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|  | **LTP for : Communication** | | | |
|  | **Overview for KS3 students** | | |
|  |  | **Pathway 1** | **Pathway 2**  Students will develop their communication skills and knowledge through delivery of the pathway 2 bespoke curriculum | **Pathway 3**  Students will develop their communication skills and knowledge within their weekly communication lessons and embed these skills through the pathway 3 curriculum. |
| **Autumn 1** | **Key area of understanding** | Positive Relationships | Positive Relationships | Positive Relationships |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Develop an awareness of others in their environment and explore how to form new friendships * Learn how to demonstrate skills such as turn taking or sharing * Have an awareness of what they could offer a friendship * Know how their strengths and qualities are factors that determine friendships * Know to use appropriate body language around other people and how boundaries should be respected | * Develop an awareness of others in their environment and explore how to form new friendships * Learn how to demonstrate skills such as turn taking or sharing * Have an awareness of what they could offer a friendship * Know how their strengths and qualities are factors that determine friendships * Know to use appropriate body language around other people and how boundaries should be respected * Notice how body language changes with familiar and less familiar people * Explore positive ways to maintain a friendship once established * know what conflict is and identify people who can help when faced with conflict * Understand the effect that their behaviour has on others – both positively and negatively |
| **Autumn 2** | **Key area of understanding** | Effective Listening Skills | Effective Listening Skills | Effective Listening Skills |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Be able to demonstrate that they have not understood something – verbally or nonverbally * Follow simple one and two part instructions * Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. * Be able to store and recall a simple instruction * Know that active listening is shown through body language – i.e. eye contact/ gesture | * Know why listening is important * Be able to demonstrate that they have not understood something – verbally or nonverbally * Follow simple one and two part instructions * Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. * Be able to store and recall a simple instruction * Know that active listening is shown through body language – i.e. eye contact/ gesture * Recognise when something they have heard does not make sense and express this verbally or nonverbally * Listen to a less familiar speaker for a sustained period, demonstrating active listening * Consider that emotions can influence our capacity to listen * Understand that not everything that I hear may be true * Have a basic understanding of sympathy/ empathy * Demonstrate features of active listening in group situations * Gain an awareness of tone |
| **Spring 1** | **Key area of understanding** | Effective Verbal and Nonverbal skills | Effective Verbal and Nonverbal skills | Effective Verbal and Nonverbal skills |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Begin to demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression * Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry * Ask a simple what/ where/when/why question * Be able to give opinion to familiar topics * Develop confidence to engage with less familiar adults * Initiate interaction with others | * Demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression * Be able to speak to less familiar adults/ peers at simple sentence level * Initiate conversation with others and developing skills to keep conversations relevant and reciprocal * Be able to answer more complex open-ended question at a more detailed sentence level. * Be able to speak to a small group of familiar people on a familiar topic * Know how body language affects verbal engagement (posture/ fidgeting/appearance) * Develop conversational skills that include turn taking, asking questions and addressing misunderstandings. * Know the way we talk affects verbal engagement e.g. volume, rate, intonation. * Know the effects of negative language, sarcasm and dismissive language. * Make coherent and logical justification to opinions * Know how to disagree with another’s idea positively |
| **Spring 2** | **Key area of understanding** | Self-Management and Aiming High | Self-Management and Aiming High | Self-Management and Aiming High |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Show awareness of familiar routines/ tasks * Have an understanding of boundaries and choice/consequence * Begin to recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside * Manage time on a given task with adult support * Listen to positive and constructive feedback on their work from an adult or familiar peer | * Show awareness of familiar routines/ tasks * Have an understanding of boundaries and choice/consequence * Recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside * Define and explain what goals are why they are important * Listen to positive and constructive feedback on their work from an adult or familiar peer * Organise the sequence of activities, considering what would happen if things were done in the wrong order * Demonstrate a degree resilience in a variety of challenging situations with more consistency * Explore how to act on feedback for a better outcome * Complete short self-evaluation tasks with adult support |
| **Summer 1** | **Key area of understanding** | Self Esteem and Positivity | Self Esteem and Positivity | Self Esteem and Positivity |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally) * Develop self-awareness by exploring likes/ dislikes and personal qualities * Identify what they like about themselves and others around them. * Demonstrate a degree of resilience to a difficult challenge * Know that others can help when faced with a challenge | * Label and express simple emotions such as happy, sad, worried and excited. * Develop self-awareness by exploring likes/ dislikes and personal qualities * Identify what they like about themselves and others around them. * Demonstrate a degree of resilience to a difficult challenge and the emotions that accompany this. * Know that others can help when faced with a challenge * Have an increased understanding of self-identity and labelling emotions within * Know that positive compliments improve self esteem * Notice when others are experiencing difficulties and offer to help someone who is experiencing a challenging task * Examine how they feel when they offer help to others * Know how to give and receive compliments effectively   Assert themselves effectively and appropriately |
