

## Life lessons and careers program mapping overview

|                 | <b><u>Term 1</u></b>                                                                                                                                                                             | <b><u>Term 2</u></b>                                                                                                                                                                                                                        | <b><u>Term 3</u></b>                                                                                                                                                                                                     | <b><u>Term 4</u></b>                                                                                                                                                                                                                                                                   | <b><u>Term 5</u></b>                                                                                                                                                                          | <b><u>Term 6</u></b>                                                                                                                                                                                                          |
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| <b><u>7</u></b> | Behaviour in public and private- <b>Asdan life skills challenge 10141</b><br><br>01 - A day in the Life of- <b>Cre8tive careers</b><br><br>Road safety- <b>Asdan life skills challenge- 5354</b> | Practicing safe behaviours in community settings- <b>Asdan life skills challenge- 9172</b><br><br>02 - Making Decisions and Managing Risk- <b>Cre8tive careers</b><br><br>Exploring our community- <b>Asdan life skills challenge- 9479</b> | Money management and budgeting- <b>Asdan life skills challenge- 9553</b><br><br>07 - Smart Targets Action Points- <b>Cre8tive careers</b><br><br>Exploring the future and work- <b>Asdan life skills challenge- 7223</b> | To plan and take part in a walk- <b>Asdan life skills challenge- 10156</b><br><br>04 - Finding Careers Information- <b>Cre8tive careers</b><br><br>03 - Personal Qualities and Skills- <b>Cre8tive careers</b><br><br>Making a balanced meal- <b>Asdan life skills challenge- 9321</b> | Staying safe online- <b>Asdan life skills challenge- 10048</b><br><br>05 - Career Management- <b>Cre8tive career</b><br><br>Cooperating with others- <b>Asdan life skills challenge- 1037</b> | Personal hygiene- <b>Asdan life skills challenge- 10044</b><br><br>06 - Character Traits and Skills- <b>Cre8tive careers</b><br><br>Basic skills in managing a budget when shopping- <b>Asdan life skills challenge- 8106</b> |

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|                 | <u><b>Term 1</b></u>                                                                                                                                                                                                          | <u><b>Term 2</b></u>                                                                                                                                                                                                                                  | <u><b>Term 3</b></u>                                                                                                                                                                                             | <u><b>Term 4</b></u>                                                                                                                                                                                                                                              | <u><b>Term 5</b></u>                                                                                                                                                                                                                      | <u><b>Term 6</b></u>                                                                                                                                                                                                                                 |
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| <u><b>8</b></u> | <p>Keeping safe: <b>Asdan life skills challenge- 1912</b></p> <p>01 - Volunteering and Social Action- <b>Cre8tive careers</b></p> <p>Following laws and rules in the community- <b>Asdan life skills challenge- 10023</b></p> | <p>Community Organisations: How they help people <b>Asdan life skills challenge- 1217</b></p> <p>02 - What Actually is LMI? - <b>Cre8tive careers</b></p> <p>Social opportunities in their own community <b>Asdan life skills challenge- 4988</b></p> | <p>Budgeting my bills <b>Asdan life skills challenge- 4799</b></p> <p>03 - Explore Possibilities- <b>Cre8tive careers</b></p> <p>Finding out about jobs and careers <b>Asdan life skills challenge- 2771</b></p> | <p>Plan and participate in a walk <b>Asdan life skills challenge 6423</b></p> <p>04 - Making Decisions- <b>Cre8tive careers</b></p> <p>05 - Options Subjects- <b>Cre8tive careers</b></p> <p>Keeping safe near water <b>Asdan life skills challenge 5682-</b></p> | <p>Staying safe on social media- <b>Asdan life skills challenge- 3264</b></p> <p>06 - Qualification and Pathways- <b>Cre8tive careers</b></p> <p>Explore the environment – nature awareness- <b>Asdan life skills challenge- 9849</b></p> | <p>Shopping for everyday living - Developing independence- <b>Asdan life skills challenge- 1910</b></p> <p>07 - Qualities and Skills Revisited- <b>Cre8tive careers</b></p> <p>Participating in a trip- <b>Asdan life skills challenge- 1022</b></p> |

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|                 | <u><b>Term 1</b></u>                                                                                                                                                                                                                              | <u><b>Term 2</b></u>                                                                                                                                                                         | <u><b>Term 3</b></u>                                                                                                                                                                                                      | <u><b>Term 4</b></u>                                                                                                                                                                                                                                                                                     | <u><b>Term 5</b></u>                                                                                                                                                                                                                                                             | <u><b>Term 6</b></u>                                                                                                                                                                                                         |
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| <u><b>9</b></u> | <p>Personal safety in the community <b>Asdan life skills challenge- 2928</b></p> <p>01 - Understanding the Workplace- <b>Cre8tive careers</b></p> <p>Community Organisations: local sources of help- <b>Asdan life skills challenge- 1215</b></p> | <p>Public safety laws- <b>Asdan life skills challenge 9302</b></p> <p>02 - Jobs and Occupations- <b>Cre8tive careers</b></p> <p>Food and health <b>Asdan life skills challenge- 8285</b></p> | <p>Budgeting and saving- <b>Asdan life skills challenge – 9555</b></p> <p>03 - Standard Occupation Classifications- <b>Cre8tive careers</b></p> <p>Jobs and careers research <b>Asdan life skills challenge- 8284</b></p> | <p>Supermarket shop on a budget- <b>Asdan life skills challenge- 5399</b></p> <p>04 - Business Structures- <b>Cre8tive careers</b></p> <p>05 - Work &amp; Organisational Structures- <b>Cre8tive careers</b></p> <p>Using a bus timetable to plan a journey- <b>Asdan life skills challenge-3724</b></p> | <p>Planning a journey <b>Asdan life skills challenge- 1028</b></p> <p>06 - Diversity, Equality and Stereotyping- <b>Cre8tive careers</b></p> <p>Developing an understanding of daily hygiene routines to maintain good health and well-being- <b>Asdan life skills- 3859</b></p> | <p>Furnishing a flat within a budget- <b>Asdan life skills challenge- 5686</b></p> <p>07 - Enterprise &amp; Employability skills- <b>Cre8tive careers</b></p> <p>Local shopping- <b>Asdan life skills challenge-1194</b></p> |

## Life lessons and careers program mapping overview

### Year 7

| T1               | Lesson topic                                                            | Learning intentions                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Links with PSHE                                                                                                                                          | CDI Framework/Prep for adulthood                                                             | EHCP link                                                                                                                                                                                                                                                                               | Key skills                                                                                    |
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| <b>Week 1+ 2</b> | Behaviour: public and private <b>Asdan life skills challenge: 10141</b> | <p>The learner will be able to explore appropriate and inappropriate behaviour in public and private places.</p> <ul style="list-style-type: none"> <li>-Be able to identify public and private places.</li> <li>-Be able to identify appropriate behaviours in public and private place.</li> <li>-Be able to identify inappropriate behaviours in public places.</li> <li>-Be able to explain why behaviour is inappropriate.</li> </ul> | <ul style="list-style-type: none"> <li>-Using words, images or symbols make a list of three places that are public e.g school, library</li> <li>-Using words, images or symbols make a list of three places that are private e.g. bathroom, bedroom</li> <li>-Engage in discussions around appropriate behaviours in public e.g. waiting turn in queue, saying please and thank you</li> <li>-Engage in discussion around appropriate behaviours in private e.g shouting, swearing</li> <li>-Engage in discussion about inappropriate behaviour in public e.g carrying a knife, swearing.</li> <li>-Identify three inappropriate behaviours in public and explain why they are inappropriate eg carrying a knife could hurt someone,</li> </ul> | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Healthy me</li> <li>-Relationships</li> </ul> | <ul style="list-style-type: none"> <li>-Community inclusion</li> <li>-Good health</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>-Ability to learn</li> <li>-Problem solving</li> </ul> |

