

Upper School Subject and Topic Coverage 5 year Rolling Programme - Year 2 2021-2022

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Preparing for adulthood <u>theme</u> for each term			Friends, relationships and community (Relationship focus)	Friends, relationships and community (community focus)	Independent Living (self-care)	Independent Living (sex education)	Good Health	Employment	
PFA outcome	Subject	Year	Term						
Friends Relationships and Community	RE (assemblies)		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Wandsworth RE syllabus religions covered though assemblies, See Assembly rota in RE subject file for more information. Yearly celebrations in the local community								
	Art and DT sessions as part of upper school arts afternoons	Year	1	Pencil drawing	Architecture	Junk modelling	Clay	Pastels	Jewellery making
			2	Fashion	Local art	Oil paints	Weaving	Life drawing	Product design
			3	Sculpture	Graffiti	Decorating	Digital art	Modern art	Buildings
			4	Acrylic paint	Mixed media art	Embroidery	Photography	Watercolour	Visual merchandising and decoration
			5	Making cards	Murals	Body art	Charcoal	Environmental art	Lino printing
Music									
Groups and Clubs		YP may attend various groups or clubs depending on their particular interests, talents and abilities. We believe developing a hobby / interest is of vital importance when preparing for adulthood.							

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Independent	Shopping		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Learning Opportunities – Weekly visits to shops for items needed for that week / special events etc Scheme of work – Termly rolling shopping scheme of work adapted for the meals and events of that term Assessment – Bradstow 'I can' statements on SOLAR					

Cooking		<p>Learning Opportunities – Daily food preparation and lunch sessions as well as topic / celebration specific or individual target focused opportunities</p> <p>Scheme of work – Termly rolling cooking scheme of work adapted for the meals of choice that term</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR</p>		
Household Chores		<p>Learning Opportunities – In the moment teaching over 24 hour curriculum. Young People will be encouraged to help with day to day tasks to learn these skills.</p> <p>Scheme of work – N/A</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR (Laundry, Washing up, cleaning, household maintenance, housekeeping, etc.)</p>		
Travel		<p>Learning Opportunities – weekly opportunities for developing travel skills in the community</p> <p>Scheme of work – teachers will ensure YP have opportunities for learning in each of the areas below at levels appropriate to them</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR (travel walking, travel bike, travel car, travel bus, travel train, travel aeroplane)</p>		
Hygiene		<p>Learning Opportunities – preparing food, daily tasks, toileting and getting changed for PE / Swimming</p> <p>Scheme of work – N/A</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR</p>		
Self-Care		<p>Learning Opportunities – toileting and getting changed for PE / Swimming</p> <p>Scheme of work – N/A</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR</p>		
Going Out		<table border="1"> <tr> <td> <p><u>Travel About Town</u></p> <p>Learning Opportunities – weekly and termly trips locally</p> <p>Scheme of work – N/A – teacher provides weekly opportunities which develop YP’s progression through I can statements based on their individual needs and ability.</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR (travel about town)</p> </td> <td> <p><u>Safety</u></p> <p>Learning Opportunities – weekly and termly trips locally</p> <p>Scheme of work – N/A– teacher provides weekly opportunities which develop YP’s progression through I can statements based on their individual needs and ability.</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR (travel – safety)</p> </td> </tr> </table>	<p><u>Travel About Town</u></p> <p>Learning Opportunities – weekly and termly trips locally</p> <p>Scheme of work – N/A – teacher provides weekly opportunities which develop YP’s progression through I can statements based on their individual needs and ability.</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR (travel about town)</p>	<p><u>Safety</u></p> <p>Learning Opportunities – weekly and termly trips locally</p> <p>Scheme of work – N/A– teacher provides weekly opportunities which develop YP’s progression through I can statements based on their individual needs and ability.</p> <p>Assessment – Bradstow ‘I can’ statements on SOLAR (travel – safety)</p>
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Eating and Drinking		<p>Learning Opportunities - Meal times and Drink and snack times.</p> <p>Scheme of Work – N/A</p> <p>Assessment - Bradstow ‘I can’ statements on SOLAR</p>		
Geography for adulthood		<p>Learning Opportunities: The following aspects of functional geography will be taught during weekly and termly time spent in the community:</p> <ul style="list-style-type: none"> • Maps – YP will be encouraged to read various types of maps and plan routes • Travel – YP will explore different modes of transport. YP will develop the skills needed to take, record and give directions • Physical Features – YP will be taught basic information about physical and man-made features of our environment. How to keep safe (covered in PSHE+SRE) and how these features can form the basis for hobbies (surfing, rock climbing etc) • UK – Though communication and news sessions YP will have the opportunity to gain understanding of different environments and geographical issues. 		

