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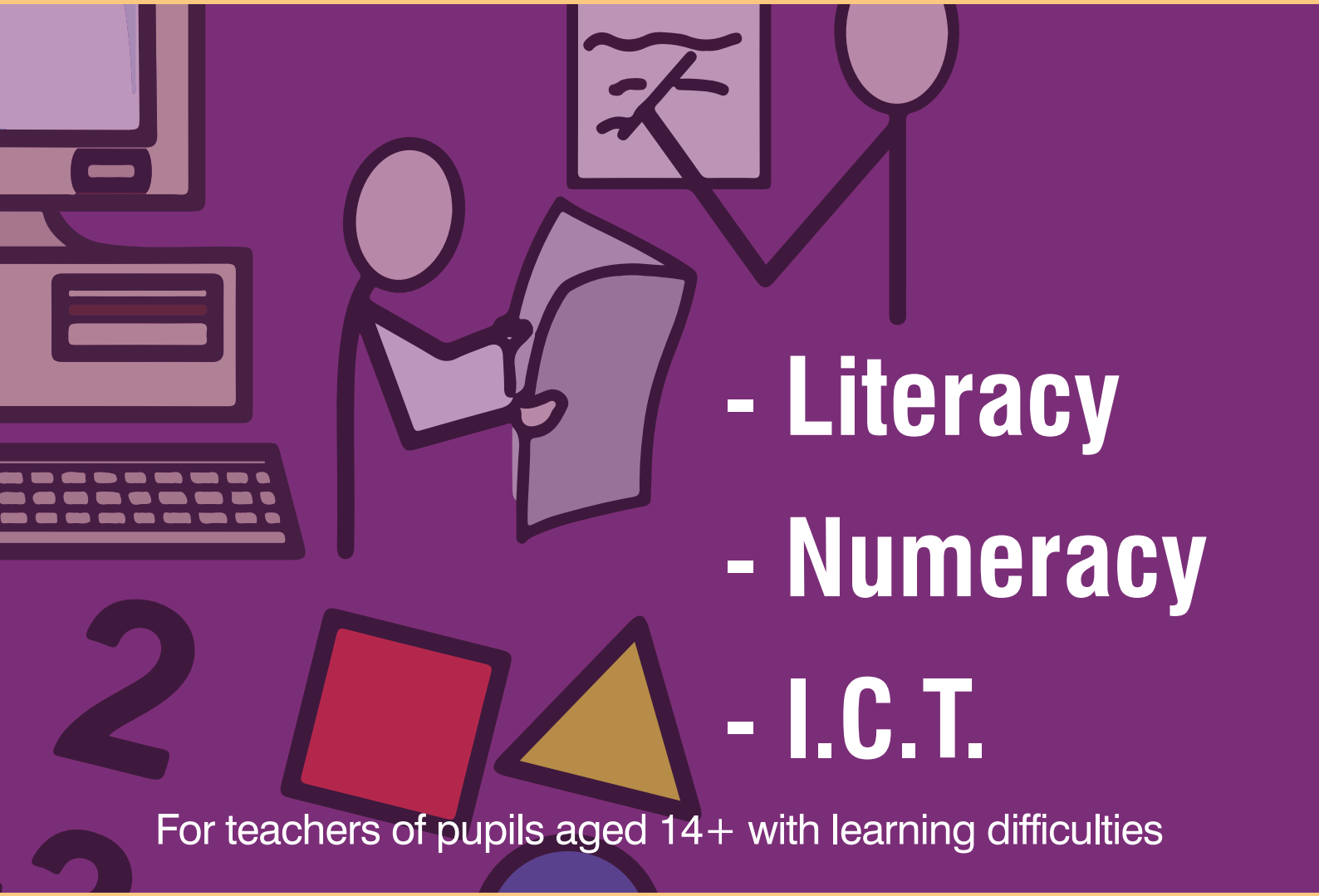
esSENtials 14+ for life

Moving On

Preview



- Literacy
- Numeracy
- I.C.T.

