

**Aims:** For pupils to become more aware of their responsibilities towards themselves and others.

For pupils to have a greater understanding of local community facilities for young people with disabilities and to take responsibility for changes needed.

**Assessment focus:** Teamwork/planning

**Special resources:** iPads Pauline Freeman Matthew Greenwell Representative from chosen charity

**Key words/signs/symbols:** research charity fundraising help support leisure work learn know society

Pupils will be looking at how they can make a positive contribution to society. They will be investigating charities and devising a way of raising money for a charity of their choice. They will also arrange a presentation to the charity of the amount raised.

**Cross-curricular links:** Citizenship, English - all four strands, PSHE

- ❖ What are you thankful for? (Food, family, a home, warm clothes etc.) Make a booklet - a page per pupil/member of staff.
- ❖ How would you feel if you were without any/some of the above? (Sensitivity needed)
- ❖ How can we help people who are not as lucky as we are?
- ❖ Investigate what a charity is. Look at charity logos.
- ❖ Look at the charities we support in school: Interact, Jeans for Genes, Comic Relief etc. Arrange for Pauline Freeman and Matthew Greenwell (Student Council Chairman) to talk to the group.
- ❖ As a group, choose a charity and devise a way of fundraising. Invite a representative into school to receive the donations.

**Meadowside's 40<sup>th</sup> anniversary - discrete mini topic:** clothes, then and now. Outcome - items for a display board. Links: Eng/History

Later, pupils will be researching leisure facilities in Wirral and the surrounding area, and planning a visit to one of them. They will also be looking at improvements which could be made to meet the needs of young people with disabilities and sending their ideas to the Local Authority.

**Cross-curricular links:** English - all four strands, Citizenship, IT

- ❖ What do we mean by "leisure facilities"? Leisure centres, gyms, parks, playgrounds, libraries, swimming pools, tennis courts/centre, soft play areas (inc new one at Europa Pools), outdoor adventure areas such as Rowan Park - speak to Claire Dunn about Rowan Park.
- ❖ Internet research. Using iPads. Make a leaflet.
- ❖ Visit one of the facilities. Look closely at facilities/access for people with disabilities.
- ❖ Any concerns? Write a group letter to the Head of Leisure Services, cc Julia Hassall, Director of Education.

Working towards	Descriptor	Name	Comments including: Mastered/Partly Achieved/Working Towards
P5	Joining in discussions by responding appropriately to simple questions about familiar routines etc.		
P8	Showing awareness of how to work as part of a team to complete a task.		
L3	Starting to set personal goals and action planning.		
L4	Beginning to realise s/he can decide on activities in which s/he can participate and begin to plan to achieve these.		

For moderation files, please provide, by the end of term, one piece of moderated, levelled, annotated evidence per learner, noting support provided, to show evidence of achievement/progress towards individual targets.

Christine Vickers

## Medium Term Plan for **Careers**

## Fusion Group

Spring Term 2015

Focus/assessment: Communication Skills

Special Resources: All About Me booklets

Aim: To practise/develop/improve communication skills.

Key words/signs/symbols: Makaton speak listen look read write see Meadowside school anniversary/birthday



At the start of this term, KS4 and Post 16 learners in Fusion Group will complete their *One Page Profiles*, ready for their Annual Review/Transition Plan meetings.

Later, the group will be developing their Communication Skills, focusing on use of Makaton signing and symbols, technology and spoken/written English. There will be a strong cross-curricular link with Art, English - all four strands - and our 40<sup>th</sup> anniversary celebrations. They will produce a book and a short performance piece for the whole school (or a smaller audience, as appropriate), showcasing their new Makaton skills. Later in the term, they will participate in our annual Work Related Learning Skills Week, the theme of which is Media and Performance.

### Activities:

- ❖ Complete relevant sections of *All About Me* booklet, to inform *One Page Profile*. This is needed for Annual Review/Transition Plan Meetings.
- ❖ Develop and practise short performance piece, linked to 40<sup>th</sup> anniversary of the school, focusing on use of Makaton signs and symbols.
- ❖ Produce a book of either school photographs in archive or images/graphics of changes in wider society, to be kept in school archive.
- ❖ WRL Skills Week planning will be available nearer the time.

Working towards	Descriptor	Name	Comments including: Mastered/Partly Achieved/Working Towards
P5	Joining in discussions by responding appropriately to simple questions about familiar routines etc. Combining two elements of communication to express ideas, needs and choices.		
L2	Know basic personal information e.g. first/family name, address		
L3	Starting to set personal goals and action planning.		
L4	Using initiative and demonstrating increased independence.		

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## Medium Term Plan for **Careers**

## Flair Group

Spring Term 2015

Specialised resources: All About Me booklets, One Page Profiles, iPads, immersive theatre, story sacks

Key words/signs/symbols: day night light dark plus colour signs/symbols

This term, KS4 and Post 16 learners in Flair Group will be supported in completing their One Page Profiles, ready for their Annual Review/Transition Plan meetings. Later, the group will be focusing on Sound and Light, experiencing our new Immersive Theatre. They will experience some of the sounds/music/sights/smells they can encounter in the local community. Cross-curricular links: (EYFS Curriculum) Communication and Language, Understanding the World and Expressive Arts and Design.

Later in the term, they will participate in our annual Work Related Learning Skills Week, the theme of which is Media and Performance.

Activities: Cross curricular links with specific subjects: Music, Computing, PE, English. (See above for links with EYFS curriculum.)

- ❖ Staff to write draft of One Page Profile, liaising with family, medical staff etc
- ❖ Experiencing/exploring new immersive theatre
- ❖ Sounds e.g. people talking, traffic sounds, emergency vehicles, animal noises, household noises, music
- ❖ Light e.g. colour wheels, night/day, rainbows
- ❖ Linked stories from story sacks
- ❖ Meadowside's 40<sup>th</sup> anniversary - discrete mini topic: the school grounds. Outcome - items for a display board. Links: Eng/History
- ❖ WRL Skills Week planning will be available nearer the time.

Working towards	Descriptor	Name	Comments including: <u>M</u> astered/ <u>P</u> artly Achieved/ <u>W</u> orking Towards
P2(i)	Beginning to be proactive in his/her actions.		
P2(ii)	Communicating consistent preferences and affective responses. Performing actions, often by trial and error, and remember learned responses over time.		
P4	Showing an understanding of "yes" and "no" and recognising/responding to animated praise or criticism,		

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Special resources: All About Me booklets, One Page Profiles

Key words/signs/symbols: me meeting share speak listen like read write show plus specific signs for performance etc

In the first half term, pupils will focus on their contributions to the Annual Review process, resulting in a One Page Profile which will be shared and discussed at the meeting.

In the second half term, pupils will participate in the annual Work Related Learning Skills Week, the focus of which will be Media and Performance. They will be developing their Communication Skills, including use of Makaton, technology and spoken versus written English. As appropriate, learners will develop their writing skills. (See English targets.)

<p>Activities</p> <ul style="list-style-type: none"> <li>❖ Review All About Me booklet and provide information for One Page Profile. Those who can complete profiles either independently or with minimal support to do so.</li> <li>❖ Meadowside's 40<sup>th</sup> anniversary - the school building, then and now. Outcome - items for a display board. Links: Eng/History</li> <li>❖ Develop and practise short performance piece, linked to 40<sup>th</sup> anniversary of the school, focusing on use of Makaton signs and symbols.</li> <li>❖ WRL Skills Week planning will be available nearer the time (in March 2015).</li> </ul>
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Working towards	Descriptor	Name (4V) (4C)	Comments including: <u>M</u> astered/ <u>P</u> artly Achieved/ <u>W</u> orking Towards
P5	Joining in discussions by responding appropriately to simple questions about familiar routines etc.		
P6	Responding to other pupils in group situations; working in a small group co-operatively.		
P7	Listening and contributing as part of a team effort, with support		
L3	Starting to set personal goals and action planning.		
L4	Beginning to realise s/he can decide on activities in which s/he can participate and begin to plan to achieve these.		
L5	Giving an opinion and a preference and being aware of all options available to him/her.		
L6	Using initiative in problem-solving and demonstrating increased independence in personal organisation.		

Special resources: *All About Me* booklets. Equals "Looking Good" unit.

Key words/signs: name address phone number like dislike important prefer preference personal presentation dress code hygiene design style appropriate product

In the first part of the term, learners will be looking at Employability Skills:

- Communication (Makaton/conversational skills, spoken/written English etc) and
- Presentation

Later in the term, they will be preparing for, and participating in, WRL Skills Week.

Activities 16S/L:

- ❖ All About Me booklets, leading to One Page Profiles, for those who have not yet had their Annual Review/Transition Plan meetings
- ❖ Developing communication skills: Makaton signs/symbols/verbal communication and conversational conventions/written communication.
- ❖ Equals "Looking Good " module, focusing on personal presentation and hygiene
- ❖ Meadowside's 40<sup>th</sup> anniversary - the school building, then and now. Outcome - items for a display board. Links: Eng/History

Working towards	Descriptor	Name (16S) (16L)	Comments including: Mastered/Partly Achieved/Working Towards
P4	Beginning to respond to the direction and leadership of others in team activities, with support.		
P5	Joining in discussions by responding appropriately to simple questions about familiar routines etc.		
P6	Responding to other learners in the group. (BJ) Responding to other learners in the group and working in a small group co-operatively. (JS)		
P8	Showing awareness of how to work as part of a team to complete a task.		
L1	Describing herself in simple terms. Describing herself using a wider range of		

	vocabulary.		
L2	Knowing basic personal information e.g. first/family name, address and write it independently. (TR) Give a wider range of personal preferences. (HA)		
L3	Starting to set personal goals and action planning.		
L4	Beginning to realise s/he can decide on activities in which s/he can participate and begin to plan to achieve these.		

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Special resources: *All About Me* booklets. Range of simple forms requiring personal details, moving on to curricula vitae.

Key words/signs: name address phone number like dislike important prefer preference personal presentation dress code hygiene design style appropriate product

In the first part of the term, learners will be looking at Employability Skills:

- Communication (Makaton/conversational skills, spoken/written English etc) and
- Personal Details and Curricula Vitae (16V/C)

Later in the term, they will be preparing for, and participating in, WRL Skills Week.

Activities 16V/C:

- ❖ All About Me booklets, leading to One Page Profiles, for those who have not yet had their Annual Review/Transition Plan meetings
- ❖ Developing communication skills: Makaton signs/symbols/verbal communication and conversational conventions/written communication.
- ❖ Researching situations in which learners will need to give personal details e.g. applying for a Travel Pass, passport or credit card, opening a bank account, taking out a mobile phone contract etc.
- ❖ Developing a more solid knowledge of personal details - full name, full address, post code, landline/mobile phone numbers, date of birth
- ❖ Practising completing an increasingly more complex range of a range of forms needing personal details, including CVs, in preparation for WRL Skills Week
- ❖ Role playing interviews
- ❖ Meadowside's 40<sup>th</sup> anniversary - the school building, then and now. Outcome - items for a display board. Links: Eng/History

Working towards	Descriptor	Name (16V) (16C)	Comments including: <u>M</u> astered/ <u>P</u> artly Achieved/ <u>W</u> orking Towards
L3	Writing his/her name independently (using AAC if appropriate) and recalling personal information including address, post code and phone number,		
L4	Writing/giving name/address in appropriate formats (using AAC if appropriate). Using initiative and demonstrating increasing independence.		

L5	Giving personal information in a variety of formats.		
L6	Producing a basic Curriculum Vitae and using Achievement Files in an interview situation; being confident when speaking about his/her plans.		
PLTS	Further developing confidence and independence in a range of situations.		

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