

Post 16 Curriculum Map



Literacy – 3 lessons per week 1-Book Choice 1 Comprehension / Composition 1 Functional Literacy (Post 16 Focus)		
Autumn	Spring	Summer
Book Choice		
The selected books prioritise PSHE, Citizenship, and RSE subjects, crucial for students' preparation for adulthood. They support text exploration, vocabulary learning, character analysis, prediction making, real-life connections, and comprehension skill development. In the second half of the term, classes can choose their own books based on student interests, which can be used for the entire term.		
Year 1		
Human Rights We are all Born Free Dreams of Freedom My Little Book of Big Freedoms	Fiction Choice (not on KS3/4 curriculum)	Magazines Class to have budget to make personal choices
Comprehension & Composition Menus	Comprehension & Composition Transport Information	Comprehension & Composition Advertising
Year 2		
Environmental poetry e.g. Earth Day Poems for Kids of All Ages and Grade Levels (weareteachers.com) Environment Poems (poemsearcher.com)	Fiction Choice (not on KS3/4 curriculum)	Heroes Different Like Me: My Book of Autism Heroes Black Heroes - 51 inspiring People A is for Awesome!, A: 23 Iconic Women Who Changed the World I am not a label
Comprehension & Composition Instructions	Comprehension & Composition News	Comprehension & Composition Leisure
Year 3		
Drama	Fiction Choice	Non-fiction around interests

Play choice	(not on KS3/4 curriculum)	e.g.High/Low books
Comprehension & Composition Recipes	Comprehension & Composition Media	Comprehension & Composition Forms
Throughout the Year		
Phonics or Key Words / Symbols (15 minutes per day) Handwriting/Fine Motor Skills (Included in early morning activities) Banded book reading/Daily Love of Reading (15 mins daily)		

<i>Functional English</i>		
	Year 1	
Autumn	Spring	Summer
<p>Functional Writing: Instructions</p> <p>Utilise visual supports (visual cues, picture symbols, visual schedules). Simplify language for easier comprehension. Provide repetition and practice. Break down steps into manageable chunks. Engage in interactive activities (cooking, assembling, playing games). Model and demonstrate the process. Offer individualised support and adaptations. Gradually increase complexity of instructions. Reinforce safety instructions. Foster independence and self-reliance. Assign individualised instruction tasks.</p> <p>Emergent</p> <p>Create visual schedules, step-by-step picture sequences, or visual cue cards.</p>	<p><u>Reading Comprehension:</u></p> <p>Introduce simple texts, such as short stories or adapted texts, to develop reading comprehension skills.</p> <p>Focus on identifying main ideas and basic details in the texts through guided activities and discussions.</p> <p>Utilise visual supports, such as visual cues, picture symbols, or simplified texts, to support understanding.</p> <p>Provide repetitive reading opportunities to reinforce comprehension and improve word recognition and decoding skills.</p> <p>Emergent</p> <p>Introduce simple texts with visual supports, large print, or tactile elements. Focus on identifying main ideas and basic details using visual cues, symbols, or simplified texts.</p>	<p><u>Functional Writing: Daily Routines and Schedules:</u></p> <p>Develop skills for writing practical messages and notes.</p> <p>Engage in activities to write short messages, reminders, or requests to peers, family members, or community members.</p> <p>Practice writing daily schedules, creating to-do lists, and writing simple reminders or notes about routine activities.</p> <p>Use visual supports, sentence frames, and guided writing activities to support expression and understanding.</p> <p>Emergent</p> <p>Engage in communication activities related to daily routines and schedules.</p> <p>Use visual supports, visual schedules, or picture-based communication systems to indicate preferences, choices, and understanding of routine activities.</p>

