

In this unit students will develop their understanding of how English is used to communicate information. Students will develop their understanding of how to describe a daily schedule or to describe the goods and services provided by retail outlets and the language used to describe how to access them. Students will use this knowledge to develop appropriate skills to write a simple set of instructions, to book and purchase a cinema ticket and write a daily schedule. Students will identify descriptive and informative detail in their reading, watching and listening and produce presentations that intend to describe their daily schedule, how to operate household appliances or how to book a ticket by phone or online. Students will practise their skills in using their existing knowledge of grammar and punctuation.

Unit Learning Objectives:

Students should use **speaking and listening skills** to participate in group discussions, deliver individual presentations and learn how to formally present their ideas to others.

Students should use **reading skills** to interpret schedules, timetables and instructions and to identify how businesses use key information and language to enable customers to access and book their services.

Students should use **speaking and listening skills** to participate in group discussions and deliver individual presentations

Students should use **writing skills** to create and shape their own texts, to organise information about themselves, to use the language of schedules, timetables, instruction and online payment.

Key Features of Text Type

Audience	Care and support workers, customers, friends and families
Purpose	To inform others of daily needs and wishes, to inform how to set up a household appliance, to purchase tickets by telephone or online.
Structure	Logical order,
Language	Personal and direct, formal, specialised to appliance / service provider.
Features	Use words to provide clarity.

Keywords

Learning difficulties, speech difficulties, non-verbal, British Sign Language, symbols, complex medical needs, autism, diagnosis, epilepsy, emergency, medication, GP, specialist, consultant, social worker, family, health centre, hospital.

Suggested Texts:

Daily schedule /routine to prepare for school/ the school day; instructions to set up a Nintendo Switch/ to navigate the entertainment packages on the TV; online booking forms for cinema/theatre

Drama - Role play and hot seating activities

ICT - Researching information about what's on in Manchester

RRS Articles: This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

KS5 English Skills: Independent Living 1- Spring Term 2023

Subject: Independent Living 1

Suggested Flow of Learning

Term: Spring 1 & 2 2023

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-4	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	<p>Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write text e.g a daily timetable, a set of instructions, a booking form etc</p> <p>Immersion -explore schedules and timetables, sets of instructions and websites of cinemas and theatres, build up word bank of useful words and key phrases</p> <p>Tune into the text: acting out instructions, making a telephone booking</p> <p>Focus on purpose, structure, language features of informative writing.</p> <p>Students identify and arrange key features of the chosen text</p> <p>Students warm up to the text/ embed words/phrases and grammar,</p> <p>Introduce model text - text map and learn text.</p> <p>Students internalise model text using text map</p> <p>Students read as a reader -vocabulary & comprehension work</p> <p>Students read as a writer - Box up model text, analyse features etc</p>
Wks 5-8	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	<p>Students explore and rewrite the model text</p> <p>Shared writing to innovate the model</p> <p>Students box up a new version of the model text - key headings and information.</p> <p>Students amend / innovate key elements</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Use Narrative Therapy & Colourful Semantics to revise model text</p>
Wks 9-12	Invention / Independent application	Students create original texts as independently as possible	<p>Students use structure of the model text</p> <p>Students create own text</p> <p>Use word bank and structure of original and innovated text</p> <p>Use mind map to generate and record different ideas.</p> <p>Students plan, review, edit and revise their writing.</p> <p>Use Narrative Therapy & Colourful Semantics to create new text</p> <p>Hot Task / Show us what you have learnt -</p> <p>An independent task on a similar type of writing</p>