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|                 |                                                       |                                                                                                                                                                                                                                                                                                | swearing can upset people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                          |                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                               |
| <b>Week 3+4</b> | 01 - A day in the Life of- <b>Cre8tive careers</b>    | <ul style="list-style-type: none"> <li>-To understand what different job roles, require on a day-to-day basis.</li> <li>-To consider what is important to you within a working day.</li> <li>-To understand that different roles will provide you with a different working day.</li> </ul>     | <ul style="list-style-type: none"> <li>-I understand the difference between a variety of job roles</li> <li>-I know how to pick a job that will suit me and make me happy</li> <li>-I know how to plan a working day</li> </ul>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Celebrating differences</li> </ul> | -Balance life and work                                                                                          | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Developing Life Skills & Aspirations                                                          |
| <b>Week 5+6</b> | Road safety- <b>Asdan life skills challenge- 5354</b> | <p>The learner will know areas along a recognised route where it is safe to cross the road; using two different types of pedestrian crossing.</p> <ul style="list-style-type: none"> <li>-Be able to identify safe places to cross a road.</li> <li>-Be able to cross a road safely</li> </ul> | <ul style="list-style-type: none"> <li>-Identify at least two dangers while crossing a road</li> <li>-Identify at least two types of pedestrian crossing</li> <li>-Identify areas where it is safe to cross the road if a pedestrian crossing is not visible</li> <li>-Walk along a pavement on a recognised route safely</li> <li>-Participate in using a minimum of two types of pedestrian crossings</li> <li>-Participate in crossing the road safely, if a pedestrian crossing is not visible</li> </ul> | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Healthy Me</li> </ul>                                         | <ul style="list-style-type: none"> <li>-Community inclusion</li> <li>-Independent living and housing</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>-Ability to learn</li> <li>-Problem solving</li> </ul> |

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| T2              | Lesson topic                                                                              | Learning intentions                                                                                                                                                                                                                                                                                                                      | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Links with PSHE                                                                                                                                                                                           | CDI Framework/Prep for adulthood | EHCP link                                                                                                                                                                                                                                                                              | Key skills                                                                             |
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| <b>Week 1+2</b> | Practicing safe behaviours in community settings- <b>Asdan life skills challenge- 917</b> | <p>The learner will be introduced to basic safety practices in common community settings and how to ask for help when needed.</p> <ul style="list-style-type: none"> <li>-Recognise safe and unsafe behaviours when shopping.</li> <li>-Show basic safety awareness when using transport.</li> <li>-Practice asking for help.</li> </ul> | <ul style="list-style-type: none"> <li>-Identify 2 safe behaviours when shopping (e.g. staying with a group, walking safely)</li> <li>-Identify 2 unsafe behaviours (e.g. running, talking to strangers)</li> <li>-Show how to wait safely at a bus stop or taxi rank</li> <li>-Name or point to a safety rule on a bus or in a car (e.g. wearing a seatbelt)</li> <li>- Follow simple travel safety instructions (e.g. "sit down", "hold the rail")</li> <li>-Say or use a card to ask for help (e.g. "Help me please")</li> <li>- Identify who is safe to ask for help (e.g. security guard, shop working)</li> </ul> | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Relationships</li> <li>-Healthy Me</li> <li>-Changing Me</li> </ul> | -Community inclusion             | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>-Ability to learn</li> <li>-Teamwork</li> </ul> |

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| <b>Week 3+4</b> | 02 - Making Decisions and Managing Risk- <b>Cre8tive careers</b>  | <ul style="list-style-type: none"> <li>-To understand what risk is. - Think about how we weigh up risk when we make a decision.</li> <li>-To understand what other considerations there are to think about when making a decision.</li> </ul>                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>-I understand what risk is.</li> <li>-I know how to make an informed decision.</li> <li>-I can explain the decision-making process to someone else.</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul>                                              | -Grow throughout life | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Developing Life Skills & Aspirations                                                   |
| <b>Week 5+6</b> | Exploring our community- <b>Asdan life skills challenge- 9479</b> | <p>The learner will participate in supported visits to places in the local community. Through these visits, they will begin to recognise familiar places, practise appropriate behaviour in public, and develop basic social and safety skills.</p> <ul style="list-style-type: none"> <li>-Participate in at least two different visits to local community places.</li> <li>-Recognise or respond to familiar places or landmarks.</li> <li>-Interact appropriately with people in the community.</li> <li>-Follow basic safety routines during outings</li> </ul> | <ul style="list-style-type: none"> <li>-Take part in supported trips to local places (e.g. shop, park)</li> <li>-Show awareness of a familiar place (e.g. points, names, gestures)</li> <li>-Engage with community members (e.g. appropriate greeting, saying hello)</li> <li>-Participate in safety behaviours (e.g. staying with the group, using a crossing)</li> </ul> | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Relationships</li> <li>-Healthy Me</li> </ul> | -Community inclusion  | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>-Ability to learn</li> <li>-Teamwork</li> </ul> |

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| T3              | Lesson topic                                                             | Learning intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Links with PSHE                                                                                            | CDI Framework/ prep for adulthood                                  | EHCP link                                                                                                                                                                                                                        | Key skills                         |
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| <b>Week 1+2</b> | Money management and budgeting- <b>Asdan life skills challenge- 9553</b> | <p>The learner will develop understanding of the role of money in everyday life, enabling them to recognise items that require payment, make simple financial decisions, and begin to manage a basic budget through supported and semi-independent activities.</p> <p>-Describe the purpose of money and identify different ways it is used in everyday life.</p> <p>-Identify and categorise items that require payment in real or simulated shopping environments.</p> <p>-Make supported financial decisions based on price, value, and a simple budget.</p> | <p>-Describe what money is used for and give at least two examples of spending (e.g. 'We use money to pay for food and bus tickets')</p> <p>-Participate in a group discussion and contribute at least two ideas</p> <p>-Create a collage or drawing showing items that require money</p> <p>-During a shopping trip or role-play a shopping trip and explain what is being bought and why</p> <p>Identify at least four items in a shop or role-play scenario that require payment and group them by type (e.g. food, clothes, toys)</p> <p>-Use a shopping list to locate and price items in a classroom shop</p> <p>-Match items to price tags and sort them into categories</p> <p>-Use a visual board to group items that cost money and those that don't (e.g. library books vs. snacks)</p> <p>Choose between three or more items based on price</p> | <p>-Healthy Me</p> <p>-Being me in my world</p> <p>-Living in the wider world</p> <p>-Dreams and goals</p> | <p>-Community inclusion</p> <p>-Independent living and housing</p> | <p>-Social, emotional and mental health</p> <p>-Cognition and learning</p> <p>-Communication and interaction</p> <p>-Community inclusion</p> <p>-Independence</p> <p>-Education and employment</p> <p>- Health and wellbeing</p> | <p>-Numeracy - Problem solving</p> |

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|                 |                                                                         |                                                                                                                                                                                                                                                                                                                               | <p>and a simple budget (e.g. 'I have £3, I can buy this and this') -Use coins to count out the correct amount for selected items</p> <p>-Compare prices and explain choices using sentence starters (e.g. 'I chose this because it is cheaper')</p> <p>-Complete a simple budgeting worksheet with support, selecting items that fit within a given amount</p>    |                                                                                         |                                            |                                                                                                                                                                                                                                  |                                            |
| <b>Week 3+4</b> | 07 - Smart Targets Action Points- <b>Cre8tive careers</b>               | <p>-To be able to identify different types of SMART Targets and goals</p> <p>-To understand the usefulness of action planning</p> <p>-To be able to plan and take action to move forward</p>                                                                                                                                  | <p>-I can set myself SMART Targets</p> <p>-I can construct a careers action plan</p> <p>-I take responsibility for making things happen in my own life</p>                                                                                                                                                                                                        | <p>-Dreams and goals</p> <p>-Being me in my world</p> <p>-Living in the wider world</p> | -Create opportunities                      | <p>-Social, emotional and mental health</p> <p>-Cognition and learning</p> <p>-Communication and interaction</p>                                                                                                                 | -Next Steps                                |
| <b>Week 5+6</b> | Exploring the future and work- <b>Asdan life skills challenge- 7223</b> | <p>The learner will explore different options available to them Post school, including exploring jobs and work.</p> <p>-State likes/ dislikes and vision for the future.</p> <p>-Explore options for the future.</p> <p>-Explore the world of work.</p> <p>-Explore the skills and qualities required for a specific job.</p> | <p>State activities and environments they like</p> <p>-State activities and environments they don't like</p> <p>-Create a vision board of what their adult life might look like Research the options available to them when they leave school - Engage in opportunities to explore post school options</p> <p>-State two different pathways available to them</p> | <p>-Dreams and goals</p> <p>-Being me in my world</p> <p>-Living in the wider world</p> | Employment; Independent living and housing | <p>-Social, emotional and mental health</p> <p>-Cognition and learning</p> <p>-Communication and interaction</p> <p>-Community inclusion</p> <p>-Independence</p> <p>-Education and employment</p> <p>- Health and wellbeing</p> | <p>-Ability to learn</p> <p>-IT skills</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>-Identify at least two different providers in each pathway they like</li> <li>State at least five different jobs in the local community</li> <li>-State at least one skill/quality required for each job</li> <li>-Undertake research on jobs in the local community</li> <li>-Engage in opportunities to meet people from different jobs in the local community</li> <li>-State personal skills and qualities State a job they would like to explore more about</li> <li>-Research the skills and qualities required for chosen job Engage in activities aimed at developing the skills required for their chosen job</li> </ul> |  |  |  |  |
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| T4              | Lesson topic                                                                  | Learning intentions                                                                                                 | Assessment/ success criteria                                                                                                                                                                      | Links with PSHE                                                                       | CDI Framework/prep for adulthood | EHCP link                                                                                                                                                       | Key skills                                                                            |
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| <b>Week 1+2</b> | To plan and take part in a walk-<br><b>Asdan life skills challenge- 10156</b> | The learner will plan and take part in a walk.<br>To understand suitable clothing and footwear required for a walk. | <ul style="list-style-type: none"> <li>-Create a poster showing suitable clothing and footwear required or a walk</li> <li>-List possible risks and hazards when taking part in a walk</li> </ul> | <ul style="list-style-type: none"> <li>-Healthy Me</li> <li>-Relationships</li> </ul> | -Good health                     | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> </ul> | <ul style="list-style-type: none"> <li>-Literacy</li> <li>-Problem solving</li> </ul> |