<p>Simplify language: use short sentences, clear vocabulary, and familiar terms.</p> <p>Use gestures and physical prompting alongside verbal instructions.</p> <p>Engage multiple senses to reinforce instructions.</p> <p>Break complex tasks into smaller steps using task analysis and chunking.</p> <p>Utilise visual prompts, icons, symbols, or written labels to support understanding.</p> <p>AQA – Instructions 1 (Support) AQA – Instructions 2 (Most) AQA – Instructions 3 (Challenge)</p>	<p>Utilise visual supports to support understanding and make connections between visuals and text.</p> <p>Engage in interactive activities with matching pictures or symbols, retelling the story using visual supports.</p> <p>Use concrete objects or props related to the text to enhance comprehension.</p> <p>AQA – Read Comp 1 (Support) AQA – Read Comp 2 (Most) AQA – Read Comp 3 (Challenge)</p>	<p>AQA – Func Writing 1 (Support) AQA – Func Writing 2 (Most) AQA – Func Writing 3 (Challenge)</p>
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Year 2		
Autumn	Spring	Summer
<p><u>Personal Information Writing:</u></p> <p>Develop skills for writing personal information, such as name, age, and address.</p> <p>Practice filling out personal information forms, creating personal identification cards, and writing basic personal profiles.</p> <p>Emergent</p> <p>Focus on developing communication skills for personal information, such as pointing or using augmentative and alternative communication (AAC) devices to indicate personal details.</p> <p>Practice engaging in simple interactive activities to express personal preferences or choices.</p>	<p><u>Functional Reading:</u></p> <p>Develop reading skills through adapted texts, such as signs, labels, or simple instructions commonly found in the community or at home.</p> <p>Focus on applying reading skills to functional tasks, such as reading recipes, following directions, or interpreting simple texts for everyday activities.</p> <p>Utilise visual supports, graphic organisers, and step-by-step instructions to enhance reading comprehension and promote independent task completion.</p> <p>Emergent</p> <p>Use adapted texts like signs, labels, or simple instructions. Incorporate visual supports (symbols, pictures) for comprehension.</p>	<p><u>Functional Speaking and Listening:</u></p> <p>Focus on developing speaking and listening skills through interactive activities, discussions, and presentations.</p> <p>Practice effective communication strategies, such as turn-taking, active listening, and asking and answering questions, using visual supports, social scripts, or communication aids.</p> <p>Engage in activities that encourage students to share their ideas, thoughts, and experiences verbally or through non-verbal means, such as gestures or AAC devices.</p> <p>Emergent</p> <p>Practice effective communication strategies: turn-taking, active listening,</p>

<p>AQA – Information 1 (Support) AQA – Information 2 (Most) AQA – Information 3 (Challenge)</p>	<p>Apply reading skills to functional tasks (recipes, directions). Utilise visual supports, graphic organisers, and step-by-step instructions.</p> <p>Break tasks into manageable steps with visual supports. Simplify texts with shorter sentences, familiar vocabulary, and visual cues.</p> <p>Focus on practical applications in everyday activities. Use visual schedules or cue cards for understanding and task completion.</p> <p>Personalise instruction based on individual abilities and interests.</p> <p>AQA – Func Read 1 (Support) AQA – Func Read 2 (Most) AQA – Func Read 3 (Challenge)</p>	<p>asking and answering questions. Use visual supports, social scripts, or communication aids to enhance communication.</p> <p>Encourage verbal or non-verbal expression of ideas, thoughts, and experiences. Incorporate gestures, AAC devices, or alternative communication methods.</p> <p>Use interactive games or role-playing to promote communication skills.</p> <p>Individualise instruction based on unique needs and abilities.</p> <p>AQA – Speak & L 1 (Support) AQA – Speak & L 2 (Most) AQA – Speak & L 3 (Challenge)</p>
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Year 3		
Autumn	Spring	Summer
<p>Functional Writing: Recounts</p> <p>Use adapted texts, simplified stories, or real-life examples for relevance.</p> <p>Utilise visual supports, like schedules and cues, for comprehension.</p> <p>Modify language level to match students' abilities. Incorporate personalised topics based on students' interests.</p> <p>Provide a structured framework with templates and prompts.</p> <p>Teach sequential organisation using chronological markers. Utilise visual timelines or storyboards for planning.</p>	<p>Communication and Social Skills:</p> <p>Focus on developing functional communication skills for everyday interactions. Engage in activities to practice turn-taking, active listening, and basic conversation skills through structured conversations or role-play scenarios.</p> <p>Use visual supports, such as visual schedules, social scripts, or communication boards, to facilitate communication and support social interactions. Encourage students to express their needs, preferences, and basic emotions through appropriate verbal or non-verbal communication strategies.</p>	<p><u>Functional Writing and Expression:</u></p> <p>Develop writing skills for practical purposes in various contexts.</p> <p>Engage in activities that involve writing emails, filling out forms, or expressing ideas through visual supports, templates, and guided writing activities.</p> <p>Encourage creative expression through guided writing activities, journaling, personal narratives, or short creative pieces using visual supports, prompts, and sentence frames.</p> <p>Emergent</p>

