

Vine Street 2018 – 2019 – Orange Pathway

The purpose of this document is to provide an overview of the curriculum content for students in Vine Street, orange pathway. Across the school, students are organised in classes based on their abilities as well as key stage. Students in Vine Street are from years 12, 13 and 14 and in line with statutory obligations; they access a curriculum designed to prepare them for maximum confidence and independence in adulthood. **Teaching** is differentiated to meet the needs of individual students enabling them to achieve their maximum potential within a range of accredited qualifications, where appropriate. The curriculum is designed to provide our students with the life skills they need after they leave Corbets Tey School. They foster the students' independence, communication, thinking, social and practical skills through a variety of different approaches and work activities. The subject content may be taught through a range of realistic and practical contexts, which could include home, recreation, college, the community, public services, business and industry. The courses we have chosen allow us to tailor units to the requirements of pupils whilst providing them with a broad and balanced curriculum. The pupils in Vine Street will access Entry Levels 1 and 2 qualifications from the OCR examination board. The table below highlights the key skills that the pupils will be taught over the year. (*AFLs – Assessment of Functional Living Skills)

2018 – 2019 Long Term Overview Key Stage 5 – Vine Street							
Themes:		Autumn term 1 Our Environment	Autumn term 2 Skills at home	Spring term 1 Healthy Living	Spring term 2 World of Work	Summer term 1 Exploring/Using the Local Community	Summer term 2 Travel & Tourism
Core Subjects	Communication & Interaction	<ul style="list-style-type: none"> Pebble 365/ P4C; developing conversation skills Colourful Semantics/ Language for Learning; developing expressive language skills Asking and answering questions(school) Following instructions (school) Locations and people at CT@ TA 	<ul style="list-style-type: none"> Pebble 365/ P4C; developing conversation skills Colourful Semantics/ Language for Learning; developing expressive language skills Asking and answering questions (school/ home) Following instructions (school/ home) 	<ul style="list-style-type: none"> Pebble 365/ P4C; developing conversation skills Colourful Semantics/ Language for Learning; developing expressive language skills Asking and answering questions (school/ home/ community) Following instructions (school/ home/ community) 	<ul style="list-style-type: none"> Pebble 365/ P4C; developing conversation skills Colourful Semantics/ Language for Learning; developing expressive language skills Asking and answering questions (community, workplace) Following instructions (community, workplace) 	<ul style="list-style-type: none"> Pebble 365/ P4C; developing conversation skills Colourful Semantics/ Language for Learning; developing expressive language skills Asking and answering questions (home, community, workplace) Following instructions (home, community, workplace) 	<ul style="list-style-type: none"> Pebble 365/ P4C; developing conversation skills Colourful Semantics/ Language for Learning; developing expressive language skills Asking and answering questions (wider community, unfamiliar people and environments) Following instructions (wider community, unfamiliar people and environments)
	Functional Literacy (English)	<ul style="list-style-type: none"> CHOSEN BOOK – I'm special, I'm me (aspirations) or What I like about me (characteristics) Filling out forms including personal information (CV, store or gym membership) Assess reading, writing and spelling. HFW, blending/ segmenting/ CVC and desired item words, signs/ symbols relating to CT @TA, structuring sentences Desired item words – read and spell 	<ul style="list-style-type: none"> Sam's Birthday – (fiction text) Communication in Print – Lists Greeting cards Developing expressive language: Prepositions (EXT: punctuation) Read and follow instructions Household and Clothing items Household safety symbols Desired item words – read and spell 	<ul style="list-style-type: none"> Keeping a diary Communication in Print - Lists Developing expressive language: Verbs/ Tenses (EXT: punctuation) Read and follow instructions Food and household items Food safety labels Desired item words – read and spell 	<ul style="list-style-type: none"> Community helpers; Jobs people do (non- fiction text) Communication in Print; Sentence structure Developing expressive language: Adjectives (EXT: punctuation) Letter Writing – persuasive writing Safety symbols in the workplace Desired item words – read and spell 	<ul style="list-style-type: none"> Recognising Common Places and facilities Communication in Print – diary entry (either taking notes or inserting a picture) Developing expressive language: Nouns (EXT: punctuation) Safety and community signs and symbols Desired item words - read and spell 	<ul style="list-style-type: none"> Reading local maps/ symbols Communication in Print Developing expressive language: Verb- Nouns (EXT: punctuation) Wider safety and community signs and symbols Taking notes/ keeping a diary Desired item words - read and spell
