



Queensmill College

Queensmill College -Q6 Curriculum November 2023 revision

Mission Statement

A specialist provision for young people with autism, where they can develop their skills in an environment that values them for who they are, with no limits on their aspirations.

Queensmill College – Q6 College Curriculum

This document outlines the academic curriculum for Queensmill College Q6, a specialist provision for post-19 students with a medical diagnosis of autism. The curriculum encompasses the key Preparing for Adulthood (PfA) subjects of Vocational skills, Health, Community inclusion, and Independent living. Functional Maths and English are embedded within these subjects. This curriculum has the aim of providing a comprehensive and inclusive education through personalized support, accessibility, and a person-centered approach, to empower our students to thrive academically, socially, and in their future lives.

Q6 College Curriculum

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1. Q6 – Setting the scene

At Q6 we face the challenge of helping our students to be an active part of the community that they belong, as well to prepare them for the future once their academic life at college finishes. With this in mind, our students are encouraged to expand their learning and understanding of the world through daily activities with the support of our specialist trained staff.

These activities will give our students the tools to cope successfully with daily challenges and are based on the curriculum designed and established by Q6. This curriculum will be evidenced in the class and community following the methodology of “project-based learning” (PBL).

PBL gives us the option of setting up a progression path and encourage holistic development in the college life of our pupils during their time studying with us. Also, PBL offers to our students the opportunity to reflect pragmatically the knowledge studied in class, while they are able to experience the feeling of success in achieving goals. For example, ...

“Project-based learning (PBL) is an active student-centred form of instruction which is characterised by students’ autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices.”

Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. Improving Schools, 19(3), 267–277. <https://doi.org/10.1177/1365480216659733>

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At Q6 College we appreciate the vital importance of encouraging our students to become as independent as possible in all areas of their life. However, many will continue to require 24-hour support from their families and carers. As Q6 will be the last education provision in their journey we focus on giving students the strategies and help they will need to face future challenges.

One of the main concerns of our students and their families are how they will face their future when they will not have so much support as the educational network is able to offer them. This is the reason why our mission is to show our students how to be as independent as their skills and understanding allow.

This independence will be encouraged using projects that allow us to create activities beneficial for the development of our students. All these activities will be based on the areas reflected in our curriculum, which are directly related with the possible challenges that our students face daily.

Our curriculum is divided into different sections (Community Integration, Health, Vocational, Independent Living Skills **add Leisure**), in which our specialist staff will set individualized termly targets as detailed on Personal Learning Plans (PLPs), for each student to achieve. These targets, formulated as “I can...” statements, are assessed at the end of every term within the PLPs, and a next step is set. For example, a student might be working towards the “I can” target “I can go shopping for the Q6 café” and specifically what the student is working towards, with what supports in place and how often, would then be detailed in his/her success criteria. **Xxx add example of success criteria/PLP.**

Setting up personalized targets is another feature which made us choose PBL. All projects chosen will be well structured to give the students a real sensation of progress. With different steps that will create different opportunities for our students to participate, being able to adapt to different learning environments, and participate in various activities will help them to broaden their knowledge and learn in real life settings.

As we can see in the graphic below, the projects and activities chosen will be used to improve the students’ knowledge in many different areas at the same time (cross curricular).

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	Employment	Community Inclusion	Independent Living	Health	Leisure	Functional Maths	Functional English
Shopping							
Café/Restaurant							
Work Experience							
Swimming/Gym							
Library							

Our curriculum adopts a cross-curricular approach, seamlessly integrating various subjects through the careful selection of projects. This wholistic teaching method encourages students to explore connections between different topics, fostering a deeper understanding of real-world applications. By incorporating diverse perspectives and skillsets into each project, we aim to provide a comprehensive learning experience that goes beyond traditional compartmentalized education. This approach not only enhances students' critical thinking and problem-solving abilities but also prepares them for a multifaceted understanding of the interconnected nature of knowledge, equipping them with valuable skills for future success in an ever-evolving world.