For teachers of pupils aged 14+ with learning difficulties

MOVING ON Ess*en*tial Skills: Literacy, Numeracy and ICT

Curriculum and accreditation for students aged 14+ years with learning difficulties

Third Edition

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General Context

Moving On: Curriculum and accreditation for students aged 14+ years, with learning difficulties

Moving On offers an easy-to-use, flexible, all-inclusive curriculum with national accreditation for students aged 14+ years who experience difficulties in learning. It is written by teachers, for teachers. The curriculum is designed to assist schools and colleges with their planning and accreditation.

The Moving On esSENtials for life 14+ package contains the following programmes of learning:

- Five separate one-year programmes of learning: Adventurer, Explorer, Traveller, Voyager and Globetrotter. These can be taught in any order or combined.
- The ***NEW* Ess*en*tial Skills; Literacy, Numeracy and ICT**
- Functional Skills
- Sex and Relationships Education.

It is appropriate for students with cognition and learning needs including severe learning difficulties, and profound and multiple learning difficulties and complex needs.

It is complemented by EQUALS own National Accreditation programme to celebrate annual achievement (visit http://equals.co.uk/14plus/) and it can also be used to provide evidence of achievement to support Foundation Learning Entry 1 Personal Progress Qualifications (appendix 1). Achievement is reported against the original Foundation Learning 10 Stage Achievement Continuum developed by QCDA (appendix 2).

Moving On Ess*en*tial Skills: Literacy, Numeracy and ICT

Programme Outline				
Literacy				
Sharing Information	Creating an Interest	Literacy for Information	Literacy for Life and Leisure	Literacy for the Future
Letters and Postcards People and Events Collecting and using information including surveys and opinions	Poetry, Plays and Songs Books including Traditional Tales Films, Radio, T.V. and Theatre	Magazines and Newspapers Using a Library Bibliography and Factual Literature	Using Leisure Facilities Using the Internet Social Sight and Information, Signs including Shopping and Travel	Form fulling and Personal Details This is Me and Personal Statements Group Discussions and Debate
Numeracy				
Maths in Everyday Life	Maths for Life	Maths for the Community	Maths for Design	Maths for the Future
Measurement and Volume Weighing and Cooking Time	Shopping Domestic Appliances Telephone and Communication	Maps, Travel and Timetables Using Leisure Facilities Money	Repeating Patterns Shape, Colour and Space Design	Enterprise Work Financial Responsibility
ICT				
Keeping in Touch	ICT for Pleasure, Leisure and Information	ICT in Enterprise	ICT and Creativity	ICT for the Future
Exchanging Information; e-mail, texting Social Networking News Sharing	Use of Community ICT Facilities Touch Technology including iPads Digital Photography	Design; Corporate Images, Logos Animation Promotion and Advertising	Film Making Creating Stories Creating Music / Sounds	Using Search Engines and Websites Presenting Personal Information and C.V.s Shopping; online (internet), in the community