| **Summer 2** | **Key area of understanding** | Teamwork and Leadership Skills | Teamwork and Leadership Skills | Teamwork and Leadership Skills |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Manage set time on a given tasks, progressing towards peer and small group work. * Know the effects of sharing/ not sharing and feelings that accompany this * Begin to know to when a team is not working * Be able to choose a role in a team * Experience leading a task or small elements of a small task with familiar peers * Recognise their own strengths and weaknesses * Know that different people have different skills and attributes | * Manage set time on a given tasks, progressing towards peer and small group work. * Know the effects of sharing/ not sharing and feelings that accompany this * Know to when a team is not working and when to seek adult support * Be able to choose a role in a team and how it contributes to completing a task * Experience leading a task or small elements of a small task with familiar peers * Recognise their own strengths and weaknesses as a leader * Identify strengths in others in a team * Know that different people have different skills and attributes * Support the team to reach a decision by making a positive contribution * Know what equality and inclusivity is when working in a team * Experience taking on different roles within various team challenges * Consider which role they prefer to have in a team and why * Know how to identify unhelpful conflict within team and identify ways to avoid this |

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|  | **LTP for : Communication** | | | |
|  | **Overview for KS4/KS5 students** | | |
|  |  | **Pathway 1** | **Pathway 2**  Students will develop their communication skills and knowledge through delivery of the pathway 2 bespoke curriculum | **Pathway 3**  Students will develop their communication skills and knowledge within their ACE/communication lessons and embed these skills through the pathway 3 curriculum.  At least 50% of ACE/ Communication time will be devoted purely to communication development. |
| **Autumn 1** | **Key area of understanding** | Positive Relationships | Positive Relationships | Positive Relationships |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Develop an awareness of others in their environment and explore how to form new friendships * Learn how to demonstrate skills such as turn taking or sharing * Have an awareness of what they could offer a friendship * Know how their strengths and qualities are factors that determine friendships * Know to use appropriate body language around other people and how boundaries should be respected | * Demonstrate skills such as turn taking or sharing * Have an awareness of what they could offer a friendship * Know how their strengths and qualities are factors that determine friendships * Know to use appropriate body language around other people and how boundaries should be respected * Notice how body language changes with familiar and less familiar people * Explore positive ways to maintain a friendship once established * know what conflict is and identify people who can help when faced with conflict * Understand the effect that their behaviour has on others – both positively and negatively * Discuss how they can help others from succumbing to peer pressure * Know strategies to avoid conflict within friendship circles, including mediation and adult support. * Understand the impact of emotions which cloud judgement in times of conflict * Link scenarios on conflict resolution to those of real life * Know strategies to control their emotions when upset over conflict. * Know what appropriate secrets to keep within friendships are and which are not. |
| **Autumn 2** | **Key area of understanding** | Effective Listening Skills | Effective Listening Skills | Effective Listening Skills |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Be able to demonstrate that they have not understood something – verbally or nonverbally * Follow simple one and two part instructions * Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. * Be able to store and recall a simple instruction * Know that active listening is shown through body language – i.e. eye contact/ gesture | * Know why listening is important * Be able to demonstrate that they have not understood something – verbally or nonverbally * Follow simple one and two part instructions * Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. * Be able to store and recall a simple instruction * Know that active listening is shown through body language – i.e. eye contact/ gesture * Recognise when something they have heard does not make sense and express this verbally or nonverbally * Listen to a less familiar speaker for a sustained period, demonstrating active listening * Consider that emotions can influence our capacity to listen * Understand that not everything that I hear may be true * Have a basic understanding of sympathy/ empathy * Gain an awareness of tone * Evaluate different perspectives using the information I have heard * Offer a perspective on what has been heard – i.e. a response in a debate * Understand a simple concept of bias in something that has been heard * Identify examples of prejudice when listening to others and understand where it may have come from. |