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|                 |                                                                  | <ul style="list-style-type: none"> <li>To understand the risks and possible hazards when taking part in a walk.</li> <li>-Plan out a walk.</li> <li>-Participate in a walk.</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>-List ways to keep safe when taking part in a walk</li> <li>-Identify a suitable location for the walk</li> <li>-Plot out the walk on a map</li> <li>-Take part in the walk</li> </ul>                     |                                                                                                                                                              |                       | <ul style="list-style-type: none"> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul>                                                                                                                        |                                                                                               |
| <b>Week 3</b>   | 04 - Finding Careers Information-<br><b>Cre8tive careers</b>     | <ul style="list-style-type: none"> <li>-To know where to look for career's information.</li> <li>-To be able to select suitable sources of careers information that are fit for purpose</li> </ul>                                                          | <ul style="list-style-type: none"> <li>-I understand where to go to access careers information</li> <li>-I can evaluate if a source is reliable and credible</li> <li>-I can use trustworthy careers websites to research my dream job</li> </ul> | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul>                       | Grow throughout life  | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> </ul>                                                                                                                         | Next Steps                                                                                    |
| <b>Week 4</b>   | 03 - Personal Qualities and Skills-<br><b>Cre8tive careers</b>   | <ul style="list-style-type: none"> <li>-To identify personal and social skills.</li> <li>-To understand how skills link to career dreams and aspirations.</li> <li>-To understand different employability skills employers might be looking for.</li> </ul> | <ul style="list-style-type: none"> <li>-I understand the difference between a skill and a quality</li> <li>-I can evaluate my own skills and qualities</li> <li>- I understand the importance of improving my skills 'toolbox'</li> </ul>         | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Changing Me</li> </ul> | -Grow throughout life | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Developing Life Skills & Aspirations                                                          |
| <b>Week 5+6</b> | Making a balanced meal- <b>Asdan life skills challenge- 9321</b> | The learner will look at different food groups and choose items from these food groups to make a balanced meal.                                                                                                                                             | <ul style="list-style-type: none"> <li>-Identify foods from at least three different food groups (e.g. fruit/veg, protein, carbohydrate, dairy)</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Healthy Me</li> </ul>                             | -Good health          | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>-Ability to learn</li> <li>-Problem solving</li> </ul> |

## Life lessons and careers program mapping overview

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|  |  | <ul style="list-style-type: none"> <li>-Understand that foods can be sorted into food groups.</li> <li>-Plan to make a balanced meal using different foods.</li> <li>-Create a balanced meal.</li> </ul> | <ul style="list-style-type: none"> <li>-Choose one item from each of three different food groups to make a balanced meal</li> <li>Take part in making a balanced meal (e.g. sandwich, lunchbox, simple hot meal)</li> <li>-Follow a simple instruction or sequence during the task</li> </ul> |  |  | <ul style="list-style-type: none"> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> |  |
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| T5              | Lesson topic                                                  | Learning intentions                                                                                                                                                                                                                                                                                                                                                             | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Links with PSHE                                                                                                                  | CDI Framework/ prep for adulthood                                                                       | EHCP link                                                                                                                                                                                                                                                                               | Key skills                                                                             |
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| <b>Week 1+2</b> | Staying safe online- <b>Asdan life skills challenge-10048</b> | <p>The learner will begin to recognise safe and unsafe online behaviour and understand what to do if something feels wrong when using technology</p> <ul style="list-style-type: none"> <li>- Recognise safe and unsafe online behaviour</li> <li>- Know what to do if something feels wrong online</li> <li>- Share what they've learned about staying safe online.</li> </ul> | <ul style="list-style-type: none"> <li>-Match pictures of safe and unsafe online actions</li> <li>-Sort images or symbols into "safe" and "unsafe" categories</li> <li>-Identify trusted adults they can talk to about online worries</li> <li>-Listen to a story or watch a video about online safety</li> <li>-Practice saying or signing "No" or "Tell an adult"</li> <li>"When something feels wrong actions (e.g., "What would you do?")</li> <li>-Create a simple online safety poster using cut-and-stick images or symbols</li> <li>-Take part in a group activity to share online safety tips</li> </ul> | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Healthy me</li> </ul> | <ul style="list-style-type: none"> <li>-Good health</li> <li>-Independent living and housing</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>-IT skills</li> <li>-Problem solving</li> </ul> |

## Life lessons and careers program mapping overview

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|                 |                                                                   |                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>-Match online actions to feelings (e.g., happy, worried, confused)</li> <li>-Respond to simple scenarios with appropriate</li> </ul>                                                                                                                |                                                                                                                                                          |                                                                                             |                                                                                                                                                                                                                                                                                         |             |
| <b>Week 3+4</b> | 05 - Career Management-<br><b>Cre8tive careers</b>                | <ul style="list-style-type: none"> <li>-To know where to look for career's information</li> <li>-To be able to select suitable sources of careers information that are fit for purpose</li> </ul>                 | <ul style="list-style-type: none"> <li>-I understand where to go to access careers information</li> <li>-I can evaluate if a source is reliable and credible</li> <li>-I can use trustworthy careers website to research my dream job</li> </ul>                                           | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul>                   | -Manage career                                                                              | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> </ul>                                                                                                                         | -Next Steps |
| <b>Week 5+6</b> | Cooperating with others- <b>Asdan life skills challenge- 1037</b> | <ul style="list-style-type: none"> <li>Learners will be able to demonstrate co-operation with other people when working on a shared task</li> <li>- Be able to co-operate with others on a shared task</li> </ul> | <ul style="list-style-type: none"> <li>-Accept the help of at least 1 other person when undertaking a shared task</li> <li>-Give at least 1 piece of help to 1 other person when undertaking a shared task</li> <li>-Follow 1 simple instruction when undertaking a shared task</li> </ul> | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Healthy me</li> <li>-Relationships</li> </ul> | <ul style="list-style-type: none"> <li>-Community inclusion</li> <li>-Employment</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | -Teamwork   |

## Life lessons and careers program mapping overview

| T6              | Lesson topic                                                   | Learning intentions                                                                                                                                                                                                              | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Links with PSHE                                                                    | CDI Framework/ Prep to adulthood                 | EHCP link                                                                                                                                                                                         | Key skills                             |
|-----------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>Week 1+2</b> | Personal hygiene-<br><b>Asdan life skills challenge- 10044</b> | Learners will begin to understand their own personal hygiene and recognise and carry out simple hygiene routines<br>-Recognise basic hygiene routines.<br>-Know why hygiene is important.<br>-Take part in simple hygiene tasks. | Identify hygiene items using pictures or real objects (e.g., soap, toothbrush, towel)<br>-Sort hygiene items by use (e.g., oral care, hair care, body care)<br>-Listen to a story or watch a video about keeping clean<br>-Recognise when hygiene is needed (e.g., after using the toilet, before eating) using visual prompts or simple scenarios<br>-Take part in a group discussion or roleplay about hygiene habits (e.g., "What should we do before lunch?")<br>-Take part in a hygiene routine (e.g., washing hands, brushing teeth) -<br>Sequence photos or pictures of a daily hygiene routine<br>-Research and create a hygiene routine poster with support. | -Healthy Me<br>-Being me in my world<br>-Living in the wider world<br>-Changing Me | -Good health -<br>Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Ability to learn<br>-Problem solving  |
| <b>Week 3+4</b> | 06 - Character Traits and Skills-<br><b>Cre8tive careers</b>   | To be able to describe your personal qualities and dispositions<br>-To feel positive about yourselves                                                                                                                            | -I can describe my personal qualities -<br>I can celebrate my successes with others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -Dreams and goals<br>-Being me in my world                                         | -Grow throughout life                            | -Social, emotional and mental health<br>-Cognition and learning                                                                                                                                   | - Developing Life Skills & Aspirations |

