

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

Class 6.7 D - Discovery Curriculum – Community Access

Year	2026– 2027 Autumn 1	2026– 2027 Autumn 2	2026– 2027 Spring 1	2026– 2027 Spring 2	2026– 2027 Summer 1	2026– 2027 Summer 2
Year 12,13, 14	Topic: AQAUS Road safety in the community with support. 742018 Getting about safely E1- following the unit outcomes <u>Suggested Key Questions:</u> AQA pre-entry unit; Road safety in the community with support 120248 To experience: Stopping by the road when walking crossing the road safely at a pelican crossing with adult support crossing the road safely at a zebra crossing with adult support pushing the button at a crossing and waiting for	Topic: AQAUS pre-entry Road safety in the community with support. 742018 Accessing the local community 119325 Getting about safely E1- following the unit outcomes <u>Suggested Key Questions:</u> AQA pre-entry unit: Access within the community 112479 To experience: Visiting at least three public areas in the community. parks, shops, café; Demonstrated the ability to: engage in role-play based on local services, e.g. post office, library, café	Topic: AQA unit pre-entry Accessing the local community 119325 Getting about safely E1- following the unit outcomes <u>Suggested Key Questions:</u> AQA pre-entry unit: Accessing the local community 119325 To experience: Visiting at least three public areas in the community. parks, shops, café; Demonstrated the ability to: engage in role-play based on local services, e.g. post office, library, café identify their favourite service or public area in the community	Topic: AQA unit pre-entry Access within the community 112479 Getting about safely E1- following the unit outcomes <u>Suggested Key Questions:</u> AQA unit pre-entry Access within the community 112479 Shown knowledge of at least three of the local services available within their local community, e.g. police, post office, bank, religious buildings, sports centres, library, cafes Demonstrated the ability to: identify at least two services in the community using relatable pictures, e.g.	Topic: AQA unit pre-entry Access within the community 112479 Getting about safely E1- following the unit outcomes AQAUS Road safety in the community with support. 742018 <u>Suggested Key Questions:</u> AQA unit pre-entry Access within the community 112479 Shown knowledge of at least three of the local services available within their local community, e.g. police, post office, bank, religious buildings, sports centres, library, cafes Demonstrated the ability to: identify at least two services in the community using relatable pictures, e.g.	Topic: AQA unit pre-entry Access within the community 112479 Getting about safely E1- following the unit outcomes <u>Suggested Key Questions:</u> AQA unit pre-entry Access within the community 112479 Shown knowledge of at least three of the local services available within their local community, e.g. police, post office, bank, religious buildings, sports centres, library, cafes Demonstrated the ability to: identify at least two services in the community using relatable pictures, e.g.

