

<div>Bents Green School Independence Pathway Long Term Planning</div> <div>Our School Values: <i>We Nurture Relationships, We are Kind and Respectful, We Celebrate Individualism, We Communicate Positively and We are Lifelong Learners</i></div>						
Independence Pathway - Cycle 2						
<div>EHCP Targets</div> <div>Students personal EHCP targets are at the centre of their provision and learning goals are personalised to each student to ensure their education and development is focused on the most important and appropriate targets.</div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My World and Me Topic	Ice, Water, Fire	Special Stories and Fairy Tales	Life on the Ocean Waves	Let’s go shopping	Change	Amazing Animals
	Science	Religious Studies	Geography	Personal Development	History	Understanding the World
	These topics create the hook to learning and are a theme through which learning and development across subjects can take place, as well as topic specific learning related to the theme during my world and me activities.					
Whole School Themes	Black History Month	Bonfire Night Remembrance Sunday Anti-Bullying Week Diwali Christmas	Chinese New Year	World Book Day STEM Day	Earth Day Day of Languages - TBC	Mental Health Week Sports Day Health and Wellbeing Day
RS Day	Religious Buildings and Places of Prayer	The Importance of Sacred Texts	World Religion – Hinduism	Diversity – The Importance of Family in different religions	Islam – Fasting and Eid	How Religions Care for The Environment
<div>My Communication and Literacy</div> <div>Developing students’ functional and social communication takes priority throughout every day at Bents Green School. Students are supported through a Phonics and Reading for Pleasure is prioritised throughout the timetable whilst specific communication and literacy sessions will focus on EHCP outcomes, sensory stories, communication interventions, reading and writing activities and key skill building.</div>						
Books	<i>Coming to England</i> by Floella Benjamin (Whole School Theme BHM)  <i>Sneezy the Snowman</i> by Maureen Wright  <i>Charlie’s Boat</i> by Kit Chase  <i>Who Sank the Boat?</i> By Pamela Allen  <i>A Cool Drink of Water</i> by Barbara Kerley  <i>Once Upon a Raindrop: The Story of Water</i> by James Carter  <i>Race to the Frozen North</i> The Matthew Henson Story Catherine Johnson	<i>Goldilocks and the Three Crocodiles</i> by Michael Rosen  <i>The Three Little Pigs</i> by Nick Sharratt  <i>Mufaro’s Beautiful Daughters – African Folk Tales</i>  <i>Adelita: A Mexican Cinderella Story</i> Book by Tomie de Paola  <i>Lubna and Pebble</i> by Wendy Meddour (RS Day)	<i>The Rainbow Fish</i> by Michael Pfister  <i>Tiddler</i> by Julia Donaldson  <i>The Whale who wanted more</i> by Rachel Bright  <i>Smiley Shark</i> by Ruth Galloway  <i>Commotion in the Ocean</i> by Giles Andrae  <i>Maisy’s Chinese New Year</i> by Lucy Cousins  <i>I Love Chinese New Year</i> Eva Wong (Whole school theme)  <i>Aqua Boy</i> by Ken Wilson-Max	<i>Pablo Goes Shopping</i>  <i>Dinosaurs in the Supermarket</i> By Timothy Knapman  <i>Ava Twist, Scientist</i> by Andrea Beaty (STEM Day)  Spend it! by Cinders McLeod  <i>It’s a No-Money Day</i> by Kate Milner (deals with poverty)	Changes Changes by Pat Hutchinson (Wordless picture book)  <i>I am Earth</i> by Rebecca McDonald (Whole School Theme)  Everything Changes by Clare Helen Welsh (deals with parent seperation)  <i>You may wish to explore books on changes that explore more personal issues to your class, individual students such as topics of family separation, bereavement, transitions, new siblings etc – please use professional judgement to explore these sensitively to student needs and trauma.</i>	<i>Oi! Aardvark!</i> By Kes Gray  <i>The Same But Different Too</i> by Karl Newson  <i>Giraffes Can't Dance</i> by Giles Andrae  <i>The Lion Inside</i> by Rachel Bright  <i>Ruby’s Worry</i> by Tom Percival (Whole school theme)  <i>The Most Exciting Eid</i> by Zeba Talkhani (RS DAY)
Sensory Story	Water and Ice No Dragons for Tea	<i>There is No Big Bad Wolf in this Story</i> by Lou Carter	Ernest and I by Joana Grace	<i>Supermarket Zoo</i> by Caryl Hart	<i>Love Our Earth</i> by jane cabrera (Whole school theme)	<i>Slime? It’s Not Mine</i> by Clare Helen Welsh
Skill Focus	Writing	Reading	Speaking and Listening	Writing	Reading	Speaking and Listening