## Life lessons and careers program mapping overview

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|                 |                                                                                           | -To understand what skills are and to recognise those that you possess                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -I understand my own strengths and weaknesses                                                                                                                                                                                                                                                                                                                                                                                 | -Living in the wider world                                               |                                 | -Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing                                                                    |                             |
| <b>Week 5+6</b> | Basic skills in managing a budget when shopping- <b>Asdan life skills challenge- 8106</b> | The learner will be able to understand that a budget means how much money you have to spend and is able to stay within this budget when selecting items from a shop.<br>-Be able to identify and apply basic mathematical language to compare the cost of items and stay within a budget.<br>-Be able to demonstrate understanding that when buying multiple items, you need to add the cost of the items together to calculate the total cost.<br>-Be able to demonstrate understanding that if the total cost of items exceeds their budget, then they will not be able to purchase some of the items that they have. | -Identify that the most expensive item is the one that costs the most<br>-Identify that the cheapest item is the one that costs the least<br>-Use a calculator to add together the cost of items<br>-Identify whether they have enough money to pay for the total cost of items<br>-Decide on how to reduce the total cost of items, for example putting an item back that they may not need or finding a cheaper alternative | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | -Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Numeracy<br>Problem solving |

## Life lessons and careers program mapping overview

### Year 8

| T1              | Lesson topic                                             | Learning intentions                                                                                                                                                                                                | Assessment/ success criteria                                                                                                                                                                                                                                                        | Links with PSHE                                                          | CDI Framework/pre p to adulthood | EHCP link                                                                                                                                                                                         | Key skills       |
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| <b>Week 1+2</b> | Keeping safe:<br><b>Asdan life skills challenge-1912</b> | The learner will understand ways they can keep themselves safe.<br>-Be able to identify hazardous objects and ways to stay safe.<br>-Be able to recognise individuals and services who can help them to keep safe. | -Identify at least three objects that could be dangerous eg knife<br>-Identify at least two ways to keep themselves safe eg don't use water near electricity<br>-Identify at least three adults who they can ask for help eg parents, teacher<br>-Identify three emergency services | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | Independent living and housing   | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Ability to learn |

## Life lessons and careers program mapping overview

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|                 |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                  | and state how each one can provide help.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                |                                                       |                                                                                                                                                                                                                                                                                         |                     |
| <b>Week 3+4</b> | 01 - Volunteering and Social Action- <b>Cre8tive careers</b>                         | <ul style="list-style-type: none"> <li>-To understand what volunteering is and why people do it</li> <li>-To understand what social action is and why it matters.</li> <li>-To understand the link between volunteering and social action.</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>-I can explain what volunteering and social action are</li> <li>-I can think of an example of how social action could help my local community</li> <li>-I understand why people want to volunteer</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul>                         | -Create opportunities                                 | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Community & Careers |
| <b>Week 5+6</b> | Following laws and rules in the community- <b>Asdan life skills challenge- 10023</b> | <ul style="list-style-type: none"> <li>To help learners understand the importance of laws and rules in the community, why they exist, and how following them helps keep people safe and respectful of others.</li> <li>-Recognise examples of laws and rules in the community.</li> <li>-Understand why rules and laws are important.</li> <li>-Identify consequences of not following rules or laws.</li> </ul> | <ul style="list-style-type: none"> <li>-Participate in a discussion to identify at least three examples of rules or laws in the community (e.g. crossing at traffic lights, not littering, wearing a seatbelt)</li> <li>- Match pictures of community rules to their written descriptions.</li> <li>-Go on a local walk and take photos or draw pictures of signs or rules seen in the community</li> <li>-Explain in simple terms why rules and</li> </ul> | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Relationships</li> </ul> | -Community inclusion - Independent living and housing | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Ability to learn    |

## Life lessons and careers program mapping overview

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|  |  |  | <p>laws are important (e.g. 'Rules help keep people safe')</p> <p>-Participate in group discussion about what would happen if there were no rules</p> <p>-Identify at least two consequences of not following rules or laws (e.g. getting hurt, being told off, fined by police)</p> <p>-Role-play a scenario where someone breaks a rule and discuss what happens</p> <p>-Match consequences to actions using flashcards or a worksheet</p> |  |  |  |  |
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| T2              | Lesson topic                                                                              | Learning intentions                                                                                                                                                                                                                                             | Assessment/ success criteria                                                                                                                  | Links with PSHE                                                                         | CDI Framework/prep for adulthood                    | EHCP link                                                                                                                                    | Key skills                                      |
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| <b>Week 1+2</b> | Community Organisations: How they help people<br><b>Asdan life skills challenge- 1217</b> | <p>The learner will understand that there are organisations that exist to help the public and that each organisation helps in different ways; they will be able to contact a community.</p> <p>-Know that it may be necessary to make an appointment to get</p> | <p>-Discuss with others 3 reasons that people might need help</p> <p>-Suggest the names of or describe 3 sources of help in the community</p> | <p>-Dreams and goals</p> <p>-Being me in my world</p> <p>-Living in the wider world</p> | Community inclusion; Independent living and housing | <p>-Social, emotional and mental health</p> <p>-Cognition and learning</p> <p>-Communication and interaction</p> <p>-Community inclusion</p> | <p>Problem solving;</p> <p>Ability to learn</p> |

## Life lessons and careers program mapping overview

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|                 |                                                      | <p>help from a community organisation organisation.</p> <ul style="list-style-type: none"> <li>-Know that there are community organisations that give help free of charge</li> <li>-Be able to use sources of information to find out about community organisations</li> </ul> | <ul style="list-style-type: none"> <li>-State how each source of help they name is paid for</li> <li>-Use sources of information to find out about: a community organisation related to health, a community organisation related to the law and a community organisation related to college, training or employment</li> <li>-Ask questions of a person who works in one of the community organisations to find out more about what they do and record their answers.</li> <li>-Identify three situations where emergency help is needed and three situations where help can be delayed</li> <li>-Use a source of information to find contact</li> </ul> |                                                                                                    |                     | <ul style="list-style-type: none"> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> |                                      |
| <b>Week 3+4</b> | 02 - What Actually is LMI? - <b>Cre8tive careers</b> | <ul style="list-style-type: none"> <li>-To be able to explain what is LMI?</li> <li>-To understand how LMI can be used in Career Development.</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>-I can explain what LMI is</li> <li>-I understand how LMI can be used in career development</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> </ul> | See the big picture | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> </ul>            | Developing Life Skills & Aspirations |

## Life lessons and careers program mapping overview

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|                 |                                                                                     | -To consider how different people can use LMI at different points in their career                                                                                                                                                                                                                                                                                   | -I can consider how different people can use LMI at different points in their career                                                                                                                                                                                                                                                                                                                                      | -Living in the wider world                                                                 |                                                        | -Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing                                                                    |                               |
| <b>Week 5+6</b> | Social opportunities in their own community <b>Asdan life skills challenge-4988</b> | The learner will be able to discover social opportunities that are available in own local area.<br>-Be able to identify what activities are available in their local area.<br>-Be able to identify the location and times of the activities.<br>-Be able to identify the overall cost of these activities.<br>-Be able to assess the suitability of the activities. | Identify where their local area is<br>-State two activities they like and are available in their local area<br>-State when and where each of the activities take place -<br>State the cost of each activity, including travel<br>-Work out the total cost of each of the activities<br>-State whether each activity would be suitable for their own participation -Give at least one reason for each of the answers given | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Relationships | Community inclusion;<br>Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | IT skills;<br>Problem solving |

