



## Post 16 Pathway 4 Curriculum Overview 2024 – 2025

Themes for Learning		
Autumn	Spring	Summer
Caring for Our Planet P16: Recycling & Growing	Make Some Noise! P16: Leisure, instruments	Fun in the Sun P16: Community engagement

Communication and interaction		
<p><b>KEY LEARNING: My Communication (Equals semi-formal SOW)</b> At Heron, personalised communication opportunities are embedded throughout the school day during lessons and leisure, in line with pupils' PLIMS and SaLT personalised programmes. Total Communication Approaches are carefully adapted to meet learners' individual needs.</p>		
<p><b>BOOK CHOICE:</b> These sessions focus on exploring a text, learning key vocabulary and its meaning, learning about the characters, making predictions, relating experiences to real life, and developing communication skills. This is achieved through selected book exploration.</p>		
Autumn	Spring	Summer
<p><b>The Colour Monster</b> By Anna Llenas (Fiction – link to SMEH)</p>	<p><b>Around the World in 80 Musical Instruments</b> Nancy Dickmann (Non-fiction – Links to S&amp;P)</p> <p><b>Listen: How Evelyn Glennie, A Deaf Girl, Changed Percussion</b></p>	<p><b>Poems About Seasons</b> Chosen by Brian Moses (Poetry)</p> <p><b>Little people Big dreams</b> (Teacher to select)</p>

Literacy for life (Equals English SOW)		
Autumn	Spring	Summer
Pupil word bank for school, home and for regular community access (pg. 7)	To recognise functional words in different contexts. (Pg11.)	Signs and symbols in the community (delivered in the community) (Pg11.)
Throughout the year		
Comprehension Activities and Sentence Building for each story		
Communication books, core boards and devices – always		
Love of Literacy ( <b>15 minutes at the end of everyday</b> )		
Little Wandle or soundabout ( <b>15 minutes daily</b> )		
Handwriting / Fine/gross motor skills daily following OT program ( <b>10 minutes daily</b> )		
Therapy dog assisted learning (according to group needs)		

## Cognition and learning

**KEY LEARNING:** My Thinking and Problem-Solving SOW. This should be built into pupils' everyday routines at every opportunity. Always encourage pupils to do as much for themselves and overcome as many problems as possible.

ICT—Pupils will access ICT through daily routines and activities. This includes the use of personalised AAC devices, iPads, PCs, interactive smartboards, and mobile phones.

### Maths for life

Autumn	Spring	Summer
Number SOW Everyday situations	Money SOW 1-5 according to the levels of the pupils	Time SOW
Throughout the year		
Money awareness		
Number		
Problem solving		
Space and measure		
Time		
Computing		
Autumn	Spring	Summer
ICT individual skills progression Focus on the mouse/keyboard skills	ICT individual skills progression Making music with technology	ICT individual skills progression Accessing computer games
Throughout the year		
Online safety		
Mobile phone skills development		
Can we make calls?		
How do we use apps?		

## Social, emotional and mental health

My Relationships and Sex Education, So Safe, Zones of Regulation		
Autumn	Spring	Summer
<p><b>So Safe</b> Friends and strangers <b>Zone of regulation</b> Awareness of how I present my emotions</p>	<p><b>So Safe</b> Greetings and touch. Talk, touch Triangle <b>Zone of regulation</b> My regulation profile <b>Knowing Me - Self-awareness/my body (Equals)</b> Personal hygiene Choosing products to stay clean. Clean clothes</p>	<p><b>So Safe</b> Behaviour in the community <b>Zone of regulation</b> Regulation in the community <b>Public and Private (in the community) (Equals)</b> Where on my body is private? Using public toilets</p>
Throughout the year		
My voice (EHCP) planning (1:1 when appropriate)		
Socialising and working together permeates throughout the curriculum.		
So-safe- Awareness of strangers		
Zone of regulation – managing feelings		
Kind and unkind behaviours permeate throughout the curriculum, class rules and anti-bullying week.		
1:1 sessions identified where needed for SRE.		
Travel awareness		