“Conclusions within the literature convey significant benefits in the adoption of PBL as a pedagogical strategy. Consistently reported benefits include improved graduate attributes such as communication, teamwork, project management and time management. In addition, PBL is typically based on ‘real’ projects, thereby ensuring relevance and increased motivation. However, the prominent challenge for both learners and tutors is the increased time required to address the requisite workload.”

Turmo, José and J. A. Lozano. “Benefits and limitations of adopting project based learning (PBL) – A Review.” (2018)

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Q6 College – Assessment

Q6 College recognizes the importance of comprehensive assessment methods tailored to the unique needs of special needs students. The College has designed an **assessment framework that divides the academic course in three periods** and Q6 follow this. Assessment at Q6 is divided into three terms to provide a structured and comprehensive evaluation of student progress. Each term allows for targeted assessment and feedback on key subjects, monitoring and supporting the development of our students. Teachers will evaluate student progress in key subjects: Community Inclusion, Independent Living, Health, and Vocation (employment). Each subject plays a vital role in encouraging the development and success of our students.

1. Community Inclusion:

The community inclusion assessment aims to evaluate students' integration into their local communities. It assesses their ability to interact with community members, participate in community events, and contribute to community activities. Assessment methods may include direct observation of students' engagement with community members, feedback from community partners, and self-reflection exercises to test students' awareness of their role within the community. For other students, dependent on their needs, the community inclusion focus might involve students carrying out life skills within the community, learning how to navigate the community safely with regard to internalized or symbolized rules, or simply accessing the community on a more frequent basis.

2. Independent Living:

The independent living assessment focuses on equipping students with practical life skills necessary for independent living. This includes personal hygiene, self-care routines, meal planning and preparation, household chores, time management, and organization skills. Assessment methods involve evaluating students' ability to perform daily living tasks independently, analyzing their understanding of personal responsibilities, and assessing their problem-solving skills in real-life and practical situations.

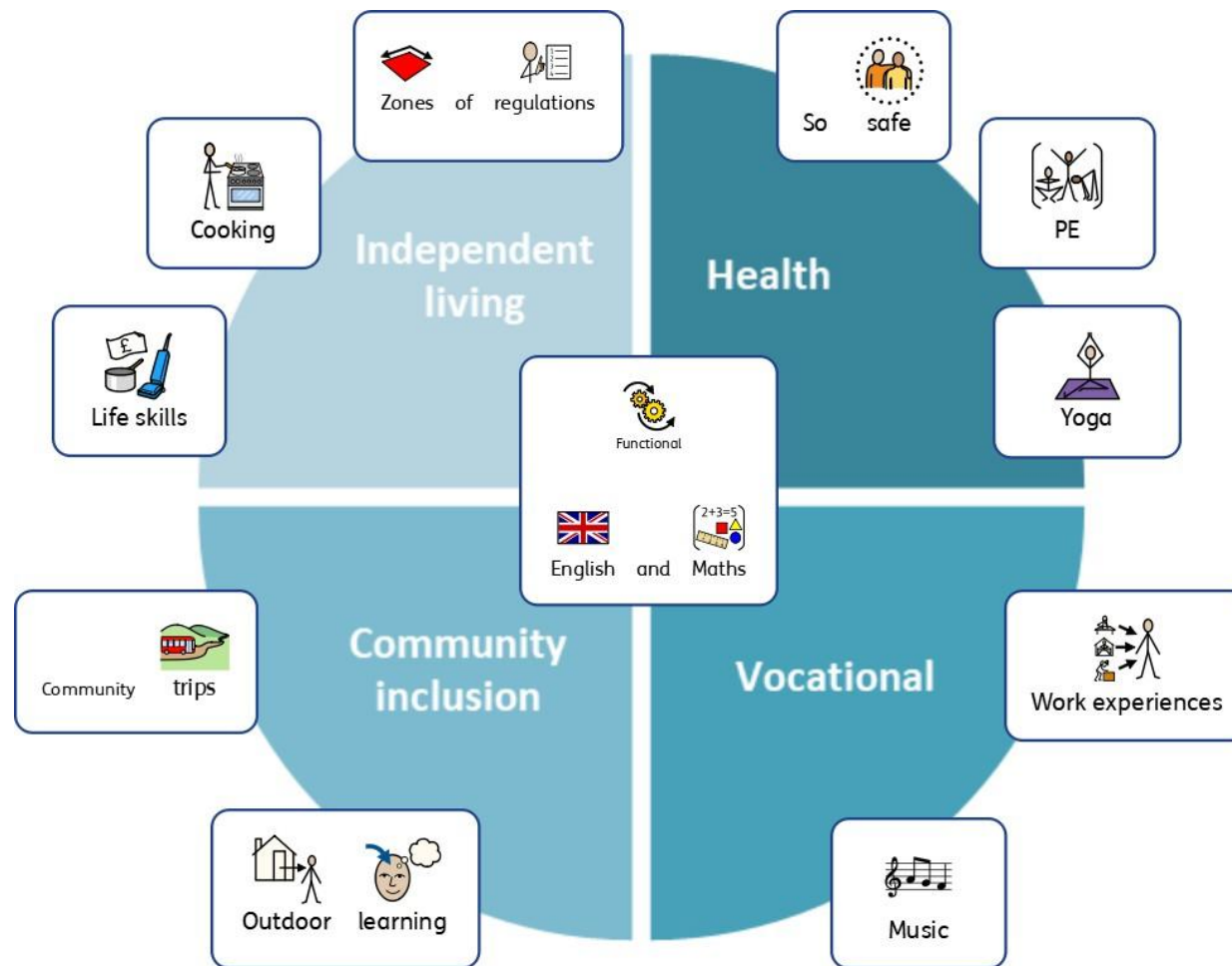
3. Health:

The health assessment addresses students' physical and mental well-being. It evaluates their knowledge and understanding of health-related topics, including hygiene practices, healthy eating, exercise and stress management. Assessment methods may include observation on lessons of health-related topics, and teacher observations of students' adherence to healthy habits or routines.

4. Vocational:

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The employment assessment focuses on students' vocational skills and readiness for the job market. It evaluates their job-related competencies, such as communication, teamwork, time management, problem-solving, and task completion. Assessment methods may involve job simulations, or work-based projects to assess students' practical skills, feedback from employers or supervisors, etc. For other students, dependent on their needs, the vocational focus might involve learning about different kinds of jobs and developing an understanding of the skills needed to be a good employee. Some will participate in work experience opportunities within the college or in the local community or may complete a programme of class jobs to get them used to the concept of 'work'.



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Functional Maths and functional English are core components of our curriculum at Q6 College. These subjects are seamlessly integrated into the broader curriculum, providing students with opportunities to apply mathematical and language skills in practical contexts across subjects such as leisure, community inclusion, independent living, health, and employment, ensuring a wholistic and functional approach to their education. English and Maths will be **embedded** in the daily schedule of the students, using the most motivating activities to help them work in the concepts learnt in the class. For instance, many students are highly driven by food. For that reason, we used snack and lunch time as perfect moment to encourage the social communication between the students and the staff using the different communicational tools.

Throughout the assessment periods, Q6 ensures the use of inclusive assessment strategies that accommodate the unique learning styles and needs of special needs students. These may include visual supports, alternative communication methods, modified assignments, and individualized accommodations, referred to as transactional supports, to promote fair and accurate assessment outcomes. This assessment is done by teachers via termly progress reviews that are added to PLPs and Onwards & Upwards.

Use of PLPs and Onwards & Upwards to assess termly progress enables a dynamic and progressive approach that focuses on measuring the growth and development of students with special needs at Q6 College. This method involves continuously evaluating students' progress by building upon their existing skills and knowledge, and challenging them to reach higher levels of achievement. It incorporates formative assessments throughout the learning process to provide ongoing feedback, identify areas of improvement, and tailor instructional strategies accordingly. By implementing this comprehensive assessment framework, Q6 College aims to gather meaningful data on student progress, identify areas for growth and support, and provide individualized feedback to help students thrive academically, socially, and personally. (Please see Assessment policy and other assessment documentation)