## Life lessons and careers program mapping overview

| T3              | Lesson topic                                                                   | Learning intentions                                                                                                                                                                                                                                               | Assessment/ success criteria                                                                                                                                                                                                                        | Links with PSHE                                                                         | CDI Framework/prep for adulthood | EHCP link                                                                                                                                                                                         | Key skills                    |
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| <b>Week 1+2</b> | Budgeting my bills<br><b>Asdan life skills challenge- 4799</b>                 | The learner will be able to explain the concept of budgeting and be able to apply their knowledge and understanding to use in new situations.<br>-Be able to identify what is budgeting. situations.<br>-Be able to show an awareness of monthly household bills. | -State what a budget is<br>-Create a simple budget for one week<br>Identify regular household bills<br>-Produce a monthly budget for a household; including regular bills as well as food and transport costs<br>-Identify savings that can be made | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Healthy me | Independent living and housing   | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Numeracy                      |
| <b>Week 3+4</b> | 03 - Explore Possibilities-<br><b>Cre8tive careers</b>                         | -To identify the 10 main UK job sectors<br>-To explore a wide variety of jobs<br>- To evaluate the different qualifications, starting salaries and duties of a wide range of jobs                                                                                 | -I understand that there are lots of jobs available to me.<br>-I understand the routes I can take to get to where I want to be<br>-I understand what employers might be looking for when they select employees                                      | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world                | Explore possibilities            | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Building For the Future       |
| <b>Week 5+6</b> | Finding out about jobs and careers<br><b>Asdan life skills challenge- 2771</b> | Learners will be able to find out about different jobs and careers.<br>-Be able to recognise jobs and career opportunities.                                                                                                                                       | -Participate in a group discussion about jobs and career opportunities                                                                                                                                                                              | -Dreams and goals<br>-Being me in my world                                              | Employment                       | -Social, emotional and mental health<br>-Cognition and learning                                                                                                                                   | Ability to learn;<br>Literacy |

## Life lessons and careers program mapping overview

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|  |  | <ul style="list-style-type: none"> <li>-Identify the roles and responsibilities of different jobs.</li> <li>-Identify the skills and qualities needed for a chosen job.</li> </ul> | <ul style="list-style-type: none"> <li>-State at least three jobs that exist in their local area</li> <li>-Discuss and identify the roles and responsibilities needed for three different types of job</li> <li>-Choose a job they are interested in and identify the roles and responsibilities for that job</li> <li>-State four skills that are required for a chosen job</li> <li>-State two qualities that are required for a chosen job</li> </ul> | <ul style="list-style-type: none"> <li>-Living in the wider world</li> </ul> |  | <ul style="list-style-type: none"> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> |  |
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| T4              | Lesson topic                                                           | Learning intentions                                                                                                                                                                                                   | Assessment/ success criteria                                                                                                                     | Links with PSHE                                                                         | CDI Framework/ prep for adulthood | EHCP link                                                                                                | Key skills       |
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| <b>Week 1+2</b> | Plan and participate in a walk <b>Asdan life skills challenge 6423</b> | The learner will identify the health benefits of walking, then plan and participate in a walk in the community.<br>-Be able to identify some health benefits of walking.<br>-Be able to choose a location for a walk. | -List at least two health benefits of walking<br>Identify at least one type of location where people may go for a walk; woodlands, beach, a park | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Healthy me | Good health                       | -Social, emotional and mental health<br>-Cognition and learning<br>-Community inclusion<br>-Independence | Ability to learn |

## Life lessons and careers program mapping overview

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|               |                                                | <ul style="list-style-type: none"> <li>- Be able to plan a walk.</li> <li>- Be able to participate in a walk in the local community.</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>-Choose a local location where they would like to go for a walk</li> <li>-Identify at least two things people need to consider prior to going for a walk; eg terrain; length of route; how they will get there</li> <li>- State at least two health and safety tips that should be followed when going for a walk</li> <li>Demonstrate choosing appropriate clothing for a walk and the weather</li> <li>• Demonstrate that they can walk safely with the group</li> <li>• Identify at least two hazards whilst walking and explain how to manage them</li> </ul> |                                                                                                                                        |                      | <ul style="list-style-type: none"> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul>                                                                                                     |            |
| <b>Week 3</b> | 04 - Making Decisions- <b>Cre8tive careers</b> | <ul style="list-style-type: none"> <li>-To know what is needed for decision-making.</li> <li>-To develop an effective decision-making process.</li> <li>-To recognise who can help you with information and advice.</li> </ul> | <ul style="list-style-type: none"> <li>-I can reflect on my careers journey so far</li> <li>-I understand what should be considered when making important decisions</li> <li>-To understand how our current choices can impact our future choices</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul> | Create opportunities | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> </ul> | Next Steps |

## Life lessons and careers program mapping overview

|                 |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                          |                                                                          |                                      |                                                                                                                                                                                                   |                 |
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|                 |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                          |                                                                          |                                      | - Health and wellbeing                                                                                                                                                                            |                 |
| <b>Week 4</b>   | 05 - Options Subjects- <b>Cre8tive careers</b>                   | -To understand the range of subjects which are available for KS4 options. -To be aware of the subjects you have an aptitude for and enjoy studying.<br>-To describe the benefits of the subjects on offer.                                                                                                                                                                                                                                                                           | -I understand my schools core curriculum at KS4<br>-I understand my option choices at KS4<br>-I know what I would like to study at KS4                                                                                                                                                                                   | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | Create opportunities                 | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Next Steps      |
| <b>Week 5+6</b> | Keeping safe near water <b>Asdan life skills challenge 5682-</b> | The learner will be able to identify potential hazards around water and know how to help keep themselves, and others, safe<br>-Be able to identify three different potential hazards around a body of water.<br>-Suggest ways to improve the chances of rescue if someone falls into water unexpectedly.<br>-Know one way to contact the rescue services and what information they would need to give to help in the rescue of an individual who has entered the water unexpectedly. | -Communicate to another person three potential hazards they can see around a body of water<br>-Communicate with an adult two things they can do to help them improve their chances of rescue in water<br>-Communicate with an adult two things they can do to help someone else improve their chances of rescue in water | -Being me in my world<br>-Living in the wider world<br>-Healthy Me       | -Community inclusion<br>-Good health | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Problem solving |

## Life lessons and careers program mapping overview

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|  |  | <p>Use role play to demonstrate how to perform a reaching rescue to a swimmer in the water from the riverbank.</p> <p>-Understand what cold-water shock is and how to deal with it.</p> | <p>-Role play making a 999 call and decide which of the four emergency services would be the most appropriate to request for the emergency they are presented with; eg someone in difficulty in the sea; someone in difficulty on a lake</p> <p>-Give relevant information that would aid the emergency services in the rescue of a person in difficulty in the water; eg location, nearby access road</p> <p>-Demonstrate how they might help the swimmer by the use of this object during a role play Demonstrate how to use a throw line to assist a swimmer in the water who is five meters away from the edge of the body of water, during a role play</p> <p>Communicate two signs or symptoms of cold water shock</p> <p>-Communicate how they would use the</p> |  |  |  |  |
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## Life lessons and careers program mapping overview

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|  |  |  | HELP position (Heat Escape Lessening Position) if they found themselves unexpectedly in an open body of water<br>Communicate how a group of would use the 'Huddle' position if they unexpectedly found themselves in an open body of water |  |  |  |  |
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| T5              | Lesson topic                                                           | Learning intentions                                                                                                                                                                                                                                                                                                                                                                            | Assessment/ success criteria                                                                                                                                                                                                                                                                                | Links with PSHE                                                                            | CDI Framework/ prep for adulthood | EHCP link                                                                                                                                                       | Key skills                      |
|-----------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>Week 1+2</b> | Staying safe on social media- <b>Asdan life skills challenge- 3264</b> | The learner will learn important strategies to stay safe on social media.<br>Be able to give an example of social media.<br>-Be able to identify personal information that they should not post on social media<br>-Be able to state a reason why they must not put their personal information on social media.<br>-Be able to identify where they can get support with social media concerns. | -State one type of social media that they could use<br>-Identify four pieces of personal information that they will not post on social media eg full name, address, email address, phone number, school/college name<br>-State one reason which shows that they understand that they are keeping themselves | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Relationships | -Community inclusion              | -Social, emotional and mental health<br>-Cognition and learning<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Ability to learn<br>-IT skills |