<div>My Maths</div> <div>Maths is organised by year group to enable working towards entry level qualifications in Y9-Y11. My Maths lessons follow White Rose Maths schemes of learning. The skills and areas worked towards are delivered at a level appropriate to each learner ensuring the prerequisite skills are mastered for each topic.</div>						
Y7	Cardinality and Counting	Comparison	Composition	Pattern	Shape and Space	Measure
Y8	Properties of Number and The Four Operations	The Four Operations and Ratio	Ratio and Geometry	Geometry and the Calendar and Time	Measures and Money	Money and Statistics
Y9	Properties of Number	The Four Operations	Ratio	Money	The Calendar and Time	Measures
Y10	Geometry	Statistics	Properties of Number	The Four Operations	Ratio	Money
Y11	The Calendar and Time	Measures	Geometry	Statistics	Revision and Assessments	Introduction to Functional Skills
<div>My Numeracy</div> <div>Numeracy lessons will have primarily an EHCP target focus. In addition to this, students will revisit key areas of numeracy each year to develop their skills and build on prior learning. Activities may be linked to topics to support engagement and “hook” students in, or they may be based on students' interests.</div>						
Numeracy Area	Number Sense, Mental Arithmetic and Problem Solving	Telling the Time and Using Calendars	Measure and Estimation	Using Data, Tables and Graphs	Money Skills	Shapes, Positions and Directions

My Preparation for Adulthood Overview						
This curriculum covers My Knowledge for Life (PSHE and RSE), My Future (Careers), My Independence (Cooking, Lifeskills, ICT and Online Safety) and more.						
My Knowledge for Life						
Our curriculum is based on the PSHE Association SEND framework and follows these repeated strands. Our PSHE and RSE curriculum also allows for flexibility and for topics to be visited as and when they are required for individual students or whole classes.						
PSHE Association Strand	Self-Awareness	The World I Live In	Managing Feelings	Self-care, support and safety	Changing and Growing	Healthy Lifestyles
Subsection	Managing pressure – how do I cope and what helps me manage difficult times RSE – Positive and healthy friendships (including online)	Rules, laws, rights and responsibilities including links to diversity. RSE – The law in relation to keeping safe – relationships, consent, substances, violence, theft, exploitation, hate crimes, extremism.	How do I feel about different people? What are romantic feelings and changing relationships? RSE – Healthy one to one and intimate relationships	What can I do when I feel unsafe, frightened, unwell or worried? What do I do in an emergency situation? RSE – What are the dangers online such as viewing harmful content – how does this make me feel? How do I keep safe?	Public, private, personal space. Dealing with touch, intimate relationships, consent and contraception. RSE – Consent, contraception, pregnancy, parenthood and fertility.	Elements of a healthy lifestyle e.g. healthy eating, physical activity, mental health. RSE – How do healthy friend, family and other relationships support a healthy life and mental wellbeing.
My Independence						
Students will participate in independence cooking activities weekly every other half term to develop this key life skill. Independence lessons will then focus on a few of the subsections each half term, where relevant linking to the topic to support cross curricula learning. Students will also continuously work on their personal independence targets from their EHCP.						
My Cooking						
My Lifeskills	How to get help/Who to ask for help. How I can help myself and How I can help others. Role play, communication games, scenarios.	Appropriate behaviour when out in the community – identifying how to behave safely and appropriately in different environments, interacting with others etc – trips out in the community to practice and demonstrate	Making simple snacks, drinks and hot drinks, hot foods. Preparing food safely and hygienically for themselves and others. Requesting food/drinks from a range of people and in a range of situations.	Understanding money and making decisions about what to spend money on. Walks to local shops and exploring what can be bought in each, online shopping comparing prices, planning and executing shopping trips. Paying for items using money.	Family life role play and exploration on roles and different family dynamics, household jobs and independent living skills.	Safe travelling in the local community and getting out and about – walks and local visits to places of interest and travelling via different methods, identifying how to stay safe. Role play and simulations.