<p>Emergent</p> <p>Utilise visual supports (pictures, symbols, schedules) for comprehension and engagement. Adapt language to a basic level with simple vocabulary. Focus on personalized and meaningful topics. Provide structured frameworks with visual templates and prompts. Use visual timelines or storyboards for sequencing events. Engage multiple senses for enhanced learning (tactile, sensory cues, technology). Create communication supports (AAC devices, picture-based boards) for expression.</p> <p>AQA – Recounts 1 (Support) AQA – Recounts 2 (Most) AQA – Recounts 3 (Challenge)</p>	<p>Emergent</p> <p>Develop functional communication skills for everyday interactions. Practice turn-taking, active listening, through structured activities or role-play scenarios. Utilise visual supports like visual schedules, social scripts, or communication boards to aid communication and support social interactions. Encourage students to express their needs, preferences, and basic emotions using appropriate verbal or non-verbal communication strategies.</p> <p>AQA – Com & Soc 1 (Support) AQA – Com & Soc 2 (Most) AQA – Com & Soc 3 (Challenge)</p>	<p>Engage in activities using visual supports for communication. Use visual supports, such as picture prompts or templates, to support writing tasks. Encourage creative expression through guided activities using simple visual prompts.</p> <p>AQA – Expression 1 (Support) AQA – Expression 2 (Most) AQA – Expression 3 (Challenge)</p>
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<i>Functional Maths</i>		
Year 1		
Autumn	Spring	Summer
<p><u>Numeracy Foundations:</u></p> <p>Accurately identify and recognise numbers from a given set, Sequencing numbers, Place Value and Comparing numbers.</p> <p>Emergent</p> <p>Focus on developing basic numeracy skills, such as counting objects and matching quantities.</p> <p>Use concrete manipulatives and visual supports, like counting blocks and number</p>	<p><u>Money and Budgeting:</u></p> <p>Identifying coins and their values. Counting money. Introduction to budgeting and making simple purchases.</p> <p>Emergent</p> <p>Introduce basic money concepts using concrete materials, like play money and shopping scenarios.</p> <p>Focus on recognising and sorting coins, matching them to their values, and engaging</p>	<p><u>Measurement and Time:</u></p> <p>Measuring length, weight, and capacity using non-standard units.</p> <p>Introduction to telling time on analogue and digital clocks. Identifying and sequencing daily routines and schedules.</p> <p>Emergent</p> <p>Develop an understanding of basic measurement concepts using hands-on activities.</p> <p>Use non-standard units, such as blocks or hand spans, to</p>