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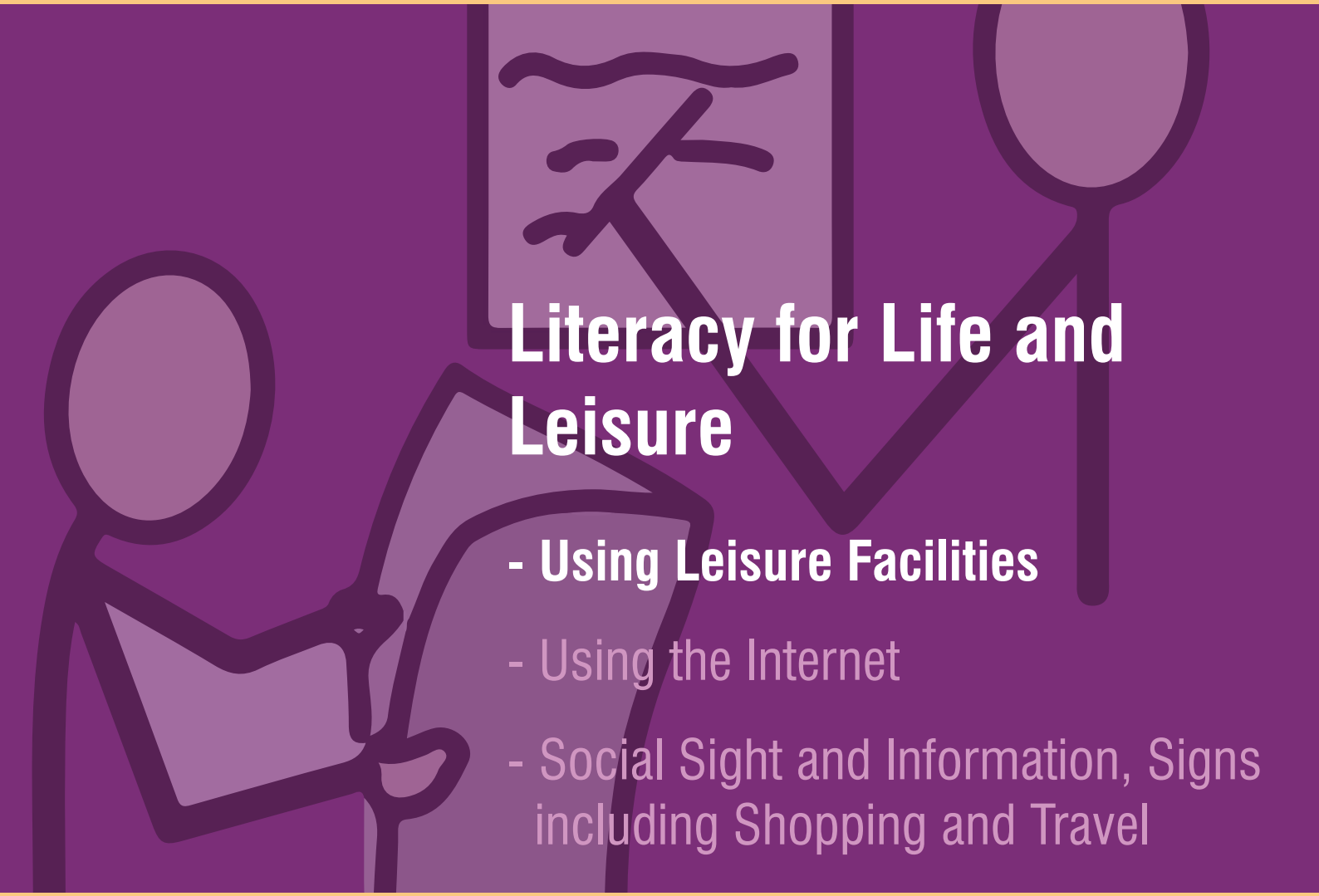
esSENtials 14+ for life

Moving On Literacy

Preview



Literacy for Life and Leisure

- Using Leisure Facilities
- Using the Internet
- Social Sight and Information, Signs including Shopping and Travel

Programme: Ess*en*tial Skills

Course of Study: Literacy

Subject Area: Literacy for Life and Leisure

Unit Content:

a. Using Leisure Facilities

The student will learn about and experience using leisure facilities.

b. Using the Internet

The student will learn about and experience using the internet.

c. Social Sight and Information, Signs including Shopping and Travel

The student will learn about and experience social sight and information, signs including shopping and travel.

Resources and hints:

Using Leisure Facilities

Local leisure centre/bowling alley.
Local cinema listings.
Local bus/train timetables at bus station and on-line.
https://schoolgardening.rhs.org.uk/resources School Gardening resources.
https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/setting-up-a-school-garden
http://www.rspb.org.uk/kids-and-schools/kids-at-school/schools-birdwatch/resources.aspx

Using the Internet

Introduction to the internet http://www.w2tw.uk/
e-Safety http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/
http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew
http://www.ictgames.com/literacy.html

Social Sight and Information, Signs including Shopping and Travel

i-SPY in the Street: What can you spot?, published by Collins, ISBN 9780008213251 from http://www.collins.co.uk/index.html
https://www.nidirect.gov.uk/publications/travel-safe-guide?rev=0 a guide to help young people and people with learning difficulties travel safely and being out and about in the community.

