



Inclusion is at the heart of our trust

Long Term / Curriculum Plan

School:

Crosshill School

Subject:

KS5 Discover - Leisure
Achieve program / Duke of Edinburgh

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 Ian Roberts – PE and Outdoor Education 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 King's Trust Achieve programme is a flexible personal development programme. It is designed to support and empower students aged 11-19 (and up to 25 with SEN statement or EHCP) who may need additional assistance to succeed in education. The Achieve programme helps learners to develop skills and experience for life, whilst building their confidence to realise their potential.</p> <p>The Duke of Edinburgh Bronze Award provides learners with an opportunity to have fun with friends, discover new interests and talents and a tool to develop essential skills for life and work. It is a recognised mark of achievement, respected by employers. There are four sections to complete at Bronze level. They involve helping the community/environment, becoming fitter and healthier, developing new skills and planning, training for and completing an expedition.</p>

Curriculum support and linked documents	King's Trust: Achieve Program Duke of Edinburgh Bronze Award		
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Number of allocated hours – 4 x 45 minute sessions per week

		Year 12 – Kings Trust – Achieve program	Year 13 – Duke of Edinburgh Tuesdays afternoon – 2x periods	Yr 13 – D of E Volunteering Thursday afternoon – 2 x periods
Autumn Term	Topic: Digital Skills	Topic: Physical (Options) – Going to the gym/ yoga (3 months)		
	Knowledge: <ul style="list-style-type: none"> Know that some jobs use computers, phones or tablets. Understand that digital tools help people do their jobs. Know that we can learn how to use digital tools. Recognise different things we can make using digital tools (e.g. pictures, posters, videos). Contribute to a class project using computers or tablets. 	Knowledge: Option 1 Using a fitness gym <ul style="list-style-type: none"> Know that we need to be safe when using the gym. Know how to choose different gym activities. Understand how gym activities can help keep the body healthy. Think about what went well and what could be better after using the gym. 	Knowledge: Option 2 Yoga <ul style="list-style-type: none"> Know that yoga can help the body feel calm and relaxed. Know how to get ready for yoga with gentle movements. Learn and try some simple yoga poses. Know that relaxing and stretching is good for your body and mind. 	Theme: Helping my local community (6 months) Carousel of volunteering opportunities – 6-8 pupils per visit (TBC) <ol style="list-style-type: none"> Litter picking in the Audley area Cleaning and general maintenance at the Audley Centre Visiting a local care home
Skills: <ul style="list-style-type: none"> Look at how computers or tablets are used in jobs like shops or cafes. Talk about how using digital tools can help at work. Practise using basic tools on a computer or tablet (e.g. typing, saving work, printing, using the internet safely). Help to make a simple media project (like a poster, video, or photo display). 	Skills: <ul style="list-style-type: none"> Say or show ways to stay safe in the gym (e.g. listening to staff, using equipment carefully). Choose and try out different gym activities (e.g. cycling, lifting weights, walking on a treadmill). Show how to use the equipment with support. 	Skills: <ul style="list-style-type: none"> Show they can relax by sitting or lying still. Feel breathing by placing hands on chest. Take part in warm-up movements like rubbing, shaking, and stretching. Try different yoga poses with support, such as: <ul style="list-style-type: none"> Mountain post 		

		<ul style="list-style-type: none"> • Say how the exercise helps the body (e.g. “This helps my arms” or “This helps my heart”). • Say or show what they liked or did well. • Say or show what they want to try again or get better at. 	<ul style="list-style-type: none"> - Forward fold - Lunge - Plank - Cobra - Downward Dog - Tree pose 	
Spring Term	Topic: Community project	Topic: Skill – First Aid (3 months)		
	Knowledge: <ul style="list-style-type: none"> • Know that some people in the local area need help. • Understand that we can work together to help others. • Know how to take part in a project in the community. • Talk about what went well after helping others. 	Knowledge: <ul style="list-style-type: none"> • Understand what first aid is and why it is important • Explain some situations where someone might need to give someone first aid • Understand the purpose of items in a first aid kit 		
	Skills: <ul style="list-style-type: none"> • Name a group of people who might need help • Choose a simple project to help others • Help plan the project by choosing tasks and what is needed. • Join in with the project as part of a team. • Say or show what went well. • Say or show one thing that could be better next time. 	Skills: <ul style="list-style-type: none"> • To sequence/ create and apply instructions for <ul style="list-style-type: none"> - Bleeding - Broken Bones - Burns - Choking - Head Injuries - Unresponsive and breathing - Unresponsive and not breathing 		
Summer Term	Topic: Wellbeing	Topic: Expedition		
	Knowledge: <ul style="list-style-type: none"> • Know that moving and exercising helps keep our body and mind healthy. • Understand that eating a good mix of foods helps us stay healthy. 	Knowledge: <ul style="list-style-type: none"> • Know how to use simple maps and find directions. • Understand some basic cooking and camping skills. • Know what clothes and equipment are needed for camping and canoeing. 		

<ul style="list-style-type: none"> • Know that things like culture and social media can affect what we choose to eat. • Know how to plan and make a healthy meal. 	<ul style="list-style-type: none"> • Understand how weather can change plans for outdoor activities. 	
<p>Skills:</p> <ul style="list-style-type: none"> • Say how exercise helps our body and how not moving enough can be bad. • Name places or things that help us be active and know how to stay safe when exercising. • Take part in a physical activity and show this in some way. • Say what was fun about the activity. • Give one idea to be more active. • Name healthy foods and some foods to eat less of. • Give examples of how culture or social media might affect food choices. • Choose and make a healthy meal with help. • Say one way to eat healthier. 	<p>Skills:</p> <ul style="list-style-type: none"> • Use a simple map or follow directions. • Help cook simple food and take part in camping tasks. • Choose and pack the right clothes and equipment for camping or canoeing. • Show how to move and control a canoe on calm water. 	