| **Spring 1** | **Key area of understanding** | Effective Verbal and Nonverbal skills | Effective Verbal and Nonverbal skills | Effective Verbal and Nonverbal skills |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Begin to demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression * Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry * Ask a simple what/ where/when/why question * Be able to give opinion to familiar topics * Develop confidence to engage with less familiar adults * Initiate interaction with others | * Demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression * Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry * Ask a simple what/ where/when/why question * Be able to give opinion to familiar topics * Be able to speak to less familiar adults/ peers at simple sentence level * Initiate conversation with others and developing skills to keep conversations relevant and reciprocal * Be able to answer more complex open-ended question at a more detailed sentence level. * Be able to speak to a small group of familiar people on a familiar topic * Know how body language affects verbal engagement (posture/ fidgeting/appearance) * Develop conversational skills that include turn taking, asking questions and addressing misunderstandings. * Know the way we talk affects verbal engagement e.g. volume, rate, intonation. * Know the effects of negative language, sarcasm and dismissive language. * Make coherent and logical justification to opinions * Know how to disagree with another’s idea positively * Know approaches to organising what they want to talk about * Gain skills required to talk to a larger audience – e.g. whole groups/ assemblies * Demonstrate appropriate language when demonstrating assertiveness – e.g. expressing feelings, refusing, disagreeing, and complaining. |
| **Spring 2** | **Key area of understanding** | Self-Management and Aiming High | Self-Management and Aiming High | Self-Management and Aiming High |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Show awareness of familiar routines/ tasks * Have an understanding of boundaries and choice/consequence * Begin to recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside * Manage time on a given task with adult support * Listen to positive and constructive feedback on their work from an adult or familiar peer | * Show awareness of familiar routines/ tasks * Have an understanding of boundaries and choice/consequence * Recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside * Define and explain what goals are why they are important * Listen to positive and constructive feedback on their work from an adult or familiar peer * Organise the sequence of activities, considering what would happen if things were done in the wrong order * Demonstrate a degree resilience in a variety of challenging situations with more consistency * Explore how to act on feedback for a better outcome * Complete short self-evaluation tasks with adult support * Positively accept constructive criticism and adapt plans and goals based on feedback * Persevere on a task for a period, even if it is challenging. * Recognise when plans need to change * Support others to achieve their goals * Anticipate problems that might arise when goal planning * Prioritise tasks in order of importance/ urgency * Know what success will look like for them |
| **Summer 1** | **Key area of understanding** | Self Esteem and Positivity | Self Esteem and Positivity | Self Esteem and Positivity |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally) * Develop self-awareness by exploring likes/ dislikes and personal qualities * Identify what they like about themselves and others around them. * Demonstrate a degree of resilience to a difficult challenge * Know that others can help when faced with a challenge | * Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally) * Develop self-awareness by exploring likes/ dislikes and personal qualities * Identify what they like about themselves and others around them. * Demonstrate a degree of resilience to a difficult challenge and the emotions that accompany this. * Know that others can help when faced with a challenge * Have an increased understanding of self-identity and labelling emotions within * Know that positive compliments improve self esteem * Notice when others are experiencing difficulties and offer to help someone who is experiencing a challenging task * Examine how they feel when they offer help to others * Understand the role of positive affirmation * Know how to give and receive compliments effectively   Assert themselves effectively and appropriately   * To know how to protect one’s self esteem by the development of assertiveness skills * Identify new ways to achieve goals – i.e. looking at alternative strategies. * Remain positive when working in a team for a shared outcome * Know how it feels when teamwork is successful or unsuccessful * Reflecting on improving performance in a team challenge and putting steps into place to change the outcome of a task. |
| **Summer 2** | **Key area of understanding** | Teamwork and Leadership Skills | Teamwork and Leadership Skills | Teamwork and Leadership Skills |
| **Knowledge & skills development**  **Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum. | * Manage set time on a given tasks, progressing towards peer and small group work. * Know the effects of sharing/ not sharing and feelings that accompany this * Begin to know to when a team is not working * Be able to choose a role in a team and how it contributes to completing a task * Experience leading a task or small elements of a small task with familiar peers * Recognise their own strengths and weaknesses as a leader * Identify strengths in others in a team | * Be able to choose a role in a team and how it contributes to completing a task * Experience leading a task or small elements of a small task with familiar peers * Recognise their own strengths and weaknesses as a leader * Identify strengths in others in a team * Know that different people have different skills and attributes * Support the team to reach a decision by making a positive contribution * Know what equality and inclusivity is when working in a team * Know some strategies of how to cope when shared decisions go wrong * Experience taking on different roles within various team challenges * Consider which role they prefer to have in a team and why * Know what motivation is and why it is important * Undertake time on a task as a leader * Know how leaders can boost motivation for a shared outcome * Consider what attributes they have as a leader based on self-evaluation and feedback from others * Know when to adapt approaches according to a situation * Develop a flexibility in approach to problem solving * Actively support other leaders with their approach based on their own experiences. |