Our assessment at **Q6 College is based on the SCERTS learning** framework, which provides a structured approach to evaluating student learning and development. By utilizing the SCERTS framework, we ensure that our assessments are rigorous, reliable, and valid, enabling us to measure student progress accurately using the SCERTS principles:

SCERTS Checklist (Social Communication/Emotional Regulation)

- Ensure that activities are motivating and tied to meaningful endpoint for the students with clear progression.
- Apply the use of schedules to support the student's in managing expectations.
- Ensure visual supports are available such as emotion key rings or emotion helper cards to facilitate emotional identification and appropriate coping strategies.
- Present visual supports such as object choice boards, picture communication symbols and written word retrieval supports to facilitate social communication skills.
- Provide opportunities in the classroom for various social groupings depending upon the needs of a student, to ensure a balance of independent work and opportunities for interaction with peers.
- Ensure teaching and learning is taking place in a calm, low arousal environment in which there are quiet physical spaces for a student to "cool off," retreat or regroup.

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- Ensure students have access to the necessary sensory equipment prescribed in my personalised sensory diets for a student to “jazz up” or re-energize between sedentary tasks.
- Make available fine motor materials for students to either “cool off” or “jazz up” during or between tasks.
- Relate activities and resources where possible to each student’s special interests to maximise motivation and engagement.
- Use age appropriate resources and provide the students with a wide range of experiences throughout my time in education.
- Use a multi-sensory approach to teach key concepts both inside and outside the classroom.
- Personalise the learning using smart targets to ensure each small meaningful step is addressed.
- Consolidate concepts in a range of settings/contexts.
- Link key learning objectives to functional life skills.

Also as it was explained in the methodology section, our curriculum at Q6 is designed to be implemented through the Project-Based Learning (PBL) method, providing students with a dynamic and engaging learning experience. PBL involves students actively engaging in real-world projects that foster critical thinking, problem-solving, collaboration, and creativity.

Additionally, our curriculum is closely linked with **ASDAN qualification projects**. ASDAN projects are specifically designed to address the unique needs and strengths of individuals with autism. These projects provide opportunities for students to engage in activities that promote their overall development and build self-confidence. The links between our curriculum and ASDAN projects ensures that our students receive targeted support, tailored interventions, and access to resources specifically designed for individuals on the autism spectrum. By aligning with ASDAN projects, we create a comprehensive educational environment that acknowledges the diversity and individuality of our students while promoting their growth, independence, and success.

British Values are intricately embedded into our curriculum, serving as a foundational framework that permeates various subjects and learning experiences. Emphasizing democracy, students engage in participatory activities that cultivate a sense of civic responsibility and respect for diverse opinions, as part of the **student voice**. The rule of law is embedded in lessons, promoting a fundamental understanding of justice and order. Individual liberties and mutual respect are nurtured through inclusive and collaborative projects, fostering a culture of tolerance and appreciation for differences. Our curriculum also encourages a strong sense of responsibility towards the community, promoting the value of contributing positively to society. By incorporating British Values throughout the curriculum, we aim to not only meet educational objectives but also to prepare students for active citizenship and a shared commitment to the principles that underpin a democratic and inclusive society.

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Q6 Subjects:

<u>Health</u>	
Key information	<p>When addressing the subject of health at Q6 College, there are several key points to consider. Here are some important aspects to focus on:</p> <ul style="list-style-type: none">- <u>Physical Health Education</u>: Provide education and resources on maintaining physical health, including healthy eating habits, regular exercise, personal hygiene, and the importance of regular medical check-ups.- <u>Sensory Sensitivities</u>: Recognize and address sensory sensitivities that may impact the students' health. Create sensory-friendly environments and provide strategies to manage sensory challenges, such as noise reduction, access to quiet spaces, and sensory breaks.- <u>Mental Health Support</u>: Place emphasis on mental health and well-being. Offer counselling services, access to mental health professionals, and resources for managing stress, anxiety, and other mental health concerns that may be more prevalent among individuals with autism.- <u>Social Skills Development</u>: Provide social skills training to help students navigate social interactions, build relationships, and promote overall well-being. Address topics such as emotional regulation, conflict resolution, self-advocacy, and establishing boundaries.- <u>Sexual and Reproductive Health</u>: Provide education and resources on sexual and reproductive health, including consent, safe relationships, and understanding personal boundaries. We will be using the “SoSafe” program where we could identify in class the kind of relationship and what kind of interaction is appropriate in every case.- <u>Health Advocacy</u>: Encourage students to become self-advocates for their health needs. Teach them how to communicate effectively with healthcare providers, ask questions, and make informed decisions about their healthcare. <p>By focusing on these key points, we are trying to create a supportive and inclusive environment that promotes the overall health and well-being of college students diagnosed with autism. It is important to recognize the unique challenges students may face and provide individual support to help them lead healthy and fulfilling lives.</p>