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	OU WTE1	OU Entry Level 1	OU Entry Level 2	OU Entry Level 3	OU Level 1
Key learning:	Communication Skills-Independent Living 1				
<p>Subject specific knowledge</p> <p>Communication Skills.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students know</u> some key concepts and ideas.</p> <p><u>Students know</u> simple nouns used to describe daily activities</p> <p><u>Students know</u> and understand simple questions: What do you do before...? Where can you buy....? How do you turn on....?</p> <p><u>Students know</u> simple verbs used to describe daily activities.</p> <p><u>Students know</u> the roles of employees at a cinema/theatre</p> <p><u>Students know</u> some words used to describe daily activities and personal needs</p> <p><u>Students know</u> the language used to describe how to set up an item of technology / purchase a ticket online.</p>	<p><u>Students know</u> some key words used to communicate instructions from staff in role play activities.</p> <p><u>Students know</u> that they need to take turns in role play situations.</p> <p><u>Students know</u> simple nouns used to describe activities.</p> <p><u>Students know</u> the names of a range of local leisure and entertainment providers</p> <p><u>Students know</u> that people use names to get people's attention.</p> <p><u>Students know</u> that people use formal terms of address when purchasing items online, by telephone or in person.</p> <p><u>Students know</u> that good listening involves looking at the person speaking during role play activities.</p> <p><u>Students know</u> that turning your back on a person who is speaking is not positive communication behaviour.</p>	<p><u>Students know</u> and name three or more good communication qualities.</p> <p><u>Students know</u> whether a question is closed and only needs a yes / no answer.</p> <p><u>Students know</u> whether a question is open and needs a full answer.</p> <p><u>Students know</u> that they should stand or sit with their body towards the person they are talking to and turn their face towards the other person.</p> <p><u>Students know</u> that they should speak clearly and slowly on the telephone</p> <p><u>Students know</u> why they should practise good listening during role play activities.</p> <p><u>Students know</u> how people feel when they do not practise good listening skills during role play activities.</p> <p><u>Students know</u> that eye contact is important in communicating with others.</p>	<p><u>Students know</u> if a situation is in a formal context or a less formal context.</p> <p><u>Students know</u> some examples of formal language, terms of address and sentence structures.</p> <p><u>Students know</u> how to frame or answer open and closed questions in discussions with adults and peers in a range of situations.</p> <p><u>Students know</u> how to frame questions to gain different information about services and timetables.</p> <p><u>Students know</u> how to use mind maps to inform their planning.</p> <p><u>Students know</u> that they need to adapt their communication style to match the context.</p> <p><u>Students know</u> how to describe what constitutes good body language in a range of retail settings.</p>	<p><u>Students know</u> a number of key differences between spoken and written language used in communicating with retail and service providers.</p> <p><u>Students know</u> a range of suitable questions to find out information or about the role and services provided by retail and service providers.</p> <p><u>Students know</u> when to adjust their tone/volume of voice in communicating with retail and service providers</p> <p><u>Students know</u> how to sequence their ideas logically.</p>

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			<p><u>Students know</u> and name some difficulties in communication caused by not maintaining eye contact when it is appropriate.</p> <p><u>Students know</u> the reasons why good listening is important</p>	<p><u>Students know</u> how to adapt their communication method to suit different situations.</p>	
<p><u>Subject specific skills</u></p> <p>Communication Skills.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students are able to</u> combine two or three key ideas and concepts.</p> <p><u>Students are able to use</u> signs, switches, symbols or words to ask simple questions from a choice of 3.</p> <p><u>Students are able to use</u> signs, switches, symbols or words to describe their own needs and wishes from a choice of 3.</p> <p><u>Students are able to use</u> signs, switches, symbols or words to describe what role or job a cinema/theatre employee has from a choice of 3.</p> <p><u>Students are able to use</u> signs, switches, symbols or words from a choice of 3 to describe how to make a booking online</p> <p><u>Students are able to use</u> signs, switches, symbols or</p>	<p><u>Students are able to</u> follow verbal or visual prompts to carry out actions in role play activities.</p> <p><u>Students are able to</u> follow verbal or visual prompts to speak, sign, use a switch or symbols in role play activities.</p> <p><u>Students are able to use</u> signs, switches, symbols or words to describe what they need from family, friends or support workers.</p> <p><u>Students are able to use</u> signs, switches, symbols or words to identify activities that are important to them.</p> <p><u>Students are able to use</u> signs, switches, symbols or words to describe their favourite leisure activities and pastimes.</p> <p><u>Students are able to use</u> single words to answer a range of simple questions about themselves.</p>	<p><u>Students are able to</u> communicate using one or two good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> communicate using three or more good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> stand or sit with their body towards the person they are talking to.</p> <p><u>Students are able to</u> turn their face towards the person they are talking to</p> <p><u>Students are able to</u> talk clearly and slowly on the telephone and spell key words such as their name using the phonetic alphabet if required e.g. alpha, bravo, Charlie</p>	<p><u>Students are able to</u> identify if certain communication skills are appropriate to the context.</p> <p><u>Students are able to use</u> formal language, terms of address and sentence structure in conversations with service providers and retail outlets.</p> <p><u>Students are able to use</u> informal language, terms of address and sentence structures in less formal situations</p> <p><u>Students are able to use</u> basic planning strategies like mind maps to develop a role play related to communication with retail / service providers.</p> <p><u>Students are able to</u> ask open and closed questions to adults and peers in a range of situations.</p>	<p><u>Students are able to</u> identify at least 5 characteristics of spoken language used to communicate about retail and services.</p> <p><u>Students are able to</u> identify at least 5 characteristics of written language used to communicate about retail and services.</p> <p><u>Students are able to use</u> a range of suitable questions to develop understanding of different services and leisure opportunities.</p> <p><u>Students are able to</u> identify at least 5 differences between spoken and written language about different services and leisure opportunities.</p> <p><u>Students are able to</u> increase the volume of their voice to speak loudly</p>

