



## Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible ‘real life situations’ with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

### 6.3. E - Explorer Curriculum – Community Access

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
6.3. E	<p><b>Topic:</b> Getting about safely E2/3 Identity, Equality and Diversity L1</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify possible risks to personal safety when going out?</p> <p>Can you identify a way to minimize risks to personal safety when going out?</p> <p>Can you identify a strategy for dealing with an unexpected situation?</p> <p>Can you identify three road</p>	<p><b>Topic:</b> Getting about safely E2/3 Identity, Equality and Diversity L1</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify different things to watch out for on a journey? Can you cross road safely using designated pedestrian crossing? Can you cross road safely where no pedestrian crossing is available?</p> <p><b>Key Skills and Knowledge:</b></p> <p><b>To be able to identify steps to</b></p>	<p><b>Topic:</b> Getting about safely E2/3 Identity, Equality and Diversity L1</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify different ways to be safe in the dark? Can you identify safe routes to local amenities by day and by night? Can you identify appropriate clothing to be worn when it is dark?</p> <p><b>Key Skills and Knowledge:</b></p>	<p><b>Topic:</b> Getting about safely E2/3 Identity, Equality and Diversity L1</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify features of clothes that make them appropriate to wear in the dark? Can you state an example of when a building may need to be evacuated? Can you state how would you recognize a building was being evacuated?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> Recapping information/ skills check Getting about safely E2/3 Identity, Equality and Diversity L1</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p><b>Recapping:</b></p> <p>Can you state two things you should do when a building is being evacuated. Follow procedures to evacuate a building during a fire drill.</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to state what to do in the</b></p>	<p><b>Topic:</b> Recapping information/ skills check Identity, Equality and Diversity L1</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p><b>Recapping:</b></p> <p>Can you independently go to Assembly Point in our school? Do you know what to do in the fire emergency at home?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to recognize an emergency. To take part in a fire drill.</b></p>

	<p>information signs and state their meaning.</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>To be able to identify risks to personal safety and to know what to do in unexpected situation.</b></p>	<p><b>cross road safely and identify dangers on the road.</b></p>	<p><b>To be able to identify the best clothing to be seen in the dark. Be safe- be seen phrase to be learnt.</b></p>	<p><b>To be able to state what to do in the case of an emergency. To take part in a fire drill.</b></p>	<p><b>case of an emergency. To take part in a fire drill.</b></p> <p><b>To be able to use common date formats.</b></p>	
<p><b>Links to Gatsby Benchmarks:</b></p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>