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Cycle	Yearly cycle?? 1	Year 2	Year 3	Extension for any year
Topic	Health 1 <u>Understand about being healthy</u>	Health 2 <u>Carry out hygiene and self-care activities</u>	Health 3 <u>Have a basic understanding of mental health and wellbeing</u>	<u>Understand their own health and health services</u>
Suggested activities	<ul style="list-style-type: none"> - Overview of a healthy/unhealthy lifestyle. What helps us to be healthy? e.g. good food and exercise - What decreases our health? e.g. being lazy, eating too much, eating unhealthy food, poor hygiene - What are Healthy foods? - Making healthy snacks - Planning and making a healthy meal - Shopping for healthy foods - Trying healthy new foods from a selection - Learning about different exercises that we can do to stay healthy e.g. walking, swimming, gym, yoga 	<ul style="list-style-type: none"> - When we need to wash our hands and what we use to wash our hands. - Why do we need to wash our hands? What happens if we don't? - What we need to do to keep clean and healthy – regular routine of shower, cleaning teeth, using soap etc. - Matching hygiene products to healthy activity e.g. toothpaste for teeth brushing 	<ul style="list-style-type: none"> - Look at how exercise affects us in terms of physical and mental health - Why being healthy helps us in being happy - Choosing your favourite exercises, sports, and ways to stay active. - Participating in a regular exercise activity 	<ul style="list-style-type: none"> - Using a body parts choosing board to indicate where pain is located. - Different professional we may visit e.g. dentist, doctor
I can examples	<ul style="list-style-type: none"> I can participate in an activity to contribute to a healthy lifestyle I can understand a healthy life style I can recognise healthy and unhealthy food I can make a healthy choice of food or drink I can make my own choice from a range of new of different foods to try I can identify healthy / less healthy foods I can participate in an activity to contribute to a healthy lifestyle 	<ul style="list-style-type: none"> I can wash my hands effectively I can clean my teeth effectively I can wash myself effectively I can cooperate with a dressing routine I can take agreed medication I can maintain privacy when using the toilet I can identify activities that require handwashing before and after I can show I understand why it is important to keep clean I can match clothing to body parts 	<ul style="list-style-type: none"> I can use feeling words to talk about emotional well being I can participate in a yoga class I can participate in an activity to contribute to a healthy lifestyle I can state the difference between mental and physical health I can show I understand the importance of regular exercise I can participate in an activity to contribute to a healthy lifestyle 	<ul style="list-style-type: none"> I can indicate when I am unwell or in pain I can accept help when I am unwell or in pain I can identify when to visit various health professionals I can choose an exercise activity I can identify gym equipment I can participate in a yoga class

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Vocational

Key information

When it comes to the subject of employment, In Q6 College we think there are several key points to consider. Here are some important aspects to focus on:

- Vocational Skills Training: Provide specialized vocational skills training to develop the necessary job-related abilities. This could include instruction in specific trades, computer skills, communication skills, problem-solving, and task management.
- Individualized Approach: Recognize that each student is unique and has different strengths and challenges. Tailor the employment support to meet individual needs, abilities, and interests. This could include modifications to the physical environment, flexible work schedules, assistive technology, and ongoing support from job coaches or mentors.
- Job Exploration: Offer opportunities for job exploration and career guidance. Help students understand different employment options and provide support in exploring various industries and job roles that align with their skills and interests.
- Internships and Work Experience: Facilitate internships, job shadowing, or work experience programs to allow students to gain practical exposure to real work environments. This can help them build confidence, learn job-specific skills, and develop a professional network.
- Social and Communication Skills: Place emphasis on developing social and communication skills necessary for the workplace. Offer training in effective verbal and nonverbal communication, teamwork, conflict resolution, and workplace etiquette.
- Networking and Job Search Skills: Provide guidance on networking strategies, resume writing, job applications, and interview skills. Help students build a professional network and connect with potential employers or mentors in their desired field.
- Long-Term Career Planning: Assist students in creating long-term career plans and setting realistic goals. Help them explore opportunities for professional growth, additional education or certifications, and identify resources for ongoing career development.
- Employer Education and Awareness: Educate potential employers about autism, dispelling misconceptions and promoting inclusivity. Foster partnerships with local businesses and organizations to create job opportunities and promote understanding of the strengths individuals with autism can bring to the workplace.

In Q6 College we think that creating a supportive and inclusive environment is crucial for our students to navigate the employment landscape. Providing ongoing support, mentorship, and opportunities for growth will greatly enhance their chances of success.

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	Cycle 1	Cycle 2	Cycle 3	Extension
Topic	Employment 1 <u>Explore different careers, and work experience</u>	Employment 2 <u>Participate in work experience on site</u>	Employment 3 <u>Participate in work experience offsite</u>	<u>Take part in mini-enterprise</u>
Suggested activities	Jobs at Q6. Life skills and home chores. Develop different task that previously are structured. Work experiences on site and starting different kind of work experiences off site.	Following visual instructions. Be able to follow steps to achieve an activity previously structured. Following verbal instructions. Be able to follow different steps being structured by members of staff communicating appropriately	Working with unknown people in the community Work for a long period of time	Working with money and external customers Planning what I need for my work
I can examples	I can follow visual instructions I can collect recycling from different classes at school I can complete short work experience tasks with adult support	I can complete a set of classroom jobs I can complete a QR codes activity (<u>ICT & Life skills</u>) I can follow simple instructions at my work experience placement	I can participate in a short work experience activity I can follow a routine to complete tasks at work I can participate in a new work experience in a different placement I can work at my work experience placement for more than one hour	I can complete new tasks during my work experience I can evaluate my performance after my work experience I can work more independently at my work experience placement

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Community inclusion

Key information

When addressing the subject of community inclusion, there are several key points to consider. Here are some important aspects to focus on:

- Social Skills Development: Provide social skills training to help students navigate social interactions and develop meaningful relationships within their communities. This can include instruction on communication skills, empathy, active listening, and understanding social cues.
- Community Integration: Facilitate opportunities for students to actively participate in their local communities. Encourage involvement in community events, volunteer work, or joining clubs and organizations aligned with their interests.
- Building Relationships with Community Members: Teach students how to initiate and maintain relationships with community members, such as neighbours, local business owners, or service providers.
- Community Exploration: Support students in exploring their communities to become familiar with available resources, services, and recreational activities. Organize field trips, visits to local businesses or organizations, and encourage students to discover and engage with community offerings.
- Sensory Considerations: Recognize sensory needs and provide strategies to manage sensory challenges in community settings. Offer guidance on how to cope with sensory overload, access quiet spaces, or utilize sensory tools or accommodations when necessary.
- Cultural Awareness and Acceptance: Promote cultural awareness, acceptance, and inclusion. Encourage students to appreciate and respect the diversity present in their communities, fostering a sense of belonging for all individuals.
- Safety Awareness: Educate students about safety measures in community settings. Teach them how to recognize and respond to potential risks, navigate public spaces, and access support if needed.

Taking all of this in consideration, in Q6 College we will try to foster community inclusion for students diagnosed with autism. Through social skills development, community exploration, and collaborative efforts, students can develop a sense of belonging, actively engage in their communities, and experience the benefits of community integration and participation.

