

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

Class 4D- Discovery Curriculum – *Independent Living* /

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 1 program 10&11	<p>Topic: AQA UAS 71344 PERSONAL PRESENTATION (UNIT 2) HEALTHY EATING students. To be accredited</p> <p><u>Suggested Key questions:</u></p> <p>Do you know healthy foods? Do you know about unhealthy foods?</p> <p>Do you know how to recognize healthy and unhealthy foods from the given pictures?</p> <p>Can you make choices to be healthy (e.g. deciding to go to a swimming class) choose a healthy snack?</p> <p>Can you follow simple healthy routines (e.g. washing hands before eating, eating a given balanced meal)</p>	<p>Topic: AQA UAS Growing up 80914</p> <p><u>Suggested Key questions:</u></p> <p>Demonstrate the ability to: 1. Interpret growth curves</p> <p>Students completed work 2. Design a poster illustrating adolescent interests</p> <p>Students completed work 3. take part in a group discussion about how feelings may change from childhood to adulthood</p> <p>Summary sheet knowledge of 4. physical and emotional changes that take place during adolescence</p>	<p>Topic: AQA UAS 114096 PERSONAL HYGIENE AWARENESS– pre-entry students.</p> <p><u>Suggested Key questions:</u></p> <p>Do you know how to clean teeth most effectively, including what equipment is required?</p> <p>Do you know how often to clean teeth and the main reason for this?</p> <p>Do you know how often to shower or clean body and hair, including the main reasons for this and equipment needed?</p> <p>Do you know how often to wash clothes, including the main equipment needed, and the general purpose of at</p>	<p>Topic: AQA UAS Positive Relationship 121365 Entry Level</p> <p><u>Suggested Key questions:</u></p> <p>To be able to show knowledge of 1. The key characteristics of positive and healthy friendships</p> <p>2. What reconciliation is and the fact that some relationships may end</p> <p>3. At least two contexts for improving or supporting respectful relationships</p> <p>4. At least two ways that stereotypes can cause damage</p> <p>5. The fact that they can expect to be treated with respect by others To be able to experience:</p>	<p>Topic: AQA UAS HEALTH AND SAFETY- FIRST AID - Safety first 123595</p> <p><u>Suggested Key questions:</u></p> <p>To demonstrate the ability to 1. show an awareness of the key duties of a health care professional</p> <p>2. show awareness of the key equipment found in a first aid box</p> <p>3. show an awareness of the key basic first aid procedures.</p> <p>Key Skills and knowledge:</p> <p>To be able to recognize FIRST AID. To know what is kept in FIRST AID</p>	<p>Topic: AQA UAS Britain as a Diverse Society 72154</p> <p><u>Suggested Key questions:</u></p> <p>To demonstrate: 1. remain quiet and calm in a place of worship</p> <p>2. explore an unfamiliar environment</p> <p>3. recall at least three key facts about the unfamiliar environment visited</p> <p>4. explore an unfamiliar food and comment on its taste/smell</p> <p>To experience: 5. participation in a celebration from another culture</p> <p>6. visiting a multi-cultural community</p> <p>Summary sheet 7. visiting a temple</p>

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	<p>Key skills and knowledge:</p> <p>To know healthy and unhealthy examples of foods. To be able to follow simple healthy routines (e.g. washing hands before eating).</p>	<p>Students completed work</p> <p>5. the importance of personal hygiene during puberty. Do you know what makes you individual/ unique? Can you share some information about yourself e.g. age, gender, area where you live?</p> <p>What do you like, e.g. food, music, clothes, TV shows?</p> <p>Do you know how to express your feelings?</p> <p>Can you show what you like and dislike? Can you show the difference between you and your friends?</p> <p>Key skills and knowledge:</p> <p>To be able to share basic information about ourselves.</p> <p>To be able to express own ideas, feelings, with support.</p> <p>To know your own hobbies, interests, likes and dislikes.</p>	<p>least two cycles in a washing machine?</p> <p>Can you accept the support of others to keep healthy (e.g. by tolerating a personal care routine)? Can you follow simple instructions to act healthily?</p> <p>Can you make choices to be healthy (e.g. deciding to go to a swimming class) Can you Independently undertaking a simple activity intended to help keep you healthy?</p> <p>Can you follow simple healthy routines (e.g. washing your hands before eating, eating a given balanced meal)? Can you make decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive)? Can you undertake activities which improve your health?</p> <p>Key skills and knowledge:</p>	<p>6. Taking part in a reflective discussion about respectful relationships, including friendships.</p> <p>Key skills and knowledge: To be able to participate in making choices. To be able to follow simple instructions on how to form friendship.</p> <p>To know who we should trust and to understand respect.</p>	<p>box – basic equipment.</p>	<p>8. food preparation and tasting sessions using recipes from other cultures.</p> <p>Key Skills and knowledge: To recognize different people, to recognize different cultures- basic exploring.</p> <p>To understand that we need to use manners and be polite to other people as we are all different.</p>
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		To know how to make basic choices.	To know how often to shower or clean body and hair including the main reasons for this and equipment needed. To be able to clean teeth properly and to know how often we need to do this. To be able to follow simple healthy routines (e.g. washing hands before eating.			
Links to Gatsby Benchmarks	4. Linking curriculum learning to careers Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;	4. Linking curriculum learning to careers Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;	4. Linking curriculum learning to careers Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.
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Year 2 program 10&11	Topic: AQA UAS 114096 PERSONAL HYGIENE AWARENESS– pre-entry students. To be accredited Suggested Key questions:	Topic: AQA UAS Developing awareness of self and another 105154, pre-entry students) Suggested Key questions:	Topic: AQA UAS 71499 Safety in the home, pre-entry students. Suggested Key questions: Can you identify at least three hazards	Topic: Life skills (unit2): Putting clothes away AQA83509 Suggested Key questions:	Topic: Designing a 'Tree of Life poster to identify personal attributes; AQA unit 111159 Not accredited. Suggested Key questions:	Topic: Jobs and careers. Suggested Key questions: Following from designing a 'tree of life' identify your personal strengths and

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<p>Do you know how to clean teeth most effectively, including what equipment is required?</p> <p>Do you know how often to clean teeth and the main reason for this?</p> <p>Do you know how often to shower or clean body and hair, including the main reasons for this and equipment needed?</p> <p>Do you know how often to wash clothes, including the main equipment needed, and the general purpose of at least two cycles in a washing machine?</p> <p>Can you accept the support of others to keep healthy (e.g. by tolerating a personal care routine)? Can you follow simple instructions to act healthily?</p> <p>Can you make choices to be healthy (e.g. deciding to go to a swimming class) Can you Independently</p>	<p>Do you know what makes you individual/ unique?</p> <p>Can you share some information about yourself e.g. age, gender, area where you live?</p> <p>What do you like, e.g. food, music, clothes, TV shows?</p> <p>Do you know how to express your feelings?</p> <p>Can you show what you like and dislike?</p> <p>Can you show the difference between you and your friends?</p> <p>Can you recognize how you relate to others?</p> <p>Can you identify people who are important in your life?</p> <p>Can you identify a wider community you belong to e.g. your school, area where you live, sport, dance club, religious organization?</p> <p>Can you accept the support of others to keep safe (e.g. by agreeing to be accompanied on a trip)?</p>	<p>in the home, e.g. frayed electric wires, an open fire with no fireguard?</p> <p>Can you explain why a given situation is dangerous?</p> <p>Can you recognize basic telephone procedure to contact an emergency service?</p> <p>Can you identify at least two pieces of information required by an emergency service, e.g.name, address, telephone number?</p> <p>Can you take part in a fire evacuation (taking part in a role play)?</p> <p>Can you remember and put into practice simple safety guidelines explained to you on a previous occasion (e.g. not talking to strangers)?</p> <p>Do you know that personal safety guidance is designed to protect you?</p> <p>Key skills and knowledge:</p>	<p>Can you recognize at least six items of clothing?</p> <p>Can you match the appropriate symbols or pictures to at least six items of clothing?</p> <p>Can you identify places where our clothes should be stored?</p> <p>Can you use a hanger to hang the clothes on?</p> <p>Can you put the clothes away neatly?</p> <p>Key skills and knowledge:</p> <p>Students should be able to recognize and identify six different items of clothing.</p> <p>Students should be able to recognize different places where clothing should be stored.</p> <p>Students should be able to practice folding and putting clothes away neatly.</p>	<p>Can you, with support, identify three of your strengths?</p> <p>Can you decorate, color a 'tree of life'?</p> <p>Can you identify two positive relationships and put them on a 'tree of life', with support?</p> <p>Can you put on a 'tree of life' people who can support you?</p> <p>Key Skills and knowledge:</p> <p>To be able to take part in creating a 'tree of life' with its own attributes, skills, hobbies, positive relationships. Students should be able to identify some of their strengths. Students should be able to identify people who can support them.</p>	<p>weaknesses, with support.</p> <p>Do you know which route you want to take after finishing year 11?</p> <p>Do you know what to do and who can help you to make a suitable choice?</p> <p>Key Skills and knowledge:</p> <p>To be able to recognize your own strengths and weakness.</p> <p>To be able to identify what to do and who can help.</p> <p>Students should be able to identify basic courses and things they would like to try and to know at least one place they can go to after finishing year 11.</p>
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<p>undertaking a simple activity intended to help keep you healthy?</p> <p>Can you follow simple healthy routines (e.g. washing your hands before eating, eating a given balanced meal)?</p> <p>Can you make decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive)?</p> <p>Can you undertake activities which improve your health?</p> <p>Key skills and knowledge:</p> <p>To know how often to shower or clean body and hair including the main reasons for this and equipment needed.</p> <p>To be able to clean teeth properly and to know how often we need to do this.</p> <p>To be able to follow simple healthy routines (e.g. washing hands before eating.</p>	<p>Can you follow simple instructions to act safely?</p> <p>Can you follow simple routines to be safe (e.g. telling someone where you are going, locking the door before leaving?</p> <p>Can you follow simple road safety routines (finding, pressing button, crossing when green man appears)?</p> <p>Key skills and knowledge:</p> <p>To be able to share basic information about ourselves.</p> <p>To be able to express own ideas, feelings, with support.</p> <p>To know your own hobbies, interests, likes and dislikes.</p> <p>To know how to make basic choices.</p>	<p>To be able to participate in making choices. To be able to follow simple instructions to stay safe.</p> <p>To be able to recognize a dangerous situation e.g. fire.</p> <p>To be able to give basic information in case of dangerous situations.</p> <p>To know who we should trust and give our personal information.</p>			
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Links to Gatsby Benchmarks	4. Linking curriculum learning to careers Students will investigate different careers in their workplaces.	4. Linking curriculum learning to careers Students will investigate different careers in different places.	4. Linking curriculum learning to careers Students will investigate different careers in Birmingham. People who work with others, Health and safety policies, skills required;	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with others. They will look at skills required for certain jobs.	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with others. They will look at skills required for certain jobs.	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces. They will look at skills required for certain jobs.
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