of the role of money in a range of community settings.</li> <li><input type="checkbox"/> To demonstrate understanding of ways to behave in different community settings – developing appropriate social and interpersonal skills and knowing what is right/wrong and why.</li> <li><input type="checkbox"/> About stranger danger and how to deal with difficult situations.</li> <li><input type="checkbox"/> To understand the need for rules.</li> <li><input type="checkbox"/> To understand the role of charity.</li> <li><input type="checkbox"/> To take pride in own community.</li> <li><input type="checkbox"/> To develop social sight vocabulary</li> </ul>	<p>Practical activities out in the community – local to school and to the students home area. Use AIM awards. Group work, partner work eg team games in PE, Young Enterprise activities, gardening, outdoor learning. Listening, sharing and discussion activities. Turn taking and waiting eg waiting in queue for dinner, discussing rules, listening and responding appropriately to peers and others – familiar/unfamiliar. Use money in eg local shop, café or leisure facility. Buying, shopping and budgeting activities. Use of coin operated machines.</p> <p>Role play activities focused on developing interpersonal skills and appropriate behaviour. What to do if in difficulty.</p> <p>Using eg a café, a library, visiting a church; and demonstrate appropriate behaviour for the setting e.g. quiet in the library.</p> <p>Activities focused on British Values eg school council, using voice.</p> <p>Role play - How to behave in different situations. Rules of society</p> <p>Experiencing community facilities that charge for their use, such as bowling, cinema and experiencing facilities that are free of charge such as the park, community walks, woodlands.</p> <p>Being able to compare different charity causes and choosing one to raise money for. Comparing this to raising money for our school and making a profit through Young Enterprise.</p> <p>Planning and carrying out fund raising events for charity eg MacMillan coffee morning, Sports Relief, Red Nose day.</p> <p>Taking pride- picking up litter, gardening, being aware of what to do if you find something broken or damaged (reporting etc),</p> <p>Engaging in community projects as appropriate and available.</p> <p>Social sight activities within the class/school and local community.</p>



## WIDER WORLD

### LEARNING OBJECTIVES

Students will learn.....

### POSSIBLE TEACHING ACTIVITIES

- ❑ About the wider world outside of their immediate local community.
- ❑ About British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- ❑ To demonstrate understanding of ways to behave in different community settings – developing appropriate social and interpersonal skills and knowing what is right/wrong and why.
- ❑ To work with a range of people and interact positively.
- ❑ To understand the need for rules.
- ❑ To communicate with peers from different countries and cultures.
- ❑ To demonstrate an awareness of similarities and differences between self and peer from another country and culture.
- ❑ About a range of different religions and associated beliefs.
- ❑ About beliefs and customs of different cultures.
- ❑ To contribute to a project with peers from a different school/country.
- ❑ To understand the role of charity including organising and taking part in charity events.
- ❑ To develop political awareness.
- ❑ About radicalisation and how to stay safe.

Use AIM Awards.  
 Visits to other towns eg Watford, Milton Keynes, St Albans.  
 Discussion groups – using ‘voice’ in whatever way is appropriate to the individual eg switch use, symbols.  
 Making choices and decisions.  
 Involvement in school council – voting for representatives, discussion groups and ideas to be passed on to SLT through school council.  
 Active participation in meetings and discussions.  
 Role play - How to behave in different situations. Rules of society  
 Building links with other schools in the UK and further afield through global learning activities.  
 Use the eTwinning website to share resources and videos of own school and schools in other countries across Europe.  
 Use the Connecting classrooms British Council website to share videos and resources with schools in Bangladesh.  
 Contribute to planning a trip to visit a partner school in a different country.  
 Use Skype and FaceTime to communicate with partner schools as well as uploading letters etc.  
 RE Focus weeks as part of whole school programme.  
 Linking with other schools eg through PE activities and outdoor learning project at Lamerwood.  
 Working with others eg students from other schools, sports coaches, theatre groups.  
 Taking part in sporting activities – ‘fair play’ and ‘team spirit’  
 Food tasting, cooking recipes from a partner school, sharing traditional stories and songs, dance and festivals, sending and receiving occasion cards (e.g. Eid or Christmas) to partner schools.  
 Taking part in charity events and organising charity events for a range of charities eg Red Nose day, MacMillan coffee morning.  
 ‘Rock Enroll’ political awareness projects.

## TRAVELLING

LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li>❑ To develop directional awareness eg routes to local shops.</li> <li>❑ To plan routes to a range of places local and further afield.</li> <li>❑ About different ways to travel eg to experience travelling in a range ways such as train, tube, bus, walking, bike, aeroplane, Eurostar, ferry, taxi.</li> <li>❑ To use different modes of travel including public transport.</li> <li>❑ How to get to places they want to visit – walking, bus, train</li> <li>❑ Strategies to use if they get lost or have an emergency situation.</li> <li>❑ Understand ‘keeping safe’ procedures.</li> <li>❑ To understand reasons for travel, e.g. to get to the doctors; purpose of visit.</li> <li>❑ To identify the appropriate mode of travel for a particular journey.</li> <li>❑ Know what they need to travel.</li> <li>❑ Look after own possessions whilst travelling.</li> <li>❑ To demonstrate awareness of road safety.</li> <li>❑ To identify key factors in road safety.</li> <li>❑ To recognise signs within the community and develop their social sight vocabulary.</li> <li>❑</li> </ul>	<p>Regular opportunities to go out into the community and travel offsite - learning to follow the steps to success of travelling in a particular way.</p> <p>Use AIM Awards.</p> <p>Brainstorm places to go on public transport.</p> <p>List realistic choices eg town centre, swimming pool, library and identify different ways to get there.</p> <p>Travelling by bus to go to college/visit places in the community.</p> <p>Develop a road safety poster/ instruction leaflet/ pink strip for demonstrating appropriate behaviour when by the roadside.</p> <p>Using a zebra/ pelican crossing.</p> <p>Sorting journeys into ‘mode of transport’ categories.</p> <p>Identify own luggage and how to look after it.</p> <p>Identify passport, ticket, keeping travel documents safe</p> <p>Individual ‘travel training’ as appropriate.</p> <p>Green Cross Code</p> <p>Use of maps – school, school grounds, local, world.</p> <p>Geocaching and Pokemon Go.</p> <p>Recognising signs at school and in the community eg street signs</p> <p>Role play – eg using bus; what to do if lost</p> <p>Using timetables – eg bus, train</p> <p>Games and activities based on number recognition, matching, naming bus numbers etc</p> <p>Find out: the bus numbers, bus stops, cost of travelling on the bus; use local knowledge, telephoning the bus company/using websites.</p> <p>Time telling activities – reading timetables</p> <p>Money based activities such as coin recognition, giving money and receiving change -in class and in real situations eg Young Enterprise, paying on the bus</p> <p>Visits to local areas eg shops, café, playground.</p> <p>Planning routes and following maps.</p> <p>Using mobile phone. Knowing what to do in an emergency.</p> <p>Role play what to do if lost.</p>



## WOODFIELD SCHOOL POST 16 CURRICULUM FOR ADULTHOOD

### SCHEME OF LEARNING: ME AND MY FUTURE

**HEALTH AND LEISURE**

**CREATIVITY AND LEISURE**

**SPORTS AND LEISURE**

HEALTH AND LEISURE	
LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li><input type="checkbox"/> About the importance of participation in physical activity to keep healthy and fit.</li> <li><input type="checkbox"/> To demonstrate understanding of the need for physical exercise and identify activities to keep healthy.</li> <li><input type="checkbox"/> To identify and demonstrate understanding of the physical changes in own body during and after physical exercise.</li> <li><input type="checkbox"/> About the need to warm up and cool down before exercise.</li> <li><input type="checkbox"/> About diet and healthy eating.</li> <li><input type="checkbox"/> About the importance of sleep to keep healthy.</li> <li><input type="checkbox"/> To develop awareness of becoming unhealthy and feeling unwell.</li> <li><input type="checkbox"/> To respect own body and keep safe and healthy.</li> <li><input type="checkbox"/> To deal with a range of situations and understand potential danger of strangers.</li> <li><input type="checkbox"/> To be assertive - to say 'no' as appropriate and cope with peer influence.</li> <li><input type="checkbox"/> Who to approach when in need of help.</li> <li><input type="checkbox"/> To identify a range of drugs – legal and illegal and the impact these can have on health.</li> <li><input type="checkbox"/> To understand safety rules and procedures when using medicines.</li> <li><input type="checkbox"/> About basic first aid.</li> </ul>	<p>PE lessons.</p> <p>Therapeutic programmes eg MOVE, Physio, rebound, sensory sessions.</p> <p>Participate in a variety of warm up and cool down activities and feel the effects on the body.</p> <p>Exploring the term 'fitness' through taking part in a short activity such as a dance, and then feeling heartbeat, breathing sweat, temperature etc.</p> <p>Exploring/ tasting different foods and sorting into healthy/ unhealthy. Sort foods into foods which are good for certain sports, e.g. cycling</p> <p>Healthy Plate – food combinations which are good for us. Discussion and sorting/matching eg proteins, carbohydrates.</p> <p>Using menus and identifying healthy and unhealthy options.</p> <p>Cookery activities – planning and cooking healthy meals.</p> <p>Finding out about places for healthy eating in the community – visits and eating out.</p> <p>Finding out about leisure facilities to enable students to keep healthy – visits and joining in activities eg swimming</p> <p>Role play - saying 'no' to unhealthy foods/activities – include drug education work.</p> <p>Use of school nurse to demonstrate very basic first aid.</p>

## CREATIVITY AND LEISURE

<b>LEARNING OBJECTIVES</b> <b>Students will learn.....</b>	<b>POSSIBLE TEACHING ACTIVITIES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand what creativity is and what a hobby is.</li> <li><input type="checkbox"/> To identify music, dance, art and drama as creative activities.</li> <li><input type="checkbox"/> To understand the concept of leisure time and what 'leisure' is.</li> <li><input type="checkbox"/> Develop dance, art, music and/or drama skills as a leisure activity.</li> <li><input type="checkbox"/> To identify preferred leisure activities.</li> <li><input type="checkbox"/> To identify leisure settings that are free of charge and settings that charge.</li> <li><input type="checkbox"/> To make choices in creative activities</li> <li><input type="checkbox"/> To explore a range of creative leisure activities.</li> <li><input type="checkbox"/> To develop perseverance within a chosen activity.</li> <li><input type="checkbox"/> To be confident in a chosen activity.</li> <li><input type="checkbox"/> To enjoy a chosen leisure activity.</li> <li><input type="checkbox"/> To express oneself through the medium of dance, music, art or drama.</li> <li><input type="checkbox"/> To communicate preferences.</li> <li><input type="checkbox"/> To be able to perform to an audience as part of a group and/or individually eg in dance/drama.</li> <li><input type="checkbox"/> To make own creation.</li> <li><input type="checkbox"/> To reflect on their own creative work eg art work, dance routine, performance</li> <li><input type="checkbox"/> To evaluate creative work - own and others</li> <li><input type="checkbox"/> Participate in own selected challenges and set own targets.</li> </ul>	<p>Students to be supported to see what free time is and what they could do in this free time that they would enjoy eg music, computer games, board games, puzzles, drawing, painting etc.</p> <p>A typical weekend/perfect day - students to identify.</p> <p>Invite visiting speakers in to talk about local leisure opportunities (evening, weekend, holidays).</p> <p>Develop steps to follow for use when you feel like giving up.</p> <p>Put on a performance for others, share with peers across school, other schools and eTwinning link schools.</p> <p>Offering a range of materials, textures, paints, colours etc for students to make choices and explore.</p> <p>Encourage using chosen materials to make marks or impressions on another material.</p> <p>Communicate likes and dislikes about different materials, own and others work.</p> <p>Choosing colours, materials, tools</p> <p>Making marks</p> <p>Actively explore materials and creative activities</p> <p>Create own piece of artwork and have an art gallery to encourage expression and reflection on own and others work.</p> <p>Explore different instruments and make different sounds.</p> <p>Choosing instruments, sounds, movements and techniques.</p> <p>Experience and create a musical story.</p> <p>Participate in dance, music, choir/ singing, painting, model making, drama activities.</p> <p>Explore different genres.</p> <p>Drama activities – Christmas play</p> <p>Creating dance routines/following well known party dance routines.</p> <p>Visiting art gallery.</p> <p>Visiting dance/theatre groups into school.</p> <p>Visits to theatre/cinema to see show/performance/film.</p> <p>Using newspapers/magazines/internet to identify and find out about various creative activities and leisure options in the local community.</p>

## SPORTS AND LEISURE

<b>LEARNING OBJECTIVES</b> <b>Students will learn.....</b>	<b>POSSIBLE TEACHING ACTIVITIES</b>
<ul style="list-style-type: none"> <li>❑ To enjoy independent movement.</li> <li>❑ To consolidate and refine a range of travelling, sending and receiving skills in a game situation, both stationary and on the move; and using equipment.</li> <li>❑ To change direction during a game.</li> <li>❑ Skills of attacking and defending.</li> <li>❑ To work as part of a team; and plan tactics.</li> <li>❑ To use and keep rules and conventions for games.</li> <li>❑ To sustain physical activity and understand the basic workings of the body.</li> <li>❑ To identify preferred leisure activities.</li> <li>❑ To identify leisure settings that are free of charge and settings that charge.</li> <li>❑ To use leisure centre facilities.</li> <li>❑ To use a public swimming pool and its facilities.</li> <li>❑ To develop an understanding of personal hygiene expected at public pools &amp; take responsibility for personal belongings</li> <li>❑ To develop strength and stamina through a variety of keep fit activities.</li> <li>❑ To understand the principles of preparing for activity –warm up; and cooling down.</li> <li>❑ To evaluate own and others performance.</li> <li>❑ To take part in outdoor activity challenges e.g following trails, in familiar and unfamiliar environments.</li> <li>❑ Meet challenges in outdoor activities and journeys.</li> <li>❑ Use a range of orienteering and problem solving skills and techniques.</li> </ul>	<p>Experience a range of games such as tennis, badminton, tag rugby, kwik cricket, Boccia, kurling, basketball/netball.</p> <p>Trampolining/rebound therapy.</p> <p>MOVE</p> <p>Physiotherapy</p> <p>Ten pin bowling – in school and in local bowling alley.</p> <p>Skiing – snow centre, Gosling dry ski slope.</p> <p>Visiting leisure centres and parks. Use of Jarman Park leisure and sporting facilities.</p> <p>Football – playing in school football team. Visiting football grounds. Watching football matches.</p> <p>College based activities (see college programme)</p> <p>Hydro</p> <p>Swimming Activities - enter pool from side – sliding/jumping/diving, treading water, submerging – getting hair wet, swimming set distances.</p> <p>SLD schools swimming gala.</p> <p>Swim Fit.</p> <p>Keep fit activities – lunchtime club, use of school outdoor gym – using resistance equipment.</p> <p>Variety of physical outdoor problem solving activities, undertaken in pairs, small groups – on site and other locations.</p> <p>Using maps – simple school maps/local community; Pokemon Go.</p> <p>Simple trails/orienteering eg in school grounds, at Lamerwood.</p> <p>Simple compass work.</p> <p>Geocaching.</p> <p>Off-site experiences – walks, routes, trips – local a further afield.</p> <p>Outdoor education activities taught by specialists – canoeing, sailing, bell boating, rock climbing, abseiling, hill walking, dry slope skiing.</p> <p>Taking part in local sporting events and SLD schools district sports.</p>



## WOODFIELD SCHOOL POST 16 CURRICULUM FOR ADULTHOOD

### SCHEME OF LEARNING: ME AND MY FUTURE

<b>HEALTH AND SAFETY</b>	<b>HOME MANAGEMENT</b>	<b>GOING PLACES</b>
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<b>HEALTH AND SAFETY</b>	
<b>LEARNING OBJECTIVES</b> Students will learn.....	<b>POSSIBLE TEACHING ACTIVITIES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To take responsibility for managing own health.</li> <li><input type="checkbox"/> Ways to keep money safe.</li> <li><input type="checkbox"/> To understand about and identify personal possessions and the responsibility of ownership.</li> <li><input type="checkbox"/> To identify hot and cold.</li> <li><input type="checkbox"/> To identify things that might hurt.</li> <li><input type="checkbox"/> To identify a moving vehicle.</li> <li><input type="checkbox"/> To identify safe places to cross the road.</li> <li><input type="checkbox"/> To identify natural hazards, e.g. water, ice, dogs.</li> <li><input type="checkbox"/> About what unsafe may feel like and identify things which may make them feel unsafe.</li> <li><input type="checkbox"/> To know who to ask for help in different situations.</li> <li><input type="checkbox"/> To identify whether food is safe to eat.</li> <li><input type="checkbox"/> To identify when a relationship is unsafe.</li> <li><input type="checkbox"/> About eSafety</li> <li><input type="checkbox"/> To identify ways to stay safe online.</li> <li><input type="checkbox"/> About drugs education and personal safety.</li> </ul>	<p>Sport and fitness activities to keep healthy.</p> <p>School nurse to talk about keeping healthy.</p> <p>Identifying ways to keep money safe when out in the community – in pockets/ handbags.</p> <p>Identifying ways to keep money safe in the home – knowing where to keep money/not to have too much cash/not to talk to other people about cash at home.</p> <p>Brainstorm list of personal possessions eg clothes, jewellery, iPad.</p> <p>Role play scenarios linked with possessions, responsibilities, borrowing, lending, returning, keeping money safe.</p> <p>Feel hot and cold water; identify cooked vs raw food, partly cooked food, food cooked on outside but not inside, domestic appliances, cooking utensils, household chemicals. Storage of food-fridge/freezer.</p> <p>To be able to identify from images, videos, objects what could hurt you in the community, in the home, outside etc.</p> <p>Walking in the community, looking for and identifying when a vehicle is moving or is parked or temporarily stopped. Looking for other dangers including stranger danger.</p> <p>Trip to hazard alley in Milton Keynes.</p> <p>Watch CEOP videos and discuss eSafety issues we may face and how we can resolve or protect ourselves against these.</p> <p>Role play 'keeping safe' situations – what would you do if...?</p> <p>Visiting speakers into school eg Crime Prevention Officer – talk about personal safety in the home.</p> <p>Making posters/promotional leaflets on keeping safe at home.</p>

## HOME MANAGEMENT

LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li>❑ To take some responsibility for personal finance and understand about budgeting and saving.</li> <li>❑ Be aware that they have their own income, although it may be managed for them.</li> <li>❑ To take appropriate responsibility for managing sources of financial support, be able to budget and save.</li> <li>❑ About how a bank operates.</li> <li>❑ To identify ways of paying for goods.</li> <li>❑ To identify and exchange money.</li> <li>❑ To remember a password or PIN.</li> <li>❑ To demonstrate an understanding of the value of money.</li> <li>❑ To understand the concept of responsibility and identify responsibilities within the home.</li> <li>❑ To demonstrate understanding of a healthy diet.</li> <li>❑ To make and follow a shopping list.</li> <li>❑ To plan, prepare and cook a simple meal.</li> <li>❑ To look after own clothes.</li> <li>❑ To identify clean and dirty clothes and how to wash them.</li> <li>❑ To use a washing machine, tumble drier and iron.</li> <li>❑ How to keep a house clean – hoovering, dusting, washing up, using dishwasher.</li> <li>❑ To make informed decisions and recognise that decisions have consequences.</li> </ul>	<p>Discussions and activities on money eg who does the lottery? Who gets weekly spending money? Benefits? Where is money kept? (bank/Building Society), on line banking.</p> <p>Identifying what students spend their money on and list what adults spend money on eg rent, food, clothes, holidays, pub, sports etc – compare similarities and differences.</p> <p>Visit local stores/use catalogues/use internet to price items students might need/want and larger items important to adults eg house, car.</p> <p>Visit local bank or building society – find out how to open and operate an account. Use of credit and debit cards.</p> <p>Young Enterprise activities.</p> <p>Sorting, counting, bagging money.</p> <p>Identifying responsibilities at school and at home – compare.</p> <p>Who does what within the home eg washing up, ironing, dusting.</p> <p>Planning a shopping trip – identifying which shops sell various items, writing/preparing shopping list, money in purse/wallet.</p> <p>Visiting a range of shops/Placing an order online.</p> <p>Planning an event within a budget.</p> <p>Exploring/ tasting different foods and sorting into healthy/ unhealthy.</p> <p>Food tasting- Trying different foods and expressing likes and dislikes.</p> <p>Food related sensory stories to include tastes, sounds and smells.</p> <p>Healthy Plate – food combinations which are good for us. Discussion and sorting/matching eg proteins, carbohydrates.</p> <p>Using menus and identifying healthy and unhealthy options.</p> <p>Cookery activities – planning and cooking healthy meals/follow recipe.</p> <p>Finding out about places for healthy eating in the community – visits and eating out.</p> <p>Sort clothes- type, clean/dirty, white/colour. Wash clothes, tablecloths, blankets etc.</p> <p>Sort household items, e.g. plates, cutlery, kitchen/ bathroom, clean/dirty.</p> <p>Cleaning cupboards, sorting and organising.</p> <p>Washing up or using the dishwasher.</p> <p>Putting things away in correct places.</p>

## GOING PLACES

LEARNING OBJECTIVES Students will learn.....	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> <li>❑ To identify a range of community activities.</li> <li>❑ To demonstrate how to behave appropriately in different community settings (private / public).</li> <li>❑ About the area they live in.</li> <li>❑ About the area they work/ study in.</li> <li>❑ To find out about various places to eat out; different types of eating out eg fast food, hotel, restaurant, pub, café.</li> <li>❑ To identify where to get food, drink, medicine, travel, help.</li> <li>❑ To identify and use a range of leisure facilities.</li> <li>❑ To research places they'd like to go to.</li> <li>❑ What you need to take for a particular activity/visit.</li> <li>❑ About staying away from home eg respite, hotel, camping.</li> <li>❑ To find out about other countries.</li> <li>❑ About travelling to other countries.</li> <li>❑ To communicate with peers from a different country.</li> <li>❑ To build new relationships.</li> <li>❑ How to plan a visit – local and abroad, including residential visits.</li> <li>❑ To identify and use different modes of travel.</li> <li>❑ To travel independently.</li> <li>❑ To understand and use 'keeping safe' procedures when going out.</li> <li>❑ To demonstrate awareness of road safety.</li> <li>❑ To identify key factors in road safety.</li> <li>❑ To recognise signs within the community and develop their social sight vocabulary.</li> </ul>	<p>Regular opportunities to go out into the community and travel offsite.</p> <p>Experience a range of community activities.</p> <p>Visiting local areas where students live/work/study.</p> <p>List realistic choices of places to go out to eg town centre, swimming pool, library and identify different ways to get there.</p> <p>Green Cross Code.</p> <p>Using a zebra/ pelican crossing.</p> <p>Eating out at a range of cafes, restaurants, pubs, 'drive thru' etc.</p> <p>Access a range of leisure facilities such as cinema, bowling, ice skating, ski centre, caving, climbing, music clubs/ dancing, sailing etc.</p> <p>Being able to research places to go using a local directory or the internet.</p> <p>To travel to a different location to stay away from home/ parents/ carers.</p> <p>Visits to airport, train station, bus station.</p> <p>Travel abroad to a different country and explore the similarities and differences, e.g. in food, drink, culture, clothes.</p> <p>Skype and digital communication with peers from schools across Europe and in Bangladesh.</p> <p>Use AIM Awards.</p> <p>Individual 'travel training' as appropriate.</p> <p>Recognising signs at school and in the community eg street signs</p> <p>Role play – eg using bus; what to do if lost, packing a suitcase, going on holiday</p> <p>Using timetables – eg bus, train</p> <p>Find out: the bus numbers, bus stops, cost of travelling on the bus; use local knowledge, telephoning the bus company/using websites.</p> <p>Time telling activities – reading timetables</p> <p>Money based activities such as coin recognition, giving money and receiving change -in class and in real situations eg Young Enterprise, paying on the bus</p> <p>Using mobile phone. Knowing what to do in an emergency.</p>