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Course of Study	**Literacy**		
Subject Area	**Literacy for Life and Leisure**		
Unit	**a. Using Leisure Facilities**		
Learning Objectives	**Sample Teaching Activities**	**Examples of Personal Progress Units**	**Sets – Differentiated Learning Outcomes**
The student will learn about and experience: **Using Leisure Facilities.**	• Set up a range of leisure activities for students to experience; • Bowling – turn taking, create score sheets, help to keep score, initiate share experience with friends. • Board games – turn taking, counting spaces, reading rules, create own board game, initiate conversation with friends about the game. • Music – Read and follow instructions, Take turns being the conductor, create own music piece using their own interpretation of symbols or pictures of instruments, express emotions using music. Discuss favourite music/popstar • Cooking – read and follow instructions,	Developing reading skills. Developing writing skills. Developing communication skills. Getting on with other people. Engaging with the world around you: objects.	**1. Encounter** Characterised by presence and reflex responses relating to using leisure facilities. **2. Early awareness** Characterised by fleeting attention and inconsistent responses relating to using leisure facilities. **3. Interest** Characterised by more consistent and differentiated reactions relating to using leisure facilities. **4. Supported participation** Characterised by cooperation and engagement relating to using leisure facilities. **5. Active involvement** Characterised by recognition, anticipation and proactive responses relating to using leisure facilities. **6. Development** Characterised by remembered responses and intentional communication relating to using leisure facilities. **7. Exploration** Characterised by concentration, recall and observation relating to using leisure facilities. **8. Initiation** Characterised by established responses and conventional communication relating to using leisure facilities. **9. Consolidation** Characterised by the formation of skills, knowledge, concepts and understandings relating to using leisure facilities. **10. Application** Characterised by the application of skills, knowledge, concepts and understandings relating to using leisure facilities.

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	create own recipe, invite friends to try different dishes you have cooked, discuss which foods they prefer. • Films – create tickets, invite another class – create invites, review film, select favourite film. • Gardening – identify tools needed, read and follow instructions, sequences and create own instructions. • Walking – Discuss and photograph trip – match sentence symbols or write a sentence about photographs taken, initiate conversation with peers. • Computer games – play with a peer, take turns, create own using coding on espresso for a peer to play. • Birdwatching – matching, sharing their findings with peers. • Collecting – Go on a walk around school/local community and create a journey		

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	stick, collecting & sticking objects you find on a long piece of card as you walk around. Use journey stick to share the walk with the class. Collect objects from given symbols/words around the local environment for e.g. something green, something hard etc. • Shopping – set up a class shop, take turns to order and serve customers. Invite another class to your shop/café. • Sports including both team sports and yoga/gymnastics – review performance, take turns with a peer, work with a peer, follow instructions, take turns at leading a small sports game/create dance or movement for a peer to follow, guide peer around different equipment. • Catch a bus/train, read timetable, locate correct stop/destination. • Students to experience turn taking, actively		

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	explore a variety of objects, observe their actions, communicate intentionally through the leisure activities. Invite students from other classes to join. Make choices of preferred activity. Participate in shared exploration. • Create powerpoint of students exploring the different activities. • Create non fiction sensory book about the different leisure activities.		

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esSENtials 14+ for life

Moving On Numeracy

Preview

Maths for the Future

- Enterprise
- Work
- Financial Responsibility

Programme: Ess*en*tial Skills

Course of Study: Numeracy

Subject Area: Maths for the Future

Unit Content:

a. Enterprise

The student will learn about and experience enterprise.

b. Work

The student will learn about and experience work.

c. Financial Responsibility

The student will learn about and experience financial responsibility.

Resources and hints:

Enterprise

https://www.bakerross.co.uk/ for making things to sell.
http://www.theorb.org.uk visit ASDAN's online resource bank for ideas on fundraising.

Work

Refer to following units:
Maths for the Community: a. Maps, Travel and Timetables.
Maths for the Community: c. Money.
Maths for the Future: c. Financial Responsibility.

Financial Responsibility

www.asdan.org.uk/resources/focus ASDAN Focus Money.
Apps: Pigby's Fair, Kids Money by Apps Rocket.

