



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Discover – My Community

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kelly Smith – Post 16 Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>The intent of this subject is to enable learners to develop the confidence, awareness, and practical skills needed to access their local community safely and independently. Learners will explore real-life settings such as cafés, shops, and leisure facilities to build understanding of how to behave appropriately, interact with others, and manage everyday tasks in public spaces. Over two years, learners revisit key experiences to strengthen familiarity, safety, and independence — moving from supported participation in Year 12 to applying skills more independently in Year 13. The curriculum promotes communication, decision-making, and confidence, preparing learners for adult life, active citizenship, and participation in their wider community.</p>

ASDAN Towards Independence	<p>Year 12 & 13 – Out in the community</p> <ul style="list-style-type: none"> • Going out for a drink • Going out to eat • A trip out • Going to a club or recreational centre
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Number of allocated hours – 4 x 45 minutes sessions per week

Year 12: *Exploration and supported participation in the community.*

Year 13: *Increased independence, decision-making, and confidence when accessing the community.*

		Number of allocated hours – 4 x 45 minutes sessions per week	
		Year 12: <i>Exploration and supported participation in the community.</i>	
		Year 13: <i>Increased independence, decision-making, and confidence when accessing the community.</i>	
		Year 12 – Out in the community : Introduction	Year 13 – Out in the community: Progression
Autumn A	Topic: Going out for a drink		Topic: Going out for a drink
	Knowledge: <ul style="list-style-type: none"> • Know that cafés and drink venues are part of the local community. • Understand how to choose a drink and where to buy it. • Know simple rules for staying safe and polite when out. 	Knowledge: <ul style="list-style-type: none"> • Know how to plan and prepare more independently for a social outing. • Know how to use money or pay contactless when buying a drink. • Understand how to behave appropriately in a café or drinks venue. • Know how to travel safely to and from a chosen venue. • Understand how to reflect on the outing — what went well and what could be improved. 	
	Skills: <ul style="list-style-type: none"> • Choose a drink and take part in ordering with support. • Use money or tokens to pay with guidance. • Follow safety and behaviour rules when visiting a café. 	Skills: <ul style="list-style-type: none"> • Choose and plan an outing with reduced staff support. • Order and pay for a drink with support as needed. • Demonstrate appropriate social behaviour (greeting, thank you, waiting turn). • Use travel arrangements safely and follow staff instructions. • Reflect on the experience using photos, symbols, or discussion. 	
Autumn B	Topic: Going out to eat		Topic: Going out to eat
	Knowledge: <ul style="list-style-type: none"> • Know that restaurants and cafés serve different types of food. • Recognise menus, prices, and meal choices. • Understand basic table manners and hygiene when eating out. 	Knowledge: <ul style="list-style-type: none"> • Know how to find and choose a suitable place to eat using signs or menus. • Understand how to read or recognise simple menu options and prices. • Know how to order food politely and use manners in a café or restaurant. • Know how to pay or share a bill safely. 	
	Skills: <ul style="list-style-type: none"> • Choose and order food with adult support. 	Skills: <ul style="list-style-type: none"> • Independently choose a restaurant or café and plan a simple route. 	

	<ul style="list-style-type: none"> • Pay for food using coins or supervised contactless payment. • Demonstrate polite behaviour when eating in public. 	<ul style="list-style-type: none"> • Read, match, or identify meal choices on a menu. • Order and pay for food appropriately using cash or card. • Demonstrate social confidence when eating out (table manners, conversation). • Evaluate the experience — what was enjoyable or challenging.
Spring A	Topic: A trip out	Topic: A trip out
	Knowledge: <ul style="list-style-type: none"> • Know that there are different places to visit in the community. • Understand the importance of listening to instructions and staying safe. • Know how to prepare for a trip (what to take, how to behave). 	Knowledge: <ul style="list-style-type: none"> • Know how to research local places to visit and what facilities they offer. • Understand how to check travel information, opening times, and costs. • Know how to stay safe and follow instructions during a community visit. • Know how to record or share information about the visit afterwards.
	Skills: <ul style="list-style-type: none"> • Take part in a planned visit with staff support. • Follow safety instructions and stay with the group. • Communicate about what they saw or enjoyed. 	Skills: <ul style="list-style-type: none"> • Plan and prepare for a day trip with minimal guidance. • Follow a simple timetable or plan for the visit. • Manage personal belongings and show safe behaviour throughout the trip. • Take part in feedback or reflection using photos, symbols, or sentences.
Spring B	Topic: Going to a club or recreational centre	Topic: Going to a club or recreational centre
	Knowledge: <ul style="list-style-type: none"> • Know that there are places to go for fun, fitness, or hobbies. • Recognise how joining a club helps with health and friendships. • Understand how to behave in shared spaces. 	Knowledge: <ul style="list-style-type: none"> • Know how to find out about local clubs, groups, or leisure activities. • Understand how to join or sign up for a club or session. • Know how to behave appropriately in group or public spaces. • Know the benefits of taking part in physical and social activities.
	Skills: <ul style="list-style-type: none"> • Take part in a simple recreational or club activity. • Follow safety and social rules with reminders. • Communicate with staff or peers during the session. 	Skills: <ul style="list-style-type: none"> • Plan and attend a club or recreational activity with less support. • Communicate with staff or group leaders when attending. • Participate safely and confidently in the chosen activity. • Reflect on the experience and identify new clubs or hobbies to try.

Summer A	Topic: Meeting s friend or somebody new	Topic: Meeting a friend or somebody new
	Knowledge: <ul style="list-style-type: none"> • Know what friendship means and how to behave kindly. • Recognise ways to say hello and start a conversation. • Understand that we respect others’ personal space. 	Knowledge: <ul style="list-style-type: none"> • Know how to make and maintain friendships appropriately. • Understand how to communicate politely and respect others’ personal space. • Know how to arrange and manage a meeting safely. • Recognise how to share personal information safely.
	Skills: <ul style="list-style-type: none"> • Greet and communicate with a friend or new person. • Take part in a shared activity politely. • Practise turn-taking, listening, and using friendly language. 	Skills: <ul style="list-style-type: none"> • Plan and arrange to meet a friend using communication tools (verbal, phone, text). • Travel safely to a meeting point and behave appropriately. • Demonstrate positive social interaction and communication skills. • Reflect on how to be a good friend or companion.
Summer B	Topic: Coping if things go wrong	Topic: Coping if things go wrong
	Knowledge: <ul style="list-style-type: none"> • Know that things can sometimes go wrong when out (e.g. getting lost, dropping money). • Understand the importance of staying calm and asking for help. • Recognise adults who can help in the community. 	Knowledge: <ul style="list-style-type: none"> • Know how to respond to unexpected events when out in the community. • Understand how to problem-solve calmly and safely. • Know how to contact help using a phone or approaching staff. • Know key emergency information (who to call, what to say, where you are).
	Skills: <ul style="list-style-type: none"> • Identify simple problems and ask for help appropriately. • Practise staying with the group and following instructions. • Use communication tools or gestures to show they need support. 	Skills: <ul style="list-style-type: none"> • Identify and act appropriately in different problem scenarios. • Use coping strategies to stay calm and safe. • Contact trusted people or emergency services with minimal support. • Reflect on how to improve future journeys or community experiences.