<p>cards, to facilitate understanding.</p> <p>AQA – Number Fnd 1 (Support) AQA – Number Fnd 2 (Most) AQA – Number Fnd 3 (Challenge)</p>	<p>in simple buying and selling activities. Swapping a coin for an item.</p> <p>AQA – Money & Bud 1 (Support) AQA – Money & Bud 2 (Most) AQA – Money & Bud 3 (Challenge)</p>	<p>compare and measure length, weight, and capacity.</p> <p>Introduce time concepts using visual timers and daily routine visuals.</p> <p>Demonstrate how the hands move on the clock by physically manipulating them. Show flashcards with visuals representing daily activities (e.g., eating, playing, sleeping).</p> <p>Place the flashcards around the clock to associate each activity with a specific time on the clock. Use the visual schedule to reinforce the connection between activities and time.</p> <p>AQA – Measures & Time 1 (Support) AQA – Measures & Time 2 (Most) AQA – Measures & Time 3 (Challenge)</p>
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Year 2		
Autumn	Spring	Summer
<p><u>Numeracy Skills for Daily Life:</u></p> <p>Developing practical problem-solving skills. Applying basic operations (addition, subtraction, multiplication) in real-life situations. Exploring concepts of estimation and measurement in everyday contexts.</p> <p>Emergent</p> <p>Focus on applying numeracy skills in practical contexts, such as counting and matching objects, sorting and organising items, and understanding basic patterns.</p> <p>Use visual supports, like pictorial representations and visual schedules, to aid comprehension.</p>	<p><u>Time and Calendar Skills:</u></p> <p>Elapsed time and time calculations. Reading and understanding calendars. Scheduling and time management skills.</p> <p>Emergent</p> <p>Continue developing time concepts with a focus on daily routines, using visual schedules and timers to support comprehension.</p> <p>Introduce basic calendar skills using a visual calendar system and interactive activities.</p>	<p><u>Money Management and Financial Literacy:</u></p> <p>Budgeting and financial planning. Understanding and comparing prices and discounts. Introduction to banking, savings, and managing money.</p> <p>Emergent</p> <p>Continue to develop money skills with a focus on making simple transactions. A coin for an item.</p> <p>Visuals showing the type of coin for a particular item. Use real-life scenarios, like setting up a classroom store, to practice this.</p>

AQA – Num Skills 1 (Support) AQA – Num Skills 2 (Most) AQA – Num Skills 3 (Challenge)	AQA – Time & Cal 1 (Support) AQA – Time & Cal 2 (Most) AQA – Time & Cal 3 (Challenge)	AQA – Money Man 1 (Support) AQA – Money Man 2 (Most) AQA – Money Man 3 (Challenge)
Year 3		
Autumn	Spring	Summer
<p><u>Shape and Spatial Awareness:</u></p> <p>Explore basic shapes, their characteristics, and their relevance in the environment.</p> <p>Engage in hands-on activities to recognize, match, and sort shapes.</p> <p>Incorporate spatial awareness skills through activities like block building, arranging objects by size, and following basic directional instructions.</p> <p>Emergent</p> <p>Explore basic shapes and their characteristics through multi-sensory activities.</p> <p>Engage students in activities that involve tactile exploration, such as tracing and manipulating textured shapes.</p> <p>Incorporate spatial awareness skills through activities like stacking blocks, arranging objects by size or colour, and following basic positional instructions.</p> <p>AQA – Shape & Space 1 (Support) AQA – Shape & Space 2 (Most) AQA – Shape & Space 3 (Challenge)</p>	<p><u>Data Handling:</u></p> <p>Interpreting and creating pictographs, bar graphs, and tally charts.</p> <p>Collecting and analysing data related to students' interests and experiences.</p> <p>Identifying patterns and trends in data.</p> <p>Emergent</p> <p>Introduce simple data concepts using concrete materials, like sorting and counting objects into categories.</p> <p>Use visual representations, like picture graphs with familiar objects, to support understanding and analysis of basic data.</p> <p>AQA – Data 1 (Support) AQA – Data 2 (Most) AQA – Data 3 (Challenge)</p>	<p><u>Practical Maths in the Community:</u></p> <p>Applying mathematical skills in real-life community settings (e.g., shopping, using public transportation, measuring ingredients for cooking). Developing problem-solving skills in authentic situations.</p> <p>Emergent</p> <p>Apply mathematical skills in real-life community settings, such as practicing simple measurement tasks during cooking or shopping outings.</p> <p>Use visual supports, like shopping lists and recipe cards, to facilitate understanding and engagement.</p> <p>AQA – Community Maths 1 (Support) AQA – Community Maths 2 (Most) AQA – Community Maths 3 (Challenge)</p>

Computing		
Autumn	Spring	Summer
ICT Individual Skills Progression Online Safety	Communication and Picture Based Tools Digital Art	Online Safety ICT Individual Skills Progression

Introduction to Word (Focus on mouse/keyboard skills)	Introduction to PowerPoint Making Posters and Presentations	The Internet Research project around interests Online Quizzes
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<i>Creative Choice</i>