Independence and Community Involvement		
Autumn	Spring	Summer
Oasis	Healthy Eating and Healthy Lifestyles	Travel Training
Throughout the school year		
My Travel Training SOW		
Healthy Eating and Healthy Lifestyle SOW		
My Shopping SOW		
My Cooking SOW – making food and bakes to sell in the Heron Café		
My Dressing and Undressing SOW		
My Life Skills at Heron		
Throughout the year		

Going to the Heron café (weekly)		
Keeping my space tidy and clean – Heron Hotel		
Doing the laundry (weekly)		
Work experience - internal		
Community Involvement		
Throughout the year		
ASDAN – Autumn term		
Duke of Edinburgh award scheme- (selected pupils)		
Working in the Heron Café – (where appropriate)		
Helping around the school		
Community swim at West Norwood (weekly)		
Going shopping (weekly)		
Work experience – external- (selected pupils)		
Going to the gym		
Community trips		
Community visitors – Met Police		
Careers		
Work experience – internal (Hotel Heron- hospitality skills, Office support, Café - food preparation and servicing, car wash, beauty salon) Work experience – Cancer research Bookshop, Get Rid charity Shop, West Norwood food bank, Oasis garden centre.		
Autumn	Spring	Summer
Explore possibilities	Career opportunities	See the bigger picture
Make a choice Provide an explanation for why you have chosen something	Identify different jobs and workplaces (hospital, farm, offices, etc), tools and/or vehicles	Explore jobs and ways of working that help to protect the environment. What can I do? Record of achievement
Take part in an internal or external work placement – including travel planning		
Pupils voice projects (termly)		
<b>Explore next steps-</b> Visit colleges for a tour (Year 14) summer		
Enterprise		
Autumn	Spring	Summer
Winter gifts	Music makers/ Easter gifts	Summer treats
Throughout the year		
Cake baking/ lunch preparation (sold in the café)		
Contribute to an enterprise project (termly)		

## Sensory and physical

**KEY LEARNING:** It recognises that the basic point of physical activity is to maximise opportunities for functional movement, whenever and wherever possible, continually throughout each day. Our PE lessons are planned using the Equals Physical Wellbeing SOW as a basis. At Heron, personalised and child-led play and leisure are key tools for helping young people develop and thrive. Our focus is exploring and building play opportunities—free play and structured play. Staff present opportunities, model and support pupil engagement, and develop play skills. See SOW for activity ideas.

### Sports and leisure

Autumn	Spring	Summer
Hockey	Football	Boccia
Throughout the year		
Swimming in the community (weekly)		
Horse riding (selected pupils)		
Daily Mile (9am/10.30am during break or lunch)		
Going to the Heron Gym (selected pupils)		
Rebound therapy (selected pupils)		
The Arts		
Autumn	Spring	Summer
Recycling art and fashion – junk remodelling	Make some noise	My Drawing and Mark Making
Arts Award (pupil option each year)		
Weekly music sessions led by the music teacher. Weekly 1:1 with selected pupils, the band and group sessions led by a music therapist.		
The band (selected pupils)		
Weekly dance sessions led by a dance teacher Heron dance troop selected pupils		
Colourscape at Heron, November 2024		

## Accreditation

ASDAN (personal progress) and AQA unit awards

Autumn	Spring (Unit Awards)	Summer
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DWTD DWFI		AQA literacy unit	AQA Numeracy unit
Duke of Edinburg Award			
Identified pupils throughout KS4 and post-16 working on a bronze or silver award.			
Throughout the year			
All aspects of the award are completed simultaneously throughout the year. Identified pupils throughout KS4 and post-16 working on a bronze or silver awards.			
Volunteering		Skills	Physical
School-based	Office Café Facilities	Art cooking Hospitality	Dance Gym Trampolining
Community- based	Foodbank Cancer research Get rid		Swimming Hockney