## Life lessons and careers program mapping overview

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|                 |                                                                                         |                                                                                                                                                                                                                                             | safer by not posting personal information<br>-State two examples of where they can go to get support with concerns about social media                                                                                         |                                                                                            |                      |                                                                                                                                                                                                   |                                 |
| <b>Week 3+4</b> | 06 - Qualification and Pathways-<br><b>Cre8tive careers</b>                             | -To understand the value and advantages of gaining qualifications<br>-To be aware of the learning and progression pathways available                                                                                                        | -I understand post 16 progression routes available to me<br>-I understand the links between qualifications and pay<br>-I understand post 18 progression routes available to me                                                | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world                   | Create opportunities | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Next Steps                      |
| <b>Week 5+6</b> | Explore the environment – nature awareness-<br><b>Asdan life skills challenge- 9849</b> | The learner will be able to identify and name common features of nature and share simple facts about them.<br>-Be able to identify trees and leaves.<br>-Be able to identify flowers and plants.<br>-Be able to identify birds and insects. | -Name two different trees and identify their leaves<br>-Share one fact about each tree.<br>-Name two different flowers or plants<br>-Share one fact about each<br>-Name one bird and one insect<br>-Share one fact about each | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Relationships | -Community inclusion | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Ability to learn<br>-Team work |

## Life lessons and careers program mapping overview

| T6              | Lesson topic                                                                                           | Learning intentions                                                                                                                                                                                                                                                                    | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Links with PSHE                                                                         | CDI Framework/ prep for adulthood                        | EHCP link                                                                                                                                                                                         | Key skills                                              |
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| <b>Week 1+2</b> | Shopping for everyday living<br>- Developing independence-<br><b>Asdan life skills challenge- 1910</b> | To develop the knowledge, skills and understanding required to shop for items required for everyday living, with minimal support.<br>-Be able to prepare for a shopping trip to buy items for daily living requirements<br>-Be able to buy items for everyday living in a supermarket. | -Identify items which need to be bought regularly for daily living, e.g. cleaning products; milk; bread; fresh produce; hygiene products<br>-Identify items that they need to take with them to the shop, e.g. bags, means of payment (cash/card), shopping list<br>-Identify the products they need to purchase<br>-Identify where they need to unload their trolley and pay<br>-Identify who to ask for help if required<br>-Demonstrate appropriate behaviour and manners when interacting with a cashier to buy their items<br>-Pay for items using cash or chip & pin<br>-Use a calculator to check if they have been given the correct change | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Healthy Me | -Independent living and housing;<br>-Community inclusion | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Numeracy<br>-Literacy<br>-Teamwork<br>-Problem solving |
| <b>Week 3+4</b> | 07 - Qualities and Skills Revisited-                                                                   | -To help me know myself better<br>-To explore the employability qualities and transferable skills                                                                                                                                                                                      | -I can set myself meaningful goals<br>-I know what subjects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -Dreams and goals                                                                       | -Grow throughout life                                    | -Social, emotional and mental health                                                                                                                                                              | -Developing Life Skills & Aspirations                   |

## Life lessons and careers program mapping overview

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|                 | <b>Cre8tive careers</b>                                          | employers look for from school leavers<br>-To understand that awareness of my personal qualities and skills will shape my choices and help me make decisions about KS4 Options                                                                                                                                                                         | I would like to study at KS4<br>-I understand the qualities and skills employers look for                                                                                                                                                                     | -Being me in my world<br>-Living in the wider world                                        |                                 | -Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing                                                                 |                              |
| <b>Week 5+6</b> | Participating in a trip- <b>Asdan life skills challenge-1022</b> | Learners will be able to Know how to behave appropriately during the trip participate in a trip safely<br>-Understand what items may be needed for a trip.<br>-Be able to identify an appropriate person to discuss the details of the trip<br>-Be able to be in the correct place at the correct time<br>-Be able to arrive back safely from the trip | -Select at least 2 items for a trip and place in a suitable bag<br>-Communicate with an appropriate person about the trip<br>-Ensure that own timekeeping is correct<br>- Follow the code of conduct agreed for the trip<br>-Arrive safely back from the trip | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Relationships | -Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Teamwork<br>Ability to learn |

## Life lessons and careers program mapping overview

### Year 9

| T1              | Lesson topic                                                                | Learning intentions                                                                                                                                                                                                                                                                                                                                | Assessment/ success criteria                                                                                                                                                                                                                                                                                               | Links with PSHE                                                                         | CDI Framework/ prep for adulthood   | EHCP link                                                                                                                                                                                         | Key skills                   |
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| <b>Week 1+2</b> | Personal safety in the community<br><b>Asdan life skills challenge-2928</b> | Learners will develop their understanding of personal safety and how to keep themselves and their belongings safe when out in the community.<br>Be able to identify situations where they feel safe and unsafe.<br>Be able to identify appropriate information they must share when going out.<br>Be able to recognise ways of keeping money safe. | -List four situations where they feel safe -<br>List four situations where they feel unsafe<br>-Identify what they could in three different situations where they feel unsafe<br>State a place they might go where they would need to let someone know where they were going<br>-State two pieces of information they need | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Healthy me | Community inclusion;<br>Good health | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Problem solving;<br>Literacy |

## Life lessons and careers program mapping overview

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|                 |                                                              |                                                                                                                                                                 | to share with an appropriate person prior to going out<br>-List a safe and unsafe place to keep money in the home<br>-List a safe and unsafe place to keep money when going out<br>-Identify a bank and state three services the bank provides<br>-State the importance of checking their bank balance and getting a statement regularly<br>- Demonstrate or role play how to access their money safely from a bank |                                                                          |                      |                                                                                                                                                                                                   |                     |
| <b>Week 3+4</b> | 01 - Understanding the Workplace-<br><b>Cre8tive careers</b> | -To understand what is meant by work<br>-To be aware of why people work<br>-To be able to explain what workplace values are and which are most important to you | -I can explain the differences between work a job and a career<br>-I can explain the similarities and differences between school and work<br>-I can list values that motivate me                                                                                                                                                                                                                                    | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | -See the big picture | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Community & Careers |

## Life lessons and careers program mapping overview

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| <b>Week 5+6</b> | Community Organisations: local sources of help-<br><b>Asdan life skills challenge- 1215</b> | Learners will become familiar with community organisations in their area and be able to contact the appropriate organisation when their help is required<br>-Be able to identify the most appropriate community organisation as a source of help for a given problem<br>-Know how to contact five different community organisations that help people<br>-Be able to locate five community organisations on a map of the local area | -Identify the most appropriate organisation to provide help and advice for five given problems e.g. your landlord has doubled your rent; you are travelling abroad and need some injections; your neighbour has noisy parties every Friday; your motorbike has been stolen; you would like to volunteer<br>-Use two different sources of information, e.g. telephone directory, website, community notices, to find out contact information for five community organisations<br>-Present contact information for community organisations clearly and accurately e.g. telephone number, full address and website (if applicable) | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Healthy Me<br>-Relationships | -Independent living and housing<br>-Community inclusion | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Problem solving<br>-Ability to learn<br>-It skills |
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## Life lessons and careers program mapping overview

| T2              | Lesson topic                                                   | Learning intentions                                                                                                                                                                                                                                                  | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                         | Links with PSHE                                                                            | CDI Framework/ prep for adulthood | EHCP link                                                                                                                                                                                                                                                                                              | Key skills          |
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| <b>Week 1+2</b> | Public safety laws-<br><b>Asdan life skills challenge 9302</b> | The learner will look at public safety laws in the country which they live in.<br>-Understand the purpose of laws in society.<br>-Identify and explore public safety laws in their country.<br>-Understand how safety laws help protect individuals and communities. | State what a law is and why laws exist -Give one example of how laws help keep people safe<br>- Identify at least two public safety laws (e.g., wearing seatbelts, fire safety, road rules)<br>- Match or describe a place or person linked to those laws (e.g., police, fire services, road signs)<br>- Give one example of how they follow a safety law in their everyday life - Say or show what might happen if people do not follow safety laws | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Relationships | -Community inclusion              | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Ability to learn   |
| <b>Week 3+4</b> | 02 - Jobs and Occupations-<br><b>Cre8tive careers</b>          | -To recognise the difference in terminology between jobs and occupations<br>-To understand the three different industries in the UK and how they link to different occupations<br>-To understand the importance of transferable skills                               | -I understand the difference between a job and an occupation<br>-I can name with examples the three main job industries<br>-I can evaluate my own skill set and match it to the suitability of different careers                                                                                                                                                                                                                                     | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world                   | See the big picture               | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence                                                                                                                                                             | Community & Careers |