My Future	Grow Throughout Life Responding Positively to Help, support and feedback – How do I respond to feedback? How do I ask for help? What can I do when others help me? How can I help others?  Jobs to explore – Firefighter, Lifeguard, Meteorologist, Scientist	Balance Life and Work Developing knowledge of rights and responsibilities in the workplace and society – how do people stay safe at work/school/care? Why is it important to be kind, respectful, tolerant, diverse? How can we help others feel accepted and included? Jobs to explore – Writer, librarian, childcare.	Manage Career How do different people talk about their jobs/opportunities and what does it mean to them? Interviews, Q&As, class surveys, what do the people in my family do?  Jobs to explore – Deep-sea diver, swimmer, Marine Biologist	Create Opportunities – Speaking up for myself – How do I communicate what I want/need? How do I do this to people I know well or people I know less well (e.g. out in the community). How do I say if something is wrong? How do I speak up for others? Jobs to Explore – Shop assistant, store manager, security guard, product designer, marketing.	Explore Possibilities – Researching what options there are for me (work, social provisions, college, post 16 etc as appropriate) What are the requirements/skills? Jobs to explore – Careers advisor, Social Worker, Community Services	See the Big Picture – Exploring relationships between careers and the environment (RS day) How can we all take care of the environment? Why is this important for everyone's future?  Jobs to Explore – Vet, Zookeeper, Dog Walker, Groomers, Pet holiday care, Pet shop staff.
My ICT	What is a computer?	Multimedia	Data	Programming & algorithms	Online Safety	Digital Literacy
My Creativity						
My Art	Skills: Textiles Artist: Thomas Jackson Equals: My Art (Textiles)  Nature’s Elemental art  Investigate the elements using different textures and fabrics. Dye fabrics using natural materials. Use these textures to create images and artworks.	Skills: Drawing Artist: Axel Scheffler Equals: My Art (Drawing)  Axel Scheffler – children's book illustrator  Create characters and settings based on descriptions. Look to draw a full illustration.	Skills: Sculpture and Digital media Artist: Katsushika Hokusai, Krstanoski Blazeski Equals: My Art (Sculpture and Digital Media)  Ocean art  Use digital media to create and edit images of water/waves. Create a sculpture based on water looking at the work of Krstanoski Blazeski.	Skills: Collage & Painting Artist: Chrysi Gavrilaki (consumerism works) Richard Hamilton Equals: My Art (Collage)  Creating collages with shopping magazines  Look at brands and items that we buy and can be found in adverts. Focus on a more ordered composition and creating a collage based on shopping.	Skills: Painting Artist: Mary Jolley, Mark Rothko Equals: My Art (Painting)  Exploring colour-changing through water colours and mixing paints/  Experiment with mixing paint and blending colours. Look at combining different colours in a more precise way so separation can be seen between different colour blocks. Create a visual/sensory piece in the style of Mary Jolley or Mark Rothko.	Skills: Printing Artist: Bob Cooper Equals: My Art (Print Making)  Creating textures of animals through art resources  Explore ways of creating images of animal textures and fur using lino, polystyrene printing tiles and other methods. Print onto different textures to create animal markings e.g. zebra stripes.
My Music	Focus pieces: ‘Water Music’ by Handel, ‘The Firebird’ by Stravinsky Focus: Rhythm Create rhythm based on ice cream flavours. Listen to and replicate parts of the focus pieces.	Focus piece: ‘The Nutcracker’ by Tchaikovsky Focus: Symbolism in music Focus: Christmas and other celebration songs in preparation for a Celebration performance.	Focus pieces: Film music including ‘My heart will go on’ from ‘Titanic’. Focus: Timbre Create and play sounds to match a film clip.	Focus pieces: Songs about shopping Focus: Singing Learn and sing different songs about shopping for a variety of items.	Focus piece: ‘Canon’ by Pachelbel Focus: Melody/Pitch Learn simplified parts to Pachelbel’s Canon and listen to the differences.	Focus piece: ‘Carnival of the Animals’ by Saint Saens Focus: Duration Compare and contrast the different sounds for each animal and play these on tuned and untuned instruments.

My Physical Wellbeing						
My physical wellbeing is delivered throughout the day and during a variety of lessons and interventions, but also through timetabled sessions where students can do specific activities to develop their understanding of physical wellbeing and engage in activities that promote their personal physical wellbeing.						
Healthy Eating	Bents Green is a healthy school. Healthy Eating is promoted through our cooking curriculum, school meals and through an encouragement of exploration and trying new things, whilst remaining sensitive to students’ sensory needs and preferences. The Equals Scheme of Work offers further information.  Interventions such as the SHINE programme are available to students as needed.					
Mental Health and Wellbeing	Student mental health and wellbeing is a priority at BGS and as such is taught through a variety of lessons and times of day, including the start and end of day, intervention time, leisure time, personal care, and through our PSHE and RSE curriculum. The Equals Scheme of Work offers examples of learning intentions and activities for classes to deliver to meet the needs of the individuals in their class and promote their mental health and wellbeing.					
PE	Team building games e.g. Cross the river	Incorporate fairy stories into action games e.g. running away from Wolf etc.,	Active sensory stories, to support the theme of oceans, seas and waves	Treasure hunt, basic orienteering activities Athletics – relay games retrieving food items	Old fashioned children's games e.g. hopscotch, French skipping, ball games	Gross motor games and activities to replicate the movement of different animals
Dance	Creative dance to music that reflect the elements of Ice, Water, Fire	Use familiar stories to create dance routines e.g. Three Little Pigs, Going on a Bear Hunt	Dance routines using songs about the ocean, seas and waves e.g. Sea Shanty’s	Student led: popular culture - ‘shopping’ for familiar party dance routines	How dance has changed over the years - learn dance styles from history e.g. waltz,	Creative dance and music to animal themed environments. E.g jungle, water etc
My Outdoor Learning						
Outdoor Learning	Learner led. Fire safety, building fires, making fire inspired art. Rain dances, making stick boats and testing them on water, water play, ice art, observing how ice melts.	Learner led. Story telling – UK forest themed folk stories. Building shelters for woodland creatures, folk story inspired art, fire lighting, three little pigs house experiment.	Learner led. “rock pooling” - finding and cleaning shells, driftwood etc., designing sea creatures from natural materials, litter picking.	Learner led. Mud pie competition, choosing seeds to buy, risk management, scavenger hunts, “foraging”.	Learner led. Planting and caring for plants. Observing changes in nature, frog life cycle, composting, litter picking, cause and effect activities.	Learner led. Insect hunts, observing frogs, butterflies and bees. Imagining animals using nature-based materials. Animal role-play. Building dens for animals.
My Sensory and Play						
	<b>Introduction to the sensory areas.</b> Introduction and Exploring the Sensory Areas Students will have a brief introduction to each of the senses which will be covered this year.	<b>Exploring Texture</b> The students will explore their senses through touch; focussing on texture and describing the feeling of objects.	<b>Sight; Exploring Colour</b> The students will explore colours through sight and be able to name different colours.	<b>Smell</b> The students will experience different smells during sensory activities.	<b>Making Music</b> The students will experience sound through the medium of music and musical instruments.	<b>Tasting flavours</b> The students will explore and experience taste though a variety of sensory activities.
Activity Ideas	Making changes to our environment, activities and experiences through our choices. Cause and effect toys, games and ICT.	Making changes to our environment, activities and experiences through our choices. Cause and effect toys, games and ICT.	Making changes to our environment, activities and experiences through our choices. Cause and effect toys, games and ICT.	Making changes to our environment, activities and experiences through our choices. Cause and effect toys, games and ICT.	Making changes to our environment, activities and experiences through our choices. Cause and effect toys, games and ICT.  Mixing and experimenting with sensory add water products e.g. slime, gelibaff, cornflour etc.	Making changes to our environment, activities and experiences through our choices. Cause and effect toys, games and ICT.