Year One

Autumn	Spring	Summer
<p><u>Art</u></p> <p>Colour Mixing – Recognising colours exploring results. Colour mixing - Autumn colours Leaf rubbings and prints</p> <p><u>DT</u></p> <p>Evaluate, design and make pop up cards. Complete by making celebration cards. Design and make celebration food (biscuits, sweets).</p> <p><u>Music</u></p> <p>Unpitched percussion instruments Steady beat and rhythm Christmas performance</p> <p><u>Drama</u></p> <p>TBC</p>	<p><u>Art</u></p> <p>Colour mixing shades Self portraits Face collage and puzzles</p> <p><u>DT</u></p> <p>Building a home for an animal and or a Sock puppet linked to popular book / character.</p> <p><u>Music</u></p> <p>Rhythm and rhyme music sessions Exploring musical instruments</p> <p><u>Drama</u></p> <p>TBC</p>	<p><u>Art</u></p> <p>Fruits and vegetable printing Make paper mache fruits and vegetables to sell in role-play fruit shop Explore colour mixing with warm colours.</p> <p><u>DT</u></p> <p>Food tasting including chopping/cutting Design and making Fruit kebabs Fruit and vegetables collages</p> <p><u>Music</u></p> <p>What music make us happy? Listening to music from around the world – Using Zones of Reg to communicate how they feel about it. Making a class play mix of music that the students like.</p> <p><u>Drama</u></p> <p>TBC</p>

Year 2

Autumn	Spring	Summer
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<p><u>Art</u></p> <p>Painting – Mondrian (colour mixing) Decoupage (cards, jars, boxes)</p> <p><u>DT</u></p> <p>Rain catcher</p>	<p><u>Art</u></p> <p>Drawing - Shading & Weaving (simple shapes e.g. butterfly)</p> <p><u>DT</u></p> <p>Salads (fruit and vegetables)–</p>	<p><u>Art</u></p> <p>Cultural art – African art and Indian art – Use previously learnt techniques to draw cultural</p> <p><u>DT</u></p>
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<p>Windmill (paper, card – see which works better) Clay work – tea light holder</p> <p style="text-align: center;"><u>Music</u></p> <p>Creating own simple compositions, carefully selecting sounds – voices and instrument Listen to and describe music – Christmas music (describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures)</p> <p style="text-align: center;"><u>Drama</u></p> <p style="text-align: center;">TBC</p>	<p>Looking at where food comes from (what can you grow in UK garden?) Evaluate, design and make.</p> <p style="text-align: center;"><u>Music</u></p> <p>Respond to vocabulary e.g. Symbols and signs that relate to pitch (higher, lower) Respond to vocabulary e.g. Symbols and signs that relate to tempo, dynamics (faster, slower, louder)</p> <p style="text-align: center;"><u>Drama</u></p> <p style="text-align: center;">TBC</p>	<p>Whole school picnic – cultural food Picnic box/bag & Bunting</p> <p style="text-align: center;"><u>Music</u></p> <p>Listen carefully to songs and music and describe how music makes us feel. Performing – using knowledge from the previous terms</p> <p style="text-align: center;"><u>Drama</u></p> <p style="text-align: center;">TBC</p>
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Year 3

Autumn	Spring	Summer
<p style="text-align: center;"><u>Art</u></p> <p>Andy Goldsworthy – natural materials to make pictures (collage) Printing with a range of everyday materials (linked with Andy Goldsworthy images)</p> <p style="text-align: center;"><u>DT</u></p> <p>Healthy eating and hygiene – evaluate healthy meals and design a healthy meal.</p> <p style="text-align: center;"><u>Music</u></p> <p>Creating own simple compositions, carefully selecting sounds – voices and instrument</p>	<p style="text-align: center;"><u>Art</u></p> <p>Sculptures (Anthony Gormley) Drawing - Local sketches</p> <p style="text-align: center;"><u>DT</u></p> <p>Exploring Different Materials: Introduce tactile materials like fabric, foam, and clay. Engage in sensory exploration and basic manipulation. Simple Crafts: Create personalised crafts using materials such as paper, beads, or fabric. Focus on individual creativity and fine motor skills.</p> <p style="text-align: center;"><u>Music</u></p> <p>Respond to vocabulary e.g. Symbols and signs that relate to pitch (higher, lower) Respond to vocabulary e.g. Symbols and signs that relate</p>	<p style="text-align: center;"><u>Art</u></p> <p>Pastel work – weather and seasons</p> <p style="text-align: center;"><u>DT</u></p> <p>Looking at bought sandwiches and then design own sandwich (fillings and breads e.g. buns, wraps, loaves, pittas) Link to picnic Make a small world garden.</p> <p style="text-align: center;"><u>Music</u></p> <p>Listen carefully to songs and music and describe how music makes us feel.</p>

Listen to and describe music – Christmas music (describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures)	to tempo, dynamics (faster, slower, louder)	Performing – using knowledge from the previous terms
<u>Drama</u>	<u>Drama</u>	<u>Drama</u>
TBC	TBC	TBC

Enterprise: Relaunching the Tuck Shop

Autumn	Spring	Summer
Year 1		

Establish the Purpose and Goals: Obtain Support and Approval Identify Roles and Responsibilities Plan the Tuck Shop Layout Stock Selection Source Suppliers Set Pricing and Profit Margin Develop Systems and Procedures Training and Support Promote and Advertise the Tuck Shop Monitor and Evaluate
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All the Post 16 Classes will all work towards this relaunch. The every class will have an active role in this enterprise.

Preparing for Adulthood/Daily Living Skills

Autumn	Spring	Summer
<u>Meal Preparation and Nutrition:</u> <u>Independent Living Skills</u> <u>Money Management</u>	<u>Personal Hygiene</u> <u>Transition Planning</u> <u>Community and Travel Skills</u>	<u>Household Chores</u> <u>Self-Advocacy and Decision Making</u> <u>Time Management and Organisation</u>

Community visits arranged as appropriate to individual students throughout the week: Shopping trips, local parks, café visits, travel training, leisure facilities e.g. public gym, libraries etc.

<u>ASDAN Accreditation</u>	<u>ASDAN Accreditation</u>	<u>ASDAN Accreditation</u>
DRA E1 – Taking part in daily routines	ILPC E1 Developing independent living skills: Personal Care	RAQ E1_Making requests and asking questions in familiar situations

<i>PSHE and SRE</i>		
Autumn	Spring	Summer
<p>SELF AWARENESS Things I am good at People who are special to me Getting on with others</p> <p>MANAGING FEELINGS Identifying and exploring feelings (Zones of Regulation) Managing Strong Feelings</p>	<p>CHANGING AND GROWING Changes at Puberty Dealing with Touch Friendship Different types of Relationship</p>	<p>SELF CARE SUPPORT AND SAFETY Taking Care of Ourselves Keeping safe Trust Public and Private Consent Mental Wellbeing</p>
Throughout the Year		
Zones of Regulation		
<i>Careers and Employability</i>		
Autumn	Spring	Summer
<p>To identify personal interests and strengths</p> <p>To explore different career options</p> <p>Learning from career and labour market information</p> <p>Linking curriculum learning to careers</p> <p>Develop effective communication skills for the workplace.</p> <p>Explore different job options and understand their requirements.</p>	<p>Creating a Basic CV Outlining Skills and Experiences:</p> <p>Understanding the Process of Applying for a Job:</p> <p>Developing Interview Skills and Techniques:</p> <p>Exploring Work Experience Opportunities:</p> <p>Creating a Skills Development Plan for Career Preparation:</p> <p>Developing Necessary Skills for Completing a Job Application:</p> <p><i>The back sheet indicates what our emergent students will engage with and how.</i></p>	<p>Understand basic workplace safety rules and practices.</p> <p>Develop effective time management skills in the workplace.</p> <p>Understand the importance of teamwork and collaboration in the workplace.</p> <p>Develop basic customer service skills.</p> <p>To identify school experiences that provide insights into different careers.</p> <p>To understand personal learning styles and preferences</p> <p>To identify support requirements for future employment</p>
<i>Physical, Sport and Leisure</i>		
Autumn	Spring	Summer
Year 1		
Basketball Fitness Circuit	TBC	
<i>PE to be booked offsite to develop greater independence and as part of the preparation for adulthood</i>		