## Life lessons and careers program mapping overview

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|                 |                                                             |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                         |                                           | -Education and employment<br>- Health and wellbeing                                                                                                                                               |                               |
| <b>Week 5+6</b> | Food and health<br><b>Asdan life skills challenge- 8285</b> | The learner will understand food, nutrition and health.<br>-Be able to understand the principles of a healthy diet.<br>-Be able to apply nutritional knowledge to plan a healthy meal.<br>-Be able to understand a range of dietary needs.<br>-Be able to apply dietary knowledge to plan a meal to meet dietary needs. | Identify the names of each section on the 'eatwell' plate and name at least three foods in each section -<br>Identify the main nutrients needed by the body and give examples of main food sources e.g calcium is needed for healthy bones and teeth, a good source of calcium is milk<br>-Review a sample of bad diets and explain the results they could have on health e.g too much sugar could cause obesity<br>Research online to find a recipe that will be considered healthy E.g carrot and coriander soup<br>-Gather the correct ingredients and equipment needed | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world<br>-Healthy me | Science<br>Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Ability to learn;<br>Teamwork |

## Life lessons and careers program mapping overview

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|  |  |  | <ul style="list-style-type: none"> <li>-Follow the correct steps to prepare the chosen food/meal</li> <li>-Identify foods people should/should not eat in at least four special diets e.g toddler, pregnant woman, gluten free, vegan</li> <li>-Give reasons why people may need to follow a special dietary needs in at least three examples e.g Gluten free diet because the person developed Coeliac disease</li> <li>-Pick one dietary need and research online to find a recipe that will meet the chosen dietary need e.g Chilli con Carne, gluten free -</li> <li>Gather the correct ingredients and equipment needed</li> <li>-Follow the correct steps to prepare the chosen food/meal</li> </ul> |  |  |  |  |
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| T3 | Lesson topic | Learning intentions | Assessment/ success criteria | Links with PSHE | CDI Framework/ prep for adulthood | EHCP link | Key skills |
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## Life lessons and careers program mapping overview

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| <b>Week 1+2</b> | Budgeting and saving- <b>Asdan life skills challenge - 9555</b>   | The learner will be able to plan a basic budget and understand the importance of saving<br>-Create a weekly budget<br>-Make informed spending decisions.<br>-Understand the importance of saving.                                                                    | -List sources of income and regular expenses<br>-Calculate total income and total spending<br>-Identify any money left over or overspent<br>-Compare prices of at least two similar items<br>-Choose the best value option and explain the decision<br>-Identify at least two reasons why saving money is important<br>- List at least two ways to save money (e.g. piggy bank, savings account) | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | -Independent living and housing | -Independence<br>-Health and wellbeing<br>-Cognition and learning<br>-Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing       | -Ability to learn<br>-Numeracy |
| <b>Week 3+4</b> | 03 - Standard Occupation Classifications- <b>Cre8tive careers</b> | -To explore the wide variety of jobs within one workplace -To gain an awareness of the Standard Occupational Classification system<br>-To understand how SOC will assist with your personal careers research by providing information about the future labour market | -I can explain what an occupation is<br>-I can identify the 9 standard Occupation classifications<br>-I understand the importance of studying occupational trends regarding my future career choices                                                                                                                                                                                             | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | See the big picture             | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment |                                |

## Life lessons and careers program mapping overview

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| <b>Week 5+6</b> | Jobs and careers research <b>Asdan life skills challenge- 8284</b> | <p>The learner will know about a variety of jobs in a range of fields.</p> <ul style="list-style-type: none"> <li>-Be able to identify and categorise a range of jobs in a variety of fields.</li> <li>-Be able to carry out research into a range of jobs.</li> <li>-Be able to identify jobs that they are interested in.</li> </ul> | <p>Identify up to 20 jobs that are land -based eg dairy farmer, tree surgeon,</p> <ul style="list-style-type: none"> <li>-Identify up to 20 jobs that involve working with children eg nursery nurse,</li> <li>-Identify up to 20 jobs that involve making or building things eg landscape gardener, builder,</li> <li>-Identify up to 20 jobs that involve meeting people eg office work, receptionist,</li> <li>-Identify up to 20 jobs that involve working in a snowy environment or in water eg life guard, chalet worker at ski resort</li> <li>-Identify up to 20 jobs that involve being creative eg artist, jeweller</li> <li>-Create a poster for each category and include images to represent each job</li> </ul> | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul> | Employment; Independent living and housing | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Ability to learn |

## Life lessons and careers program mapping overview

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|  |  |  | <ul style="list-style-type: none"><li>-Create a table for any new vocabulary experienced during this challenge including definitions</li><li>Select one job from each of the six fields</li><li>-Carry out research to find out five skills that might be needed for that particular job eg a teacher might need to be patient and organised</li><li>-Find out the route a person may take to get that job eg a teacher might need a degree and qualified teacher status</li><li>-Find out how much they might get paid for that job eg a teacher would have a starting salary of £20,000</li><li>-Identify one job in each of the six fields that they may be interested in and give a reason why e.g I would be interested in becoming a lifeguard because I am a good swimmer, I like being at the swimming pool/</li></ul> |  |  |  |  |
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## Life lessons and careers program mapping overview

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|  |  |  | beach and I would like to stay active in a job |  |  |  |  |
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| T4              | Lesson topic                                                          | Learning intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Links with PSHE                                                                                                                                             | CDI Framework/ prep for adulthood                                                 | EHCP link                                                                                                                                                                                                                                                                                                                                                                                                      | Key skills                                                                                               |
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| <b>Week 1+2</b> | Supermarket shop on a budget- <b>Asdan life skills challenge-5399</b> | <p>The learner will be able to plan, cost and carry out a shop to the local supermarket, while adhering to a pre-determined budget</p> <ul style="list-style-type: none"> <li>-Understand what a budget is and why it is important to set budgets when shopping.</li> <li>-Be able to create a shopping list of items to be purchased and their expected cost</li> <li>-Be able to plan their route around the supermarket, following overhead signs.</li> <li>-Be able to correctly locate items to be bought, ensuring they are within the expected budget</li> <li>-Be able to use the checkout correctly and pay for their items.</li> </ul> | <p>Explain what is meant by the term budget</p> <ul style="list-style-type: none"> <li>-State at least one reason why a person may need to budget</li> <li>-List at least five items that need to be purchased -</li> </ul> <p>Demonstrate an understanding of the expected cost of the selected items</p> <ul style="list-style-type: none"> <li>-Create a planned route around supermarket</li> <li>-Demonstrate ability to use overhead signs to locate items</li> <li>-Demonstrate selecting the correct items from shopping list -Show the total cost of items</li> </ul> | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Dreams and goals</li> <li>-Healthy Me</li> </ul> | <ul style="list-style-type: none"> <li>-Independent living and housing</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>-Literacy</li> <li>-Numeracy</li> <li>-Problem solving</li> </ul> |

## Life lessons and careers program mapping overview

|               |                                                                |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                                                                                                                                        |                     |                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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|               |                                                                |                                                                                                                                                                                                                                                                                                                   | <p>selected is within the pre-determined budget</p> <ul style="list-style-type: none"> <li>-Demonstrate appropriate use of the checkout</li> <li>-Demonstrate handing over the correct amount of money and receiving the correct change</li> </ul>                                 |                                                                                                                                        |                     |                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Week 3</b> | 04 - Business Structures- <b>Cre8tive careers</b>              | <ul style="list-style-type: none"> <li>-To gain a basic knowledge of UK business structure and organisation</li> <li>-To be able to identify the three main business structures and summarise their advantages and disadvantages</li> <li>-To be able to create a simple business organisational chart</li> </ul> | <ul style="list-style-type: none"> <li>-I can explain the advantages and disadvantages of being a sole trader</li> <li>-I can explain the advantages and disadvantages of a partnership</li> <li>-I can evaluate whether governments should bail out failing businesses</li> </ul> | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul> | See the big picture | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> |  |
| <b>Week 4</b> | 05 - Work & Organisational Structures- <b>Cre8tive careers</b> | <ul style="list-style-type: none"> <li>-To gain a basic knowledge of UK business structures</li> <li>-To be able to identify the two main organisational structures</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>-I can explain a hierarchical business structure</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> </ul>                                     | See the big picture | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> </ul>                                                                                                                                                                                                                                                                                        |  |

## Life lessons and careers program mapping overview

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|                 |                                                                                   | and summarise their advantages and disadvantages<br>-To be able to create a simple business organisational chart                                                                                                                                                                                                                                     | -I can explain the strengths and weaknesses of a flat structure<br>-I can identify different local businesses business structures                                                                                                                                                                                                         | -Living in the wider world                                               |                                                         | -Communication and interaction<br>-Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing                                                                    |                                                    |
| <b>Week 5+6</b> | Using a bus timetable to plan a journey- <b>Asdan life skills challenge- 3724</b> | The learner will be able to read and interpret a bus timetable to plan a journey.<br>-Be able to research and identify a bus journey that they could take.<br>-Be able to identify the location for the start and end of the bus journey.<br>-Be able to identify the correct time for a specific bus.<br>-State how long the bus journey will take. | -Use the Internet or physical copies to research bus timetables<br>-Choose one bus journey they could take<br>-State the start and end location of the bus journey<br>-Identify and be able to state the time of the bus in either twelve- or twenty-four-hour format<br>-Calculate and state how long their chosen bus journey will take | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | -Community inclusion<br>-Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | -Ability to learn<br>-Problem solving<br>-Numeracy |