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	Cycle 1	Cycle 2	Cycle 3	Extension
Topic	Community inclusion 1 <u>Out and about</u>	Leisure 2 <u>Access my local community</u>	Leisure 3 <u>Be part of my local community</u>	<u>Choose different activities that I would do in the community</u>
Suggested activities	Use public transport. To know what public transport are around me, and how they works. To learn about my local community. Discover the different characteristics of my local environment.	To visit different places around my college. Visit parks, stores, café, supermarkets, sports centres, etc. Know about road safety. Learn the rules and possible hazards when I am out in the community	Contribute to my local community helping in different volunteering programs. Be part of my community being every day at different activities outside of Q6 College.	Choose activities that are located in my local community and I enjoy.
I can examples	I can go to different rooms around Q6 I can signal that I want to get off at next stop by pressing bell (bus) I can use public transport I can shop for items at the local shop I can go to the local café I can choose a place in my local community to go I can go shopping I can identify different shops in the local community I can recognise people who help us in the community	I can walk safely with an adult by the side of the road I can walk safely with a group by side of the road I can identify common community signs I can cross the road safely with an adult I can use a pelican crossing safely I can use a zebra crossing safely I can cross the road in a familiar environment I can cross the road in an unfamiliar environment	I can use public transport to access shops in our local community I can plan my bus trip I can participate in a walking trip with my peers. I can access the park in my community I can use my local gym	I can participate in my chosen leisure activity in different spaces in the classroom I can identify common community signs

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<u>Independent living</u>	
Key information	<p>When addressing the subject of independent living for Q6 College, there are several key points to consider. Here are some important aspects to focus on:</p> <ul style="list-style-type: none">- <u>Daily Life Skills</u>: Teach essential daily life skills that promote independence, including personal hygiene, self-care routines, meal planning and preparation, household chores, time management, and organization skills.- <u>Home Management</u>: Provide instruction on managing a home environment.- <u>Transportation Skills</u>: Teach students how to navigate public transportation systems, use public services, or develop skills related to driving and road safety.- <u>Grocery Shopping and Meal Planning</u>: Teach students how to plan nutritious meals, make grocery lists, shop for groceries independently, and understand food labels.- <u>Health and Safety</u>: Provide education on maintaining personal health and safety. Teach students about recognizing and managing risks.- <u>Time Management and Organization</u>: Support students in developing effective time management skills and organizational strategies. This can involve creating schedules, setting priorities, and utilizing tools such as calendars- <u>Social and Relationship Skills</u>: Foster the development of social skills and healthy relationships. Teach students how to initiate and maintain friendships and understand boundaries in various contexts. <p>By focusing on these key points, in Q6 College our students will develop the necessary skills for independent living. This holistic approach will equip them with the practical tools and knowledge they need to navigate daily life, promote self-sufficiency, and enhance their overall quality of life.</p>

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	Cycle 1	Cycle 2	Cycle 3	Extension
Topic	Independent living 1 <u>Prepare snack and drinks and make a simple meal</u>	Independent living 2 <u>Carry out simple household tasks</u>	Independent living 3 <u>Be able to carry out different life skills following instructions</u>	<u>Handle money/ use local shops</u>
Suggested activities	Cooking book Different recipes to follow Ingredients book Friendly recipes made by students	Be able to identify different daily routines Be able to follow routines with different steps Lay down table before every meal Instructions	Tidy up the table after every meal Relevant QR codes videos Recognise the money playing games (bingo game) Use the money in a daily basis (snack, lunch, etc.)	Students to manage tuck shop Menu with visuals Use the money during snack Shopping and cafe
I can examples	I can choose what snack to prepare I can prepare snack I can make a cold drink effectively I can make a hot drink effectively I can ask others what they would like to drink I can choose a meal to prepare I can plan and prepare a simple meal I can identify what I will need to make a meal	I can lay the table appropriately I can sit at the table for the duration of a meal I can help clear the table at the end of a meal I can pay for a meal, snack, or drink using appropriate payment I can prepare what I will need to take to the shops I can buy ingredients for cooking	I can wash windows I can hang clothing after washing I can put clothes into a washing machine I can follow QR codes to complete cleaning tasks I can record my daily activities in a diary I can tidy away ingredients/equipment	I can make a shopping list I can locate which ingredients / utensils I will need to make a meal I can follