

North Ridge High  
School

# THE HUB



# Post 16 Curriculum

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# Year 1

Overview

Maths

English

Life Skills

Health and Wellbeing

PHSCE

RE

Personal and Social development

Manufacturing

Food Technology

20/21

# Year 2

Overview

Maths

English

Life Skills

Health and Wellbeing

PHSCE

RE

Personal and Social development

Manufacturing

Food Technology

21/22

# Year 3

Overview

Maths

English

Life Skills

Health and Wellbeing

PHSCE

RE

Personal and Social development

Manufacturing

Food Technology

22/23

[Class Nightingale - North Manchester General Hospital](#)



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# North Ridge High – Mathematics curriculum long term planning Key Stage 5

**KS5 pupils access ASDAN accreditations (PSD, Employability or PP). This long term plan is intended to enable pupils to develop key functional mathematical knowledge and skills as well as support pupils in completing units for submission as appropriate.**

Pupil's access 1 discrete maths lesson a week in KS5. Pupils are then also taught and given opportunities to develop the knowledge and skills being taught in other areas of the curriculum to apply and embed.

1. become **fluent** in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate written algorithms and mental methods, underpinned by mathematical concepts
2. can **solve problems by** applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
3. can **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

To support this, discrete lessons are taught in a methodical way using the spiral curriculum approach. Teachers plan and teach for 'mastery' in maths using key **C-P-A** approaches. Pupils are given time to truly master key skills that they can then apply to high level learning in small steps. Pupils are also supported to master skills by having ample opportunities to apply new knowledge and skills in other areas of the KS5 curriculum.

<u>Subject area</u>	<u>Coordinator</u>	<u>Approx teaching time</u>
Maths	S.Thornton	1 x 1hr 30 discrete lesson a week



**Taught on rotation as a spiral curriculum, returning to the last skills and knowledge developed in that topic area.**  
**Teachers are to use the whole school mathematic rubric that covers all levels to select key knowledge and skill targets for the topics below.**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<u>Number</u>  Properties of number, addition, subtraction.	<u>Money</u>  Identifying coins, subitising (representing coins) including adding & subtracting coins.	<u>Measure:</u>  <b>Length:</b> Link to shape. Finding the perimeter of a shape. Addition skills to be utilised to add length of sides to calculate the perimeter.  <b>Size:</b> Link to shape e.g. furniture plan for a room	<u>Measure</u>  <b>Capacity:</b> 3 weeks and to include number / addition / subtraction skills  <b>Weight:</b> 3 weeks and to include number / addition / subtraction skills.	<u>Time</u>  <ul style="list-style-type: none"> <li>Schedules</li> <li>Sequencing events</li> <li>Days of the week / months of the year</li> <li>Reading analogue &amp; digital times</li> <li>Reading bus times</li> <li>Managing own time such as calculating when to wake up and set off to go to work / school.</li> </ul> <p><small>*NOTE: The above areas cover a wide range of abilities. Select the areas your pupils are working at.</small></p>	<u>Money:</u>  Managing a budget: To include number/addition/ subtraction skills
Taught in other areas of the curriculum	Shop e.g. number of items, hospital, number of packaging or trolley items	Shop, ingredient shopping & cafe		Cooking	Daily schedule, cooking, shop, cafe	Tesco shopping
Note: Pathway 1 to complete Time in Spring 1 to meet accreditation plan						



# North Ridge High – English curriculum long term planning Key Stage 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	<b>Independent living: Staying Safe</b>		<b>Friends, Relationships and Community: Writing a social media profile</b>		<b>Employment: Personal presentations</b>	
YEAR 2	<b>Friends, Relationships and Community: Writing a blog</b>		<b>Employment: Personal Specifications</b>		<b>Good Health: Healthy Recipes</b>	
YEAR 3	<b>Good Health: Drugs and Bugs</b>		<b>Independent Living: Instruction Writing</b>		<b>Employment: Personal Statements</b>	
Reading for Pleasure – Continuation across the entire year						



# North Ridge High – Life Skills curriculum long term planning Key Stage 5

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 2	<b>Home management/ Living independently</b> <ul style="list-style-type: none"> <li>Household cleaning (using bed in nurse’s office)</li> <li>Basic DIY and who to contact for which problem e.g. when to call an electrician</li> <li>Laundry e.g. using a washing machine</li> <li>Being safe in the home: reducing risk, how to find somewhere to live, dealing with landlords and tenants’ rights, where to find help.</li> </ul>		<b>Building resiliency and being assertive</b> <ul style="list-style-type: none"> <li>In personal relationships- peer and romantic</li> <li>Dealing with difficult customers</li> <li>Negative thoughts and self-talk</li> <li>Compromise</li> <li>Negotiation</li> <li>Being assertive</li> </ul>		<b>Issues affecting our community</b> <ul style="list-style-type: none"> <li>Politics</li> <li>Understanding personal political views</li> <li>Who main parties are and how they might represent their personal views</li> <li>How to vote</li> <li>Racism</li> <li>Homophobia</li> <li>Sexism</li> <li>Discrimination</li> <li>Know rights and where to find help</li> </ul>	
Pathway 1	<b>Appropriate dress</b> <ul style="list-style-type: none"> <li>What do we wear in school/home/workplace</li> <li>Putting on uniforms independently</li> <li>Tying aprons</li> <li>Recognising when to wear items e.g. gloves to clean bathroom</li> </ul>		<b>Independent living</b> <ul style="list-style-type: none"> <li>Sweeping/using the Hoover</li> <li>Making/changing bed</li> <li>Using a washing machine</li> <li>How to leave the home safely</li> <li>Dangers in house</li> </ul>		<b>Facilities in our community</b> <ul style="list-style-type: none"> <li>Explore local facilities in community</li> <li>What’s free/needs money</li> <li>How do we access</li> <li>How do we communicate our needs/request items/ask for help</li> </ul>	
<b>Dates of Interest:</b>						
Black history month- Oct Toothache day- early September National payroll week- September Youth mental health day- sept 7 BNF Health eating week- last week sept early oct.						



# North Ridge High – Life Skills curriculum long term planning Key Stage 5

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Pathway 2	<p><b>Personal hygiene and health</b></p> <p>Hygiene</p> <ul style="list-style-type: none"> <li>•To recognise/identify ADLs;</li> <li>•To select/identify/describe the items needed to carry out each ADL;</li> <li>•To sort/create a routine/steps of how to carry out ADL and to state how often.</li> <li>•To describe/explain the importance of attending to ADLs. (HAP)</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>•To recognise/identify local health services</li> <li>•To identify reasons to visit local health services, including regular visits e.g. dentist every 6 months.</li> <li>•To identify ways to keep healthy through self care e.g. avoid tooth decay by brushing teeth twice a day, increase fluid intake and rest when have a cold.</li> </ul>		<p><b>Money management</b></p> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>•To identify regular sources of personal income (including minimum wage)</li> <li>•To recognise/identify where to safely store money i.e. a bank account, savings account, building society account;</li> <li>•To identify/describe what a bank account is and way to access money e.g. card, chip and pin, contactless, bank cash desk, ATM, cash back, direct debit, standing order.</li> <li>•To recognise/identify a payslip</li> <li>•To identify/describe the important components of a pay slip e.g. deductions- income tax and national insurance.</li> </ul> <p><b>Outgoing</b></p> <ul style="list-style-type: none"> <li>•To recognise/identify regular outgoings</li> <li>➢Bills- gas, electric, water, council tax, rent</li> <li>➢Food</li> <li>➢Items buy on a regular basis e.g. travel, mobile, TV, broadband;</li> <li>•To recognise/identify where to seek help if need support with money e.g. Citizen’s Advice Bureau, Money Advice Service.</li> </ul>		<p><b>Travelling independently</b></p> <ul style="list-style-type: none"> <li>•To identify different modes of transport that can be used locally;</li> <li>•To identify/outline/describe how to cross a road safely by using pedestrian crossings;</li> <li>•To recognise where to start and end a journey;</li> <li>•To plan a journey to an agreed destination by: <ul style="list-style-type: none"> <li>➢Identifying the route and the transport they will use.</li> <li>➢Where to locate information needed to plan the journey.</li> <li>➢Calculate the cost of each part of the journey and total cost.</li> </ul> </li> <li>•To carry out a journey safely;</li> <li>•To evaluate the journey and suggest any improvements for next time.</li> </ul>		
Pathway 1	<p><b>Household cleaning</b></p> <ul style="list-style-type: none"> <li>• Recognising danger signs on cleaning products</li> <li>• How to use products safely</li> <li>• Difference between clean and dirty</li> <li>• Sorting and tidying skills</li> </ul>		<p><b>Preparing for work – café, catering and retail skills</b></p> <ul style="list-style-type: none"> <li>• Job adverts</li> </ul> <ul style="list-style-type: none"> <li>• Practice skills linked to practical aspects of job interviews.</li> </ul>		<p><b>Supporting our community</b></p> <ul style="list-style-type: none"> <li>• Awareness of themselves and others</li> <li>• Aware of how others help them</li> <li>• How to help others</li> <li>• Link to support project in local community</li> </ul>		

**Dates of Interest:**

Time To Talk Day- 4 feb 2021  
Children’s mental health week- first week in Feb.

# North Ridge High – Life Skills curriculum long term planning Key Stage 5

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway 2	<b>Buying own clothes</b> <ul style="list-style-type: none"> <li>• knowing own size</li> <li>• knowing how to measure body</li> <li>• appropriate clothes/footwear for different seasons</li> <li>• Shopping for own clothes</li> <li>• knowing what shops to shop in- which shops suit personal styles</li> <li>• understanding how to shop- try on clothes, ask for different sizes, asking for help, paying for items, shoppers' rights</li> </ul>		<b>Personal safety in the community and online</b> <ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Social media</li> <li>• Safe searches</li> <li>• Gangs</li> <li>• Prevent</li> <li>• Know your rights and where to find help</li> </ul>		<b>Accessing local leisure facilities</b> <ul style="list-style-type: none"> <li>• planning journey to at least 3 different venues.</li> <li>• Manchester Art Gallery</li> <li>• The Lowry</li> <li>• MOSI</li> <li>• Manchester museum</li> <li>• Cinema</li> <li>• Library</li> </ul>	
Pathway 1	<b>Preparing for work – café, catering and retail skills</b> <ul style="list-style-type: none"> <li>· Identifying personal skills—cv's</li> <li>· Practice skills linked to practical aspects of jobs for interviews</li> </ul>		<b>Personal hygiene and emotions</b> <ul style="list-style-type: none"> <li>· How to keep themselves clean -</li> <li>· What products to be used</li> <li>· How to use safely</li> <li>· How to understand and manage emotions</li> </ul>		<b>Road safety—travelling in the community</b> <ul style="list-style-type: none"> <li>· Understand dangers of the road</li> <li>· Stranger danger</li> <li>· Green cross code</li> <li>· Can follow instructions to keep safe</li> </ul>	
<b>Dates of Interest:</b>						
Elections May- first Thursday Mental health awareness month week- May International museums day- May Volunteers week- June Child safety week- first week in June						





## North Ridge High – Health and Wellbeing curriculum long term planning Key Stage 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Fitness and Nutrition</b> <ul style="list-style-type: none"> <li>- Engaging in a range of fitness activities including circuits, team games, using the gym.</li> <li>- Understanding how to maintain a healthy diet and the consequences of an unhealthy diet.</li> </ul>		<b>Yoga</b> <ul style="list-style-type: none"> <li>- Pupils will complete a range of yoga poses and learn how to flow between poses into simple sequences.</li> <li>- Pupils will follow staff led sequences and develop skills to create and lead their own flows.</li> </ul>		<b>Leisure</b> <ul style="list-style-type: none"> <li>- Exploring leisure activities within the local community</li> <li>- Making choices of what activity learners want to engage in</li> <li>- Understanding how to communicate and interact with peers including turn taking.</li> </ul>	
Notes:						

# North Ridge High – PHSCE curriculum long term planning Key Stage 5

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Looking after our school/ Rules of the school – Class Charters</b>  <b>Article 12, 28 &amp; 29</b></p> <ul style="list-style-type: none"> <li>- Identifying school rules and their rights</li> <li>- Identifying their responsibilities to the school and others.</li> <li>- Identifying rights for charter and creating class charter</li> </ul>	<p><b>The United Nation Convention on the rights of the child – Understanding my rights and the rights of others</b>  <b>Article 1 &amp; 2 + all others</b></p> <ul style="list-style-type: none"> <li>- Identifying their rights and their rights of others</li> <li>- Identifying where rights are not met around the world and the impact it has</li> <li>- Understanding their responsibility to achieving their rights.</li> </ul>	<p><b>The world’s largest lesson – Global Issues (UNICEF) Goal 10- Reduced inequalities</b>  <b>Article 12,14 &amp; 24</b></p> <ul style="list-style-type: none"> <li>- Exploring world poverty, and a variety of other human issues. –</li> </ul>	<p><b>The world’s largest lesson – Global Issues (UNICEF) Goal 13- Climate Action</b>  <b>Article 12,14 &amp; 24</b></p> <p>Exploring issues affecting the environment and climate</p>	<p><b>Relationships and sex education</b>  <b>Article 17, 19 &amp; 34</b></p> <ul style="list-style-type: none"> <li>- Exploring different relationships and appropriate behaviours linked to different relationships</li> <li>- Different family structures</li> <li>- Safe relationships</li> </ul>	<p><b>Relationships and sex education</b>  <b>Article 17, 19 &amp; 34</b></p> <ul style="list-style-type: none"> <li>- Identifying how to maintain personal hygiene</li> <li>- Feelings. Emotions</li> <li>- Changing bodies</li> <li>- Appropriate touch and consent</li> </ul>
<b>Notes:</b>						
Autumn 1: Pupil Voice Booklets for their EHCP Review						
Autumn 2: Updating One Page Profiles and School Council Election						
Summer 2: Pupil reports						



# North Ridge High – PHSCE curriculum long term planning Key Stage 5

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Looking after our school/ Rules of the school – Class Charters Article 12, 28 &amp; 29</b></p> <ul style="list-style-type: none"> <li>- Identifying school rules and their rights</li> <li>- Identifying their responsibilities to the school and others.</li> <li>- Identifying rights for charter and creating class charter</li> </ul>	<p><b>Global issues: current affair (E.g., Fairtrade) – What is it and how can we help? Article 28, 31 &amp; 32</b></p> <ul style="list-style-type: none"> <li>- Understanding how Fairtrade supports local communities around the world</li> <li>- Understanding where Fairtrade products are produced.</li> <li>- Recognising Fairtrade products in the supermarkets</li> </ul>	<p><b>Healthy lifestyles – keeping myself from harm and healthy minds Article 19 &amp; 24</b></p> <ul style="list-style-type: none"> <li>- To identify ways to manage a healthy diet and active lifestyle</li> <li>- Ways to support physical and mental health</li> <li>- Issues affecting substance abuse including alcohol and prescription/non-prescription drugs</li> </ul>	<p><b>Recognising my needs and self-awareness Article 8, 12 &amp; 13</b></p> <ul style="list-style-type: none"> <li>- Understanding personal needs and interests, skills and qualities</li> <li>- Understanding their community</li> </ul>	<p><b>Relationships and sex education Article 17, 19 &amp; 34</b></p> <ul style="list-style-type: none"> <li>- Exploring different relationships and appropriate behaviours linked to different relationships</li> <li>- Different family structures</li> <li>- Safe relationships</li> </ul>	<p><b>Relationships and sex education Article 17, 19 &amp; 34</b></p> <ul style="list-style-type: none"> <li>- Identifying how to maintain personal hygiene</li> <li>- Feelings. Emotions</li> <li>- Changing bodies</li> <li>- Appropriate touch and consent</li> </ul>

## Notes:

Autumn 1: Pupil Voice Booklets for their EHCP Review

Autumn 2: Updating One Page Profiles and School Council Election

Summer 2: Pupil reports



# North Ridge High – PHSCE curriculum long term planning Key Stage 5

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Looking after our school/ Rules of the school</b> <b>Article 12, 28 &amp; 29</b> <ul style="list-style-type: none"> <li>- Identifying school rules and their rights</li> <li>- Identifying their responsibilities to the school and others.</li> <li>- Identifying rights for charter and creating class charter</li> </ul>	<b>Environmental Action</b> <b>Article 19</b> <ul style="list-style-type: none"> <li>- identifying what is the environment</li> <li>- Understanding issues affecting climate change</li> <li>- Identifying changes that can be made to their daily routine to have a positive impact on the environment.</li> </ul>	<b>Diversity, Prejudice and discrimination</b> <b>Article 2, 8, 12 &amp; 13</b> <ul style="list-style-type: none"> <li>- Identifying discrimination.</li> <li>- Understanding current issues related to equality and diversity.</li> </ul>	<b>Making compromises and conflict resolution</b> <b>Article 12, 14 &amp; 19</b> <ul style="list-style-type: none"> <li>- Identifying conflicting situations</li> <li>- recognising ways to manage situations</li> <li>- identifying sources of help.</li> </ul>	<b>Relationships and sex education</b> <b>Article 17, 19 &amp; 34</b> <ul style="list-style-type: none"> <li>- Exploring different relationships and appropriate behaviours linked to different relationships</li> <li>- Different family structures</li> <li>- Safe relationships</li> </ul>	<b>Relationships and sex education</b> <b>Article 17, 19 &amp; 34</b> <ul style="list-style-type: none"> <li>- Identifying how to maintain personal hygiene</li> <li>- Feelings. Emotions</li> <li>- Changing bodies</li> <li>- Appropriate touch and consent</li> </ul>
<b>Notes:</b>						
Autumn 1: Pupil Voice Booklets for their EHCP Review						
Autumn 2: Updating One Page Profiles and School Council Election						
Summer 2: Pupil reports						

## North Ridge High – Religious Education curriculum long term planning Key Stage 5

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Living:</b> Is religion a power for peace or a cause of conflict in the world today? Christian, Muslim, non-religious e.g. humanist		<b>Believing:</b> Do we need to prove God's existence? Christian, Buddhist and/or Muslim, non-religious worldviews (e.g. Humanist)		<b>Expressing:</b> Should religious buildings be sold to feed the starving? Christians, Muslims and/or Sikhs.	
Notes:	All topics in the new agreed RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.  <b><u>Believing:</u></b> Religious beliefs, teachings, sources; questions about meaning, purpose and truth.  <b><u>Expressing:</u></b> Religious and spiritual forms of expression; questions about identity and diversity.  <b><u>Living:</u></b> Religious practices and ways of living; questions about values and commitments.					



## North Ridge High – Religious Education curriculum long term planning Key Stage 5

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Believing:</b>		<b>Living:</b>		<b>Expressing:</b>	
	Does living Biblically mean obeying the whole bible?		Does religion Help people to be good? <i>Buddhist, Christian, Muslim, Sikh, non-religious e.g. Humanist</i>		How can people express the spiritual through music and art?	
Notes:	<p>All topics in the new agreed RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.</p> <p><b><u>Believing:</u></b> Religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <p><b><u>Expressing:</u></b> Religious and spiritual forms of expression; questions about identity and diversity.</p> <p><b><u>Living:</u></b> Religious practices and ways of living; questions about values and commitments.</p>					

## North Ridge High – Religious Education curriculum long term planning Key Stage 5

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Living:</b> What is good and what is challenging about being a teenage Sikh/ Buddhist Muslim in Britain today?</p>		<p><b>Believing:</b> Why is there suffering? Are there any good solutions? Christian and Buddhist</p>		<p><b>Living:</b> Should Happiness be the purpose of life? <i>Christian, Buddhist and non-religious e.g. humanist</i></p>	
Notes:	<p>All topics in the new agreed RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.</p> <p><b><u>Believing:</u></b> Religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <p><b><u>Expressing:</u></b> Religious and spiritual forms of expression; questions about identity and diversity.</p> <p><b><u>Living:</u></b> Religious practices and ways of living; questions about values and commitments.</p>					



# North Ridge High –Personal and Social Development curriculum long term planning Key Stage 5

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASDAN PSD	<b>Community Action</b> - Exploring the local community and ways to make a positive change within the community e.g. recycling, litter picking. - Raising money for charity		<b>Understanding Technology</b> - Identifying technology and understanding how to use it safely in the home and community		<b>Environmental Awareness</b> - Exploring global environmental issues - Understanding how they can help the environment.	
SLD LEARNERS PERSONAL PROGRESS	<b>Keeping safe</b> Understanding how to follow simple safety routines within school, the home and local community.		<b>Caring for the environment</b> Understanding issues affecting the local and global environment. - Joining in activities to help the environment.		<b>Travel in the community</b> Exploring places in the local community by travelling on foot, using local or private transport	
PMLD LEARNERS PERSONAL PROGRESS	<b>Developing independent living—having your say</b>		<b>Engaging in the natural environment</b>		<b>Travel in the community</b>	
<b>Note:</b>	In addition to units above pupils following the personal progress pathway will also complete one of the following units during their first year in KS5. <p style="text-align: center;"><b>SLD: Early mathematics: Number or Measure</b></p> <p style="text-align: center;"><b>PMLD: Engaging in sensory stories</b></p>					





## North Ridge High –Personal and Social Development curriculum long term planning Key Stage 5

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASDAN PSD	<b>Making the most of leisure time</b> - Exploring leisure options in their local area, making choices of leisure activities and taking part in them for a period of time.		<b>Parenting Awareness</b> - Exploring the practicalities faced by new parents and identifying sources of support.		<b>Preparation for Work</b> -Writing CV's, identifying skills and qualities, role playing interviews and applying for jobs.	
SLD LEARNERS PERSONAL PROGRESS	<b>Developing independent living skills: being healthy</b> Taking part in activities to promote physical and mental wellbeing. Recognising healthy choices in terms of diet.		<b>Preparing drinks and snacks</b> -learners will know how to prepare a range of drinks and snacks safely		<b>Using a community facility over time</b> - learners will access a chosen community facility over a period of time and develop their independence when accessing the facility.	
PMLD LEARNERS PERSONAL PROGRESS	<b>Developing independent living skills: being healthy</b>		<b>Engaging with people and friendships</b>		<b>Using a community facility over time.</b>	
<b>Note:</b>	In addition to units above pupils following the personal progress pathway will also complete one of the following units during their first year in KS5.  <p style="text-align: center;"><b>SLD: Early mathematics: Number or Measure</b></p> <p style="text-align: center;"><b>PMLD: Engaging in sensory stories</b></p>					



## North Ridge High –Personal and Social Development curriculum long term planning Key Stage 5

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASDAN PSD	<b>Personal Safety</b> <ul style="list-style-type: none"> <li>- Students will learn how to use equipment in the home safely e.g. vacuum cleaner.</li> <li>- Students will develop independent travel skills</li> </ul>		<b>Healthy Living</b> <ul style="list-style-type: none"> <li>- Students will understand the importance of regular exercise and a healthy diet</li> </ul>		<b>Managing own Money or unit of choice worth two credits minimum</b> <ul style="list-style-type: none"> <li>- Identifying and managing their own personal budget</li> </ul>	
SLD LEARNERS PERSONAL PROGRESS	<b>Enterprise projects</b> <ul style="list-style-type: none"> <li>- Students will make items to sell for the school Christmas fair. Pupils will be involved in the planning, production and sale of products</li> </ul>		<b>Developing independent living skills: looking after your own environment</b> <ul style="list-style-type: none"> <li>- Students will learn how to keep their homes clean and why this is important.</li> <li>- Students will develop skills to safely complete different household tasks.</li> </ul>		<b>Out and About</b> <ul style="list-style-type: none"> <li>-Exploring and using different facilities in the community – leisure, shops and restaurants</li> </ul>	
PMLD LEARNERS PERSONAL PROGRESS	<b>Encountering experiences: creativity</b>		<b>Engaging in work experience</b>		<b>Out and about</b>	
<b>Note:</b>	In addition to units above pupils following the personal progress pathway will also complete one of the following units during their first year in KS5.  <p style="text-align: center;"><b>SLD: Early mathematics: Number or Measure</b></p> <p style="text-align: center;"><b>PMLD: Engaging in sensory stories</b></p>					



## North Ridge High – Manufacturing curriculum long term planning Key Stage 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1-3	Health and Safety	Quality Control	Sustainability	Production Lines	Design	Marketing
Note	Taught on a rotation as a spiral curriculum, returning and developing on the skills and knowledge taught on the previous rotation.					

# North Ridge High – Food Technology curriculum long term planning Key Stage 5

YEARS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1-3	Potatoes	Entertaining others	Convenience foods	'Fakeaway'	Food from other cultures	Picnics and Lunchboxes
<b>Notes:</b>						

# North Ridge High – Class Nightingale

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Reading</b>  Health and Safety signs. Knowing signs in the community e.g. signs in supermarkets, common words and symbols e.g. lift, escalator, fire exit.		<b>Job adverts</b>  Matching skills and qualities to a range of jobs and careers.	<b>Personal statements</b>	<b>Job Applications</b>	
<b>Notes:</b>						