	Functional Maths (Maths)	<ul style="list-style-type: none"> Number Money Measure and time 	<ul style="list-style-type: none"> Number Money Measure and time 	<ul style="list-style-type: none"> Number Money Measure and time 	<ul style="list-style-type: none"> Number Money Measure and time 	<ul style="list-style-type: none"> Number Money Measure and time 	<ul style="list-style-type: none"> Number Money Measure and time
Foundation Subjects	Functional ICT (Computing & ICT)	<ul style="list-style-type: none"> ICT assessment Online Safety Taking photographs – camera, i-pad 	<ul style="list-style-type: none"> Obtaining information from an ICT source Looking after a laptop/ i-Pad 	<ul style="list-style-type: none"> Creating a word document Using a microwave, blender Logic and data 	<ul style="list-style-type: none"> Online Safety Algorithms and coding Creating a word document/ communication in print 	<ul style="list-style-type: none"> Using the telephone – making a booking/ appointment, sending a text Creating a Publisher/ Powerpoint document 	<ul style="list-style-type: none"> Online Safety Creating a publisher/ Powerpoint document Google maps
	Vocational & Work Based Opportunities, including Economic Awareness	<ul style="list-style-type: none"> Creating products for the CT @ TA Christmas Fayre Office Skills Identifies own strengths and weaknesses Identifies preferences and jobs that match 	<ul style="list-style-type: none"> Creating and selling products at the CT @TA Christmas Fayre Retail/ Laundry 	<ul style="list-style-type: none"> Coach a preferred sporting activity (link to acc.) Staff Lunches/ Restaurant Skills 	<ul style="list-style-type: none"> Preparing for the Sports Event Staff lunches/ Restaurant Skills 	<ul style="list-style-type: none"> Organise and lead an event – Great Get Together Horticulture 	<ul style="list-style-type: none"> Lead and hold the event – Great Get Together Horticulture
	Emotional & Physical Well- Being	<ul style="list-style-type: none"> Fine and gross motor movements Team Games; 	<ul style="list-style-type: none"> Yoga/ Aerobic exercises (5 a day) Indoor Sports Hall 	<ul style="list-style-type: none"> Dance/ Gym – HLC Indoor Sports Hall 	<ul style="list-style-type: none"> Dance/ gym – HLC Indoor Sports Hall 	<ul style="list-style-type: none"> Walking, jogging, running, cycling Outdoor gym 	<ul style="list-style-type: none"> OAA / Residential Team Games
	Citizenship & Personal, Social & Emotional Development	<ul style="list-style-type: none"> Characteristics of a good friend, building positive relationships Routines and expectations – create class rules and set up reward system Long Term Plan - Aspirations 	<ul style="list-style-type: none"> Characteristics of being a positive family member, building positive relationships Hygiene/ Dressing 	<ul style="list-style-type: none"> Healthy Eating/ Healthy Bodies Hygiene/ appropriate attire 	<ul style="list-style-type: none"> Community helpers – safe strangers Develop responsibility Hygiene/ appropriate attire 	<ul style="list-style-type: none"> Safety in the community Becoming positive citizens – using facilities Rock enrol – democracy 	<ul style="list-style-type: none"> Travel safety (pedestrian, bus, car, trains, aeroplane) Active Citizens
	Sex & Relationship Education	SoSafe programme & SRE programme by Fiona Spiers	x	SoSafe programme & SRE programme by Fiona Spiers	x	SoSafe programme & SRE programme by Fiona Spiers	x
Curriculum Enrichment	Independent Life & Living Skills	<ul style="list-style-type: none"> Classroom mechanics Meals at School Toileting and hygiene (school) Weather and suitable clothing 	<ul style="list-style-type: none"> Safety in the home and kitchen Meals at home Dressing Toileting and hygiene (school/ home) Shopping 	<ul style="list-style-type: none"> Safety in the home and kitchen Dressing Hygiene Shopping 	<ul style="list-style-type: none"> Safety in the workplace Dressing Shopping 	<ul style="list-style-type: none"> Travel training Toileting and hygiene (school, home and community) Shopping 	<ul style="list-style-type: none"> Weather and suitable clothing Packing a suitcase/ overnight bag Eating in public