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	<p>words from a choice of 3 to discuss how to set up an item of technology.</p> <p><u>Students are able to use their chosen method of communication to ask simple questions in a variety of discussions which are led by a member of staff and/or peer.</u></p> <p><u>Students are able to use their chosen method of communication to make comments in a variety of discussions which are led by a member of staff and/or peer.</u></p> <p><u>Students are able to ask for a pen to write, or glue to attach a symbol.</u></p> <p><u>Students are able to ask for information, details about services provided.</u></p>	<p><u>Students are able to use single words to answer a range of simple questions a ticket that they would like to buy.</u></p> <p><u>Students are able to use single words to answer a range of simple questions about how something works.</u></p> <p><u>Students are able to briefly look at the speaker when they hear their name.</u></p> <p><u>Students are able to briefly look at the speaker when being addressed.</u></p> <p><u>Students are able to look at the speaker for the whole duration of a question or statement.</u></p> <p><u>Students are able to look at the person speaking during role play activities</u></p> <p><u>Students are able to smile and nod whilst someone else speaks in a role play activity.</u></p> <p><u>Students are able to identify when people are not demonstrating good listening skills in role play activities.</u></p>	<p><u>Students are able to sometimes answer a closed question with a yes / no answer or single word answer.</u></p> <p><u>Students are able to sometimes answer open questions with full answers using short phrases.</u></p> <p><u>Students are able to recognise when eye contact is needed and describe some communication difficulties caused by not using eye contact in a variety of situations.</u></p> <p><u>Students are able to identify reasons why good listening is important.</u></p> <p><u>Students are able to describe the impact of not listening.</u></p> <p><u>Students are able to demonstrate effective listening in a role play activity.</u></p> <p><u>Students are able to take an independent role in role play activities.</u></p> <p><u>Students are able to participate independently in a role play activity.</u></p>	<p><u>Students are able to use a range of questions to elicit different information about services provided by retail and service providers.</u></p> <p><u>Students are able to use a formal communication style in a retail context.</u></p> <p><u>Students are able to demonstrate good body language in a range of retail settings</u></p> <p><u>Students are able to recognise not all communication methods fit each context.</u></p> <p><u>Students are able to recognise where and when communication methods need to be adapted depending on setting.</u></p>	<p>and clearly in retail and services settings /situations</p> <p><u>Students are able to adopt an appropriate tone of voice to speak clearly and respectfully in retail and leisure settings /situations.</u></p> <p><u>Students are able to adjust their tone/volume of voice in retail and leisure settings</u></p> <p><u>Students are able to communicate their ideas/thoughts in a clear and logical manner</u></p>
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	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning-	Reading - Independent Living 1				
<u>Subject specific knowledge</u> Reading	<p><u>Students know</u> which way to hold a brochure, flyer, leaflet or timetable and to turn the pages one at a time, starting from the front cover.</p> <p><u>Students know</u> that text flows on a page from left to right and from top to bottom of a column or page.</p> <p><u>Students know</u> that they should begin reading at the top of a page and at the start of each sentence.</p> <p><u>Students know</u> at least 20 familiar symbols and/or words used to describe daily activities and personal needs</p> <p><u>Students know</u> certain objects of reference represent daily activities and personal needs</p> <p><u>Students know</u> the meaning of key words or symbols associated with daily activities and personal needs</p>	<p><u>Students know</u> key words or symbols used in a range of texts associated with daily activities and personal needs.</p> <p><u>Students know</u> the requirements and layout of timetables and brochures / websites</p> <p><u>Students know</u> the initial sound of a word.</p> <p><u>Students know</u> key words or symbols e.g. name, day date and time and number of tickets.</p> <p><u>Students know</u> how to order visual steps to support them to complete a task</p> <p><u>Students know</u> how to order visual steps to support them to complete a task.</p>	<p><u>Students know</u> and understand chronological language e.g. first, then, next, finally</p> <p><u>Students know</u> and understand at least 7 key words or phrases to describe key information, their needs and wishes</p> <p><u>Students know</u> how to segment and blend words.</p> <p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> to use the context of the writing to help them make sense of a text.</p> <p><u>Students know</u> common exception words.</p>	<p><u>Students know</u> and understand at least 10 key words or phrases to describe timetable or leaflet/website about retail or leisure services</p> <p><u>Students know</u> and understand at least 10 key words or phrases to describe locations / stations in a retail /leisure context e.g toilets, tickets, refreshments, screens etc</p>	<p><u>Students know</u> to read clearly and loudly when reading out information to service providers</p> <p><u>Students know</u> to read clearly and loudly when reading out information about leisure and services opportunities to others.</p> <p><u>Students know</u> to use variation of pace and tone when reading.</p> <p><u>Students know</u> the typical structure and phrasing of a timetable / brochure / website.</p> <p><u>Students know</u> the key language used in a timetable / brochure/ website</p> <p><u>Students know</u> that their opinion should be supported by the text or other facts and reasons.</p>

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<u>Subject specific skills</u>					
Reading	<p><u>Students are able to</u> choose a book, brochure, flyer or leaflet from a given selection.</p> <p><u>Students are able to</u> handle a brochure, flyer, leaflet or timetable with care.</p> <p><u>Students are able to</u> turn the pages brochure, flyer, leaflet or timetable one page at a time starting from the front cover.</p> <p><u>Students are able to</u> follow a text from left to right and from top to bottom of a column or page and read the symbols or words.</p> <p><u>Students are able to</u> read at least 20 familiar symbols and/or words used to describe daily activities and personal needs.</p> <p><u>Students are able to</u> identify objects of reference associated with daily activities and personal needs and match the object to the correct word or symbol.</p> <p><u>Students are able to</u> read and extract one piece of information from a range of information texts associated.</p>	<p><u>Students are able to</u> use simple terms to describe the meaning of at daily activities and personal needs</p> <p><u>Students are able to</u> answer simple comprehension questions based on a range of texts consisting of or supported by symbols.</p> <p><u>Students are able to</u> communicate to a member of staff what words or symbols that they have read.</p> <p><u>Students are able to</u> use what they have read to support them in completing the next steps in a task.</p> <p><u>Students are able to</u> use the initial sound of a word to help them to identify the word and or symbol when reading in a variety of contexts.</p> <p><u>Students are able to</u> sequence a simple set of visual and written instructions e.g. how to get ready for school.</p> <p><u>Students are able to</u> sequence visual steps to support them to complete a task.</p>	<p><u>Students are able to</u> sequence 5 instructions to explain the steps in booking a ticket by telephone or online.</p> <p><u>Students are able to</u> correctly use chronological language e.g. first, then, next, finally.</p> <p><u>Students are able to</u> read at least 7 key words or phrases associated with identifying key information, their needs and wishes</p> <p><u>Students are able to</u> read at least 7 key words or signs associated with retail and leisure outlets.</p> <p><u>Students are able to</u> apply phonic knowledge and skills to decode words.</p> <p><u>Students are able to</u> use the context to help them to read unfamiliar words.</p> <p><u>Students are able to</u> locate key information in a timetable or leaflet/website about retail or leisure services.</p>	<p><u>Students are able to</u> read and extract information from timetables or leaflets/websites about retail or leisure services.</p> <p><u>Students are able to</u> identify what is needed to access retail or leisure services.</p> <p><u>Students are able to</u> identify what is required to make a telephone or online booking.</p> <p><u>Students are able to</u> extract the details from a timetable / brochure / website.</p> <p><u>Students are able to</u> read at least 10 key words or phrases associated with visiting a retail /leisure outlet e.g toilets, tickets, refreshments, screens etc</p> <p><u>Students are able to</u> use familiar words and root words to read longer words, in addition to using phonic knowledge and context.</p>	<p><u>Students are able to</u> read clearly and at good pace when reading information.</p> <p><u>Students are able to</u> vary the tone at appropriate points when reading out information to another person.</p> <p><u>Students are able to</u> identify key language and structures in a timetable/ brochure / website that helps make the meaning clear.</p> <p><u>Students are able to</u> identify key features of an information text that helps make the meaning clear.</p> <p><u>Students are able to</u> refer to the relevant part of a text to justify their opinion about it.</p> <p><u>Students are able to</u> make reference to general facts and reasons to justify their opinion.</p>

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	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning	Writing - Good Health: Personal Information				
<u>Subject specific knowledge</u>	<u>Students know</u> how to make straight marks in sensory material.	<u>Students know</u> the initial letter or grapheme of a word related daily activities and personal needs.	<u>Students know</u> key words used in booking a ticket by telephone or online.	<u>Students know</u> the layout of a leaflet/ website related to retail and leisure services.	<u>Students know</u> the vocabulary relevant to retail and leisure services.
Writing	<p><u>Students know</u> how to make circular marks in sensory material.</p> <p><u>Students know</u> how to make straight marks with a pen or pencil.</p> <p><u>Students know</u> the form of common shapes or letters.</p> <p><u>Students know</u> some words used to describe their daily activities and personal needs</p>	<p><u>Students know</u> how to form the initial letter or grapheme of a word.</p> <p><u>Students know</u> what a verb is.</p> <p><u>Students know</u> some key verbs used to describe daily activities.</p> <p><u>Students know</u> the words and symbols used to describe some daily activities and personal needs</p> <p><u>Students know</u> the key elements required in set of instructions</p>	<p><u>Students know</u> how to correctly punctuate sentences with full stops and capital letters.</p> <p><u>Students know</u> how to segment and blend words.</p> <p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> how to spell some common tricky words.</p> <p><u>Students know</u> chronological language used to describe the past and the future.</p>	<p><u>Students know</u> what detail and features to include in a booking.</p> <p><u>Students know</u> familiar words and root words when used in compound words or with prefixes and suffixes</p> <p><u>Students know</u> how to spell most common tricky words.</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support</p>	<p><u>Students know</u> they need to read, check and revise their writing.</p> <p><u>Students know</u> how to form the use the present, past and future tense of regular and irregular verbs.</p>
<u>Subject specific skills</u>	<p><u>Students are able to</u> make straight or circular marks in sensory material.</p> <p><u>Students are able to</u> make straight marks with a pen or pencil.</p> <p><u>Students are able to</u> trace or overwrite 3 recognisable shapes or letters.</p>	<p><u>Students are able to</u> write the initial letter or grapheme of a word.</p> <p><u>Students are able to</u> select pictures or symbols to add detail to their writing.</p> <p><u>Students are able to</u> select descriptive words to add detail to their writing.</p> <p><u>Students are able to</u> use pictures and symbols to</p>	<p><u>Students are able to</u> use simple words and phrases to describe key personal information</p> <p><u>Students are able to</u> use simple words and phrases to describe their wishes and needs.</p> <p><u>Students are able to</u> use simple words and phrases to describe their needs in</p>	<p><u>Students are able to</u> identify where to place different pieces of information in a timetable.</p> <p><u>Students are able to</u> identify where to place different pieces of information for a leaflet/website about retail and leisure services.</p> <p><u>Students are able to</u> identify where to place</p>	<p><u>Students are able to</u> select vocabulary relevant to retail and leisure services</p> <p><u>Students are able to</u> revise and edit the spelling, grammar and sentence structure in their writing.</p> <p><u>Students are able to</u> correctly use the present</p>

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	<p><u>Students are able to copy 3 recognisable shapes or letters when writing.</u></p> <p><u>Students are able to match the background colours of up to 4 words or symbols to create simple sentences about daily activities and personal needs.</u></p> <p><u>Students are able to select pictures or symbols to describe an image related to daily activities and personal needs</u></p> <p><u>Students are able to select pictures or symbols to write a simple text about their daily activities and personal needs</u></p> <p><u>Students are able to select words to describe an image related to their daily activities and personal needs.</u></p> <p><u>Students are able to select words to write a simple text about their own daily activities and personal needs.</u></p>	<p>describe daily activities and personal needs</p> <p><u>Students are able to use words to describe daily activities and personal needs.</u></p> <p><u>Students are able to select symbols to sequence information into a full sentence.</u></p> <p><u>Students are able to select words to sequence information into a full sentence.</u></p> <p><u>Students are able to order a set of images to describe how to operate a household appliance.</u></p> <p><u>Students are able to use words or symbols to describe each image in a set of instructions.</u></p>	<p>making a booking by telephone or online.</p> <p><u>Students are able to use full sentences to write a short text describing their key personal information required to make a booking.</u></p> <p><u>Students are able to use full sentences to write an enquiry about retail/leisure services.</u></p> <p><u>Students are able to correctly punctuate sentences with full stops and capital letters.</u></p> <p><u>Students are able to apply phonic knowledge and skills in their writing.</u></p> <p><u>Students are able to use familiar root words in words containing common suffixes and prefixes.</u></p> <p><u>Students are able to correctly spell some common tricky words</u></p> <p><u>Students are able to correctly use chronological language when describing their past experience and their future needs.</u></p>	<p>different pieces of information for a set of instructions.</p> <p><u>Students are able to include the appropriate detail and features to make an telephone or online booking.</u></p> <p><u>Students are able to include the appropriate detail and features to write a set of instructions</u></p> <p><u>Students are able to include the appropriate detail and features to write a booking enquiry</u></p> <p><u>Students are able to use familiar words and root words to write longer words, in addition to using phonic knowledge and context.</u></p>	<p>tense to describe events and activities..</p> <p><u>Students are able to correctly use the future tense e.g. I will need to leave the house at .. to catch the bus at .. etc.</u></p> <p><u>Students are able to correctly spell most common tricky words.</u></p> <p><u>Students are able to consistently apply phonic knowledge and skills when writing unfamiliar words.</u></p> <p><u>Students are able to create and write a document on Microsoft Word without support.</u></p> <p><u>Students are able to create and write a document on Microsoft Publisher without support</u></p>
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Personal development

Reasoning - Students will predict and extract information from a range of sources.

Evaluation - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.

Empathy - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.

Social skills - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.

Communication - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.

Suggested activities

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Students describe their daily activities and schedules,

Students act out a daily routine e.g. getting ready for school, brushing their teeth etc Play charades of daily activities

Students write sets of instructions for simple tasks and others have to follow the instructions

Students explore different household appliances and how to use /operate them and write instructions

Students explore leaflets and websites for cinemas, theatres etc

Students role play booking a cinema ticket by telephone or online.

Students extract key data from timetables and websites

Students role play booking a bus or tram journey

Students plan and book a visit to the cinema/ theatre by tram

Online resources

[Transport for Greater Manchester | Transport for Greater Manchester \(tfgm.com\)](#)

[Vue | Cinema Listings & Latest Movies | Book Film Tickets \(myvue.com\)](#)

[ODEON - ODEON Manchester Great Northern Cinema](#)

[Welcome to the Royal Exchange Theatre, Manchester](#)

Evidencing Work

All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified

Audio and video performances need to be recorded and formatted within Book Creator.

Speaking and writing assessment at the end of the unit