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the lights to change with adult support crossing the road safely when the lights change with adult support. EL1 Can you cross the road safely with support using (a) a pelican crossing (b) a zebra crossing (c) a subway crossing? Can you identify a possible risk to personal safety when going out? Can you participate in identifying two safety strategies before going out? Can you participate in identifying a strategy for dealing with an unexpected situation? <u>Key questions & knowledge:</u> <u>Skills</u> Stopping and waiting at the roadside before crossing Using crossings correctly (pelican and zebra crossings) with adult guidance	identify their favourite service or public area in the community create with support at least one piece of artwork of a chosen place in the local city, e.g. painting of a park, paper mâché post box following a map in a local area with support. EL1 Can you identify two road information signs? Can you identify something to watch out for on a journey? Can you cross the road safely using designated pedestrian crossing? (ROAD SAFETY WEEK) Can you cross the road safely with support using (a) a pelican crossing (b) a zebra crossing Can you cross the road safely using designated pedestrian crossing? Can you identify a possible risk to personal safety when going out? Can you identify two road information signs?	create with support at least one piece of artwork of a chosen place in the local city, e.g. painting of a park, paper mâché post box following a map in a local area with support. EL1 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? <u>Key questions & knowledge:</u> <u>Skills:</u> Exploring different community environments (parks, shops, cafés) Engaging in role-play to act out familiar community services (e.g. post office, café, library) Communicating preferences by identifying and talking about a favourite place Creative expression through making artwork (painting, modelling, collage)	signs, logos, road signs etc. to show the knowledge of: the basic job roles of the three different emergency services one thing that they can do at two of the following places: post office, bank, religious building, community building, park, café at least three different risks that can be faced whilst accessing the community, e.g. cars, strangers etc. To experience: visiting facilities or services in the local community, e.g. post office, bank, religious building, sports centre, library, shopping centre. EL1 Can you identify some clothes that make you appropriate to wear in the dark? Can you give an example of when a building may need to be evacuated? Can you recognize that a building was being evacuated?	identify at least two services in the community using relatable pictures, e.g. signs, logos, road signs etc. to show the knowledge of: the basic job roles of the three different emergency services one thing that they can do at two of the following places: post office, bank, religious building, community building, park, café at least three different risks that can be faced whilst accessing the community, e.g. cars, strangers etc. To experience: visiting facilities or services in the local community, e.g. post office, bank, religious building, sports centre, library, shopping centre. EL1 Do you know what to do in case of a fire emergency? Can you cooperate and follow instructions to evacuate a building as part of a fire drill?	signs, logos, road signs etc. to show the knowledge of: the basic job roles of the three different emergency services one thing that they can do at two of the following places: post office, bank, religious building, community building, park, café at least three different risks that can be faced whilst accessing the community, e.g. cars, strangers etc. To experience: visiting facilities or services in the local community, e.g. post office, bank, religious building, sports centre, library, shopping centre. EL1 Skills check on: Can you cross the road safely using designated pedestrian crossing? Can you identify a possible risk to personal safety when going out? <u>Key skills & knowledge:</u> <u>Skills:</u>
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Pressing the crossing button and waiting patiently Observing traffic signals and responding appropriately when lights change Crossing safely while accompanied by an adult Following instructions from an adult during road use Looking and listening for traffic before and during crossing Developing awareness of surroundings in a road environment <u>Knowledge</u> Understanding that roads can be dangerous and require caution Knowing where and how to cross safely	Key skills & knowledge: <u>Skills:</u> Exploring different community environments (parks, shops, cafés) Engaging in role-play to act out familiar community services (e.g. post office, café, library) Communicating preferences by identifying and talking about a favourite place Creative expression through making artwork (painting, modelling, collage) Following simple directions when using a map with adult support Basic navigation skills in a local area Observing and recognising features in the local community Road safety skills, including: Crossing at designated pedestrian crossings Looking out for hazards during journeys Listening and responding to	Following simple directions when using a map with adult support Basic navigation skills in a local area Observing and recognising features in the local community Road safety skills, including: Crossing at designated pedestrian crossings Looking out for hazards during journeys Listening and responding to guidance from adults in community settings <u>Knowledge:</u> Awareness of different public places and their purpose (e.g. parks for play, shops for buying items, cafés for eating) Understanding of local services and how people use them Knowledge of familiar environments within their community Recognition of favourite places and why they like them Awareness of how to represent places through art and models	<u>Key skills & knowledge:</u> <u>Skills:</u> Identifying community services (e.g. police, post office, library) Recognising services from signs, logos, and pictures Describing simple uses of places (e.g. what you do at a park or café) Understanding basic emergency service roles Recognising risks in the community (e.g. traffic, strangers) Applying basic safety awareness (e.g. wearing bright clothing in the dark) Recognising emergency situations (e.g. evacuations) Participating in visits to local community places <u>Knowledge</u> Awareness of different local services and their purpose Knowledge of how to identify services visually (signs and symbols) Understanding of the roles of police, fire,	<u>Key skills & knowledge:</u> <u>Skills:</u> Identifying community services (e.g. police, post office, library) Recognising services from signs, logos, and pictures Describing simple uses of places (e.g. what you do at a park or café) Understanding basic emergency service roles Recognising risks in the community (e.g. traffic, strangers) Applying basic safety awareness (e.g. wearing bright clothing in the dark) Recognising emergency situations (e.g. evacuations) Participating in visits to local community places <u>Knowledge</u> Awareness of different local services and their purpose Knowledge of how to identify services visually (signs and symbols)	Identifying community services (e.g. police, post office, library) Recognising services from signs, logos, and pictures Describing simple uses of places (e.g. what you do at a park or café) Understanding basic emergency service roles Recognising risks in the community (e.g. traffic, strangers) <u>Knowledge</u> Awareness of different local services and their purpose Knowledge of how to identify services visually (signs and symbols) Understanding of the roles of police, fire, and ambulance services Knowledge of activities in community places (e.g. sending post, playing, eating) Awareness of common dangers in the community
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Benchmarks:	Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles. Where do we use road safety skills? Where do we need to use our money handling skills?	Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles. Where do we use road safety skills? Where do we need to use our money handling skills?	Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles. Where do we use road safety skills? Where do we need to use our money handling skills?	Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles. Where do we use road safety skills? Where do we need to use our money handling skills?	Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles. Where do we use road safety skills? Where do we need to use our money handling skills?	Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles. Where do we use road safety skills?
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