## Life lessons and careers program mapping overview

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| T5              | Lesson topic                                                   | Learning intentions                                                                                                                                                                                                                                                 | Assessment/ success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Links with PSHE                                                          | CDI Framework/ prep for adulthood                      | EHCP link                                                                                                                                                                                                                                 | Key skills                           |
|-----------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Week 1+2</b> | Planning a journey<br><b>Asdan life skills challenge- 1028</b> | Learners will be able to plan a journey and make decisions about the suitability of different methods of transport.<br>-Be able to identify a journey and its purpose<br>- Be able to plan the journey<br>- Be able to select the most appropriate transport option | -Select a journey.<br>-State the purpose of the journey and the intended destination.<br>-State when the journey should take place.<br>-Decide on 3 different transport options for the journey.<br>-Identify the route for each transport option using a different type of map for each route if appropriate (e.g. google, road, bus, tube).<br>-Find out how long it takes for each transport option to reach the destination.<br>- Find out the likely cost of each journey<br>-Identify 1 advantage and 1 disadvantage for each method of transport. | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | Independent living and housing;<br>Community inclusion | -Social, emotional and mental health<br>-Cognition and learning<br>-Social, emotional and mental health<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Ability to learn;<br>Problem solving |

## Life lessons and careers program mapping overview

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|                 |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                            | -State which would be the most appropriate transport option.                                                                                                                                                                                                                                                                                                 |                                                                          |                                                 |                                                                                                                                                                                                                                           |                                      |
| <b>Week 3+4</b> | 06 - Diversity, Equality and Stereotyping-<br><b>Cre8tive careers</b>                                                        | -To understand the meaning of the term's equality, diversity and stereotyping<br>-To be aware of my attitudes and how they impact on others<br>-To explore the inequalities that exist that impact the workplace                                                                                                                                                           | -I can define stereotyping and equality<br>-I can evaluate how unconscious bias can impact our choices and the workplace<br>-I understand the diverse and complex nature of British identity                                                                                                                                                                 | -Dreams and goals<br>-Being me in my world<br>-Living in the wider world | -Grow throughout life                           | -Social, emotional and mental health<br>-Cognition and learning<br>-Social, emotional and mental health<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing | Developing Life Skills & Aspirations |
| <b>Week 5+6</b> | Developing an understanding of daily hygiene routines to maintain good health and well-being- <b>Asdan life skills- 3859</b> | The learner will show an understanding of the importance of daily personal hygiene routines; they will know what is needed to maintain good health and wellbeing and what factors result in ill health.<br>-Be able to describe what is meant by daily personal hygiene routines.<br>-Be able to identify and engage with activities to support good health and wellbeing. | -Identify at least four products needed daily to maintain good personal hygiene<br>-State a benefit of following three different daily personal hygiene activities<br>-State a consequence of not having a good personal hygiene routine<br>-Engage with at least three activities that promote good health and wellbeing e.g. exercise, relaxation, reading | -Being me in my world<br>-Living in the wider world<br>-Healthy Me       | -Good health<br>-Independent living and housing | -Social, emotional and mental health<br>-Cognition and learning<br>-Communication and interaction<br>-Community inclusion<br>-Independence<br>-Education and employment<br>- Health and wellbeing                                         | -Ability to learn<br>-Teamwork       |

## Life lessons and careers program mapping overview

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|  |  | <ul style="list-style-type: none"> <li>-Be able to describe a balanced diet and why it is important for good health.</li> <li>-Be able to identify possible causes of ill health and where they might seek support.</li> </ul> | <ul style="list-style-type: none"> <li>-State a benefit of engaging with each activity</li> <li>-State a consequence of not having good health and well being</li> <li>Identify the meaning of a balanced diet</li> <li>-Identify the component food groups of a balanced diet</li> <li>-State two benefits of having a balanced diet</li> <li>-State two consequences of not having a balanced diet</li> <li>-Identify at least three possible causes of ill health</li> <li>-Identify where they can seek advice or help if they become unwell</li> </ul> |  |  |  |  |
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| T6              | Lesson topic                                                                  | Learning intentions                                                                                                                                                                                                                      | Assessment/ success criteria                                                                                                                                                                                                        | Links with PSHE                                                                                                                        | CDI Framework/ prep for adulthood                                                                               | EHCP link                                                                                                                                                                                                            | Key skills       |
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| <b>Week 1+2</b> | Furnishing a flat within a budget-<br><b>Asdan lifeskills challenge- 5686</b> | <p>The learner will produce a simple budget for furnishing a flat demonstrating an understanding of wants and needs when living independently and managing own finances.</p> <p>-Be able to define what is meant by wants and needs.</p> | <ul style="list-style-type: none"> <li>-Explain the definition of wants</li> <li>- Explain the definition of needs</li> <li>-List items that are considered essential</li> <li>-List items that are considered desirable</li> </ul> | <ul style="list-style-type: none"> <li>-Being me in my world</li> <li>-Living in the wider world</li> <li>-Dreams and goals</li> </ul> | <ul style="list-style-type: none"> <li>-Community inclusion</li> <li>-Independent living and housing</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> </ul> | -Problem solving |

## Life lessons and careers program mapping overview

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|                 |                                                                 | <ul style="list-style-type: none"> <li>-Be able to identify and explain items required to furnish a flat.</li> <li>-Be able to identify what is meant by budget.</li> <li>-Participate in activities to demonstrate making appropriate choices of furniture or items for a flat and simple budgeting.</li> </ul>                  | <ul style="list-style-type: none"> <li>-For each list; explain how these items are essential or desirable</li> <li>-State why we might need to budget for different reasons</li> <li>-State at least one way to budget</li> <li>-Identify their budget</li> <li>-Choose at least five appropriate items of furniture or items for a flat</li> <li>-Show total cost of items is within the stated budget</li> </ul> |                                                                                                                                        |                                                                                                                 | <ul style="list-style-type: none"> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul>                                                                                                                                                                             |                                                                                               |
| <b>Week 3+4</b> | 07 - Enterprise & Employability skills- <b>Cre8tive careers</b> | <ul style="list-style-type: none"> <li>-To understand the meaning of the term's 'enterprise' and 'employability skills'</li> <li>-To be aware of the importance of enterprise skills and employability characteristics</li> <li>-To evaluate whether governments should step in to prevent big businesses from failing</li> </ul> | <ul style="list-style-type: none"> <li>-I understand the term enterprise</li> <li>-I know a range of skills employers are looking for</li> <li>-I understand the importance of learning about entrepreneurship</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul> | -Manage career                                                                                                  | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> <li>-Community inclusion</li> <li>-Independence</li> <li>-Education and employment</li> <li>- Health and wellbeing</li> </ul> | Developing Life Skills & Aspirations                                                          |
| <b>Week 5+6</b> | Local shopping- <b>Asdan life skills challenge-1194</b>         | The learner will be able to plan and carry out a shopping trip using local shops (not a supermarket)                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>-State three different types of shop and what they sell</li> <li>-Locate each shop</li> <li>-State one item to buy from each shop</li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>-Dreams and goals</li> <li>-Being me in my world</li> <li>-Living in the wider world</li> </ul> | <ul style="list-style-type: none"> <li>-Independent living and housing</li> <li>-Community inclusion</li> </ul> | <ul style="list-style-type: none"> <li>-Social, emotional and mental health</li> <li>-Cognition and learning</li> <li>-Communication and interaction</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>-Ability to learn</li> <li>-Problem solving</li> </ul> |

## Life lessons and careers program mapping overview

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|  |  | <ul style="list-style-type: none"><li>-Be able to identify three different types of shop and what they sell</li><li>-Be able to write a short shopping list</li><li>-Be able to locate each shop and buy the listed items</li></ul> | <ul style="list-style-type: none"><li>-Go to each shop and buy the stated items.</li></ul> |  |  | <ul style="list-style-type: none"><li>-Community inclusion</li><li>-Independence</li><li>-Education and employment</li><li>- Health and wellbeing</li></ul> |  |
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