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Course of Study	**Numeracy**		
Subject Area	**Maths for the Future**		
Unit	**a. Enterprise**		
Learning Objectives	**Sample Teaching Activities**	**Examples of Personal Progress Units**	**Sets – Differentiated Learning Outcomes**
The student will learn about and experience: **Enterprise.**	• Set up and run over a period of time a mini enterprise activity. • Use a set budget to hold an event. • Raise money for a charity by holding a one-off enterprise activity for e.g. a car boot sale, jumble sale, cake stall or car wash event, unwanted CD/DVD sale. • Hold a dragons den event. • Bespoke T-shirt printing.	Understanding what money is used for. Getting on with other people. Participating in a mini enterprise. Engaging with the world around you: people.	**1. Encounter** Characterised by presence and reflex responses relating to enterprise. **2. Early awareness** Characterised by fleeting attention and inconsistent responses relating to enterprise. **3. Interest** Characterised by more consistent and differentiated reactions relating to enterprise. **4. Supported participation** Characterised by cooperation and engagement relating to enterprise. **5. Active involvement** Characterised by recognition, anticipation and proactive responses relating to enterprise. **6. Development** Characterised by remembered responses and intentional communication relating to enterprise. **7. Exploration** Characterised by concentration, recall and observation relating to enterprise. **8. Initiation** Characterised by established responses and conventional communication relating to enterprise. **9. Consolidation** Characterised by the formation of skills, knowledge, concepts and understandings relating to enterprise. **10. Application** Characterised by the application of skills, knowledge, concepts and understandings relating to enterprise.

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esSENtials 14+ for life

Moving On I.C.T.

Preview

I.C.T. and Creativity

- **Film Making**
- Creating Stories
- Creating Music/Sounds

Programme: Ess*en*tial Skills

Course of Study: ICT

Subject Area: ICT and Creativity

Unit Content:

a. Film making

The student will learn about and experience film making.

b. Creating Stories

The student will learn about and experience creating stories.

c. Creating music/sounds

The student will learn about and experience creating music/sounds.

Resources and hints:

Film making

Use Switches/touch screen to operate video recording.
Use iPad.
Use cameras, phone and/or video-cameras.
Movie Maker Microsoft Windows.
Apps: iMovie, iMotion.

Creating Stories

Use software such as 'Clicker' to write a story.
Work with an author.
Use Microsoft PowerPoint.
Apps: Pages, Book Creator, Toontastic, Puppet Pals, Special Stories.

Creating music/sounds

www.hirstwood.com free information about sensory rooms, approaches and iPads with Richard Hirstwood.
www.soundsofintent.org
www.makeymakey.com
www.skoogmusic.com
www.soundbeam.co.uk
www.smule.com for music-making apps.
Apps: iTunes, Mibblio, GarageBand.

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Course of Study	**ICT**		
Subject Area	**ICT and Creativity**		
Unit	**a. Film Making**		
Learning Objectives	**Sample Teaching Activities**	**Examples of Personal Progress Units**	**Sets – Differentiated Learning Outcomes**
The student will learn about and experience: **Film Making.**	• Arrange a film festival of short films that students have made, for e.g. Oscars night. • Film and edit a special school event. • Create a film in the style of ….., creating own storyline, sets and costumes. • Watch different styles of film for e.g. silent, black and white, a musical and evaluate. • Re-enact a famous film scene. • Make a short induction film for your school for new students. • Make a film about you to present at your review.	Developing ICT skills. Developing skills for the work place: following instructions. Engaging in new creative activities. Engaging with the world around you: technology. Getting on with other people.	**1. Encounter** Characterised by presence and reflex responses relating to film making. **2. Early awareness** Characterised by fleeting attention and inconsistent responses relating to film making. **3. Interest** Characterised by more consistent and differentiated reactions relating to film making. **4. Supported participation** Characterised by cooperation and engagement relating to film making. **5. Active involvement** Characterised by recognition, anticipation and proactive responses relating to film making. **6. Development** Characterised by remembered responses and intentional communication relating to film making. **7. Exploration** Characterised by concentration, recall and observation relating to film making. **8. Initiation** Characterised by established responses and conventional communication relating to film making. **9. Consolidation** Characterised by the formation of skills, knowledge, concepts and understandings relating to film making. **10. Application** Characterised by the application of skills, knowledge, concepts and understandings relating to film making.

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