

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class 7E- Explorer Curriculum – Self-help & independence

Year	2024– 2025 Autumn 1 Unit 1	2024– 2025 Autumn 2 Unit 2	2024– 2025 Spring 1 Unit 3	2024– 2025 Spring 2 Unit 4	2024– 2025 Summer 1 Unit 5	2024– 2025 Summer 2 Unit 6
Year 7	<p>Topic: <u>Time & self-organization skills</u></p> <p>Key Questions:</p> <p>Do you know your timetable? Do you know the different activities of the day? Can you make simple choices e.g. choose the subjects you like the most. Can you check if you are ready for the lesson? Can you organize yourself for lunch? (Washing hands before taking your things?) Can you organize your stationery? Can you name days of the week? Can you name months of the year/ seasons?</p> <p>Key skills and knowledge:</p> <p>To be able to follow simple instructions,</p>	<p>Topic: <u>Personal safety</u></p> <p>Key Questions:</p> <p>What does safety mean? What does personal mean? Do you know your address? What are the dangers to your personal safety? Do you know who is a trusted adult/ person? What should you do if someone you do not know calls from your home? Do you know what to do if you are at home alone? Do you know the stranger-danger rule?</p> <p>Road safety</p> <p>Can you cross the road safely? Do you know different crossings?</p> <p>Key skills and knowledge:</p> <p>To be able to identify safety rules on the road.</p>	<p>Topic: <u>Personal safety/</u></p> <p>Key Questions:</p> <p>Do you know when to say `no`? Do you know when to stay alert? E.G. when a stranger approach you and ask about directions; Do you know what to do when someone offers you things? Do you know what the dangers in your community are? What would you do if you felt worried, uncomfortable or unsafe? Who would you speak to?</p> <p>Key skills and knowledge:</p> <p>To be able to identify personal situations which are not safe.</p> <p>Students should learn basic safety rules in `stranger-danger` situations;</p> <p>Defining `being assertive`.</p>	<p>Topic: <u>Developing independent living skills: personal hygiene</u></p> <p>Key Questions:</p> <p>Do you know how to wash your hands properly? When do we have to wash our hands? Can you identify dangers to ourselves if we do not wash our hands properly? Can you identify how many times a day we need to wash our body? Can you name some products we need to wash our body? Do you know when do we need to brush our teeth? Do you know how to brush your teeth? Can you identify equipment to brush your teeth?</p> <p>Key skills and knowledge:</p>	<p>Topic: <u>Developing independent living skills: personal hygiene</u></p> <p>Key Questions:</p> <p>Can you identify what can happen to ourselves if we do not wash? Do you know how to wash your hair? How to look after your nails? Do you know when to change underwear/ clothes?</p> <p>Key skills and knowledge:</p> <p>To be able to identify basic hygiene rules. To know how to keep clean.</p> <p>To be able to identify germs/ bacteria Finding out the meaning of hygiene;</p>	<p>Topic: <u>Self-awareness & employability skills</u></p> <p>Key Questions:</p> <p>Do you know your personal details? Do you know what you look like? E.G hair colour eyes colour, height, shoe size, What is your favourite food? What is your favourite subject?</p> <p>Key skills and knowledge:</p> <p>To be able to identify personal details. To be able to identify hobbies, our likes and dislikes.</p> <p>Defining self-awareness; Defining personal details; Simple description of themselves;</p>

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	<p>make simple choices; To be able to name days of the week. To be able to follow the class timetable.</p> <p>To be able to write down months of the year Put months of the year in order;</p>	<p>To be able to identify a trusted adult/person.</p> <p>Assessment outcomes:</p> <p>Defining personal safety. Writing down personal safety rules. Knowing how to cross the road.</p>		<p>To be able to identify basic hygiene rules. To know how to keep clean.</p> <p>To learn about the washing hands rules, rules to brush our teeth; To know how to wash our body;</p>	<p>Knowing basic hygiene products e.g. soap, hand gel, toothbrush;</p>	
<p>Links to Gatsby benchmark</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in the office, receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>