			<ul style="list-style-type: none"> Economics – links should be made to the materials and resources we use and where it comes from as part of cross curricular learning in other subjects Global Understanding (Culture) – as part of news sessions, termly cultural celebrations, cross curricular learning Explore – opportunities to explore local environments and learning through doing so. Assessment – SOLAR
	History		Learning Opportunities – Good morning communication, Newsround, Past and present events and similarities to themselves and others (both covered in PSHE+SRE including transition, change and loss), learning about time, time management and planning (included in functional maths and daily living), historical events are covered in whole school events and assemblies as well as Newsround discussions. For young people who show a particular interest in History the class teacher will put together an individualised scheme of work. In our upper school we have chosen to teach history that is functional and related to preparing for adulthood outcomes. Please see the document below for more information. Curriculum subject folders\Independent Living (Jodie, Bradley)\History\History at Bradstow School.docx

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PFA outcome	Subject	Year	Term						
Good Health	PSHE+SRE	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
			1	Families	Social Media	Keeping clean	Sexual feelings during puberty	keep fit and healthy	Basic first aid
			2	Types of relationships	Parenting	Mental Health	Sexuality	how my body works (organ function)	How to keep myself safe
			3	Close relationships	Substances and safety	Keeping clean	Puberty –physical changes)	digestive system	Relationships in the workplace
			4	Sexual relationships	My interests and the community	Who can help me	My rights (and the law	Feeling unwell	Communicating with others
			5	Building trusting relationships	Autism	Mental Health	Safe Sex	Understanding health services	How I present myself

PE (rotations including yoga, dance Etc) Adventure Activities		During Upper School sport time young people will have a rota of activities which will change on a half termly basis. Options will include PE and sports (James), Swimming offsite, yoga (Alan?), dance (Denise Kerry) or Adventure Activities. Classes will take turns having a slot on their timetable to take part in a hobby or adventurous activity of their choosing. This will be organised by the class teacher and take into account the requests of the young people in that class. Focus is on developing interests, enjoyment in sports activities and hobbies						
Swimming		Learning Opportunities – at least one swimming session per week in the school pool and a rotation of off-site swimming available as part of the upper school adventure afternoon activities						
Science		Science opportunities for functional learning in the upper school are covered through PSHE+SRE, horticulture and engineering and experimentation in Upper School Arts Afternoon						
Dance / Drama Sherborne								
Horticulture	Year – rolling activities each year 1	<table border="1"> <tr> <td>Plant and seed collection and identification and storage of seeds for next year’s crop sowing.</td> <td>Seed sowing which involves identification and counting and awareness of the requirements to create seed germination.</td> <td>Soil cultivation and the micro-organisms that live in the soil.</td> <td>The life cycle of annual plants from germination to self-seeding. The differences between annual plants and perennial plants and monocarpic plants.</td> <td>Insect identification and also we are going to raise prey mantis to control greenfly population in polytunnels.</td> <td>Nurturing plants for optimum plant health and crop yield.</td> </tr> </table>	Plant and seed collection and identification and storage of seeds for next year’s crop sowing.	Seed sowing which involves identification and counting and awareness of the requirements to create seed germination.	Soil cultivation and the micro-organisms that live in the soil.	The life cycle of annual plants from germination to self-seeding. The differences between annual plants and perennial plants and monocarpic plants.	Insect identification and also we are going to raise prey mantis to control greenfly population in polytunnels.	Nurturing plants for optimum plant health and crop yield.
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Hygiene Routines		Learning Opportunities – PSHE+SRE sessions, daily handwashing, meal prep, toileting and other daily routines, showing after swimming etc. Scheme of work – Hygiene, puberty, keeping clean (from PSHE+SRE) Assessment – Progress towards independent living targets and SOLAR assessment						
Visiting the doctor		Learning Opportunities – medical appointments and routine check-ups at school as well as visits to the doctor during term time. Some PSHE+SRE Sessions also cover this. Scheme of work – N A Assessment – Independent living targets, communication targets, science and PSHE targets and SOLAR independent living assessments						

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			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
			Measurement covered in careers, cooking, college, daily living tasks etc. YP work through scheme of work gaining mastery before moving on to the next stage of learning						
			Functional maths 1:1 correspondence, number, skip counting, operations, using a calculator		Time My Day, measures of time, analogue clocks, digital clocks, making plans, using a diary		Money Recognise money, use money, earning, saving, banking, budgeting, loans and interest		
Employment	English	Year	1	Family Grace & Family By Mary Hoffman (Fiction)	Dinosaurs and all the rubbish By Michael Foreman (Fiction)	Keeping clean How to wash a Woolly Mammoth By Michelle Robinson (Fiction)	Arthur and the Golden Rope By Joe Todd-Stanton (Fiction)	Keep fit and healthy Are you what you eat? DK (Non-fiction)	Basic first aid The Children's book of first aid skills Sophie Giles (Non- Fiction)
			2	Relationship Hello, Friend! By Rebecca Cobb (Fiction)	Parenting Gorilla By Anthony Browne (Fiction)	Mental health Not Today, Celeste! Liza Stevens (Fiction)	A Great Big Cuddle By Michael Rosen (Poetry Fiction)	How my body works Illumanatomy Ms. Kate Davies & Carnovsky (Non-Fiction)	How to keep myself safe Keeping Safe Katie Wooley (Non-Fiction)
			3	Where the wild things are Maurice Sendak (Fiction)	10 Things I Can Do To Help My World Melanie Walsh (Non-Fiction)	Keeping clean Sick Simon By Dan Krall	Puberty physical Hair I funny places By Babette Cole (Non-Fiction)	Digestive system A journey through the digestive system Emily Sohn (Non-Fiction)	Relationships in the workplace
			4	Sexual relationships Let's Talk About the Birds and the Bees. By Molly Potter (Fiction)	Community Belonging By Jeannie Baker (Fiction)	Who can help me I Want My Hat Back By John Klassen (Fiction)	My rights The Boy at the back of the class By Onjali Q. Rauf (Fiction)	Feeling unwell When you're feeling Sick By Coy Bowles (Fiction)	Communication with others The Magic Finger By Roald Dahl (Fiction)
			5	I am stronger than anger Elizabeth Cole (Fiction)	Autism Through the eyes of us By Jon Roberts (Fiction)	Mental health The Heart and the Bottle By Oliver Jeffers (Fiction)	Safe sex Let's talk about the Birds and the Bees By Molly Potter (Non-Fiction)	The Lonely Beast By Chris Judge (Non-Fiction)	How I present myself Wild By Emily Hughes (Fiction)
	1	Year							
	2	Year							
	3	Year							
	4	Year							

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		5						
Work Experience			Ongoing and based on individual needs and opportunities					
Wood work	Year	1						
		2						
		3						
		4						
		5						
Pottery Enterprise	Year	1	Learning Opportunities – Young People who show an interest in learning pottery and enterprise skills will have a timetabled session with the teacher 1- 2 times per week to develop their skills and understanding Scheme of work – individual plans for each group depending on what their area of interest is. Plans changed each session as necessary. Skills worked towards are included here P:\Curriculum new\Curriculum subject folders\Employment\Bradstow Ceramics Enterprise (Lois)\All I can statements phase 2 - 4.docx Assessment – I can statements on SOLAR and teacher summative assessments of individual targets.					
		2						
		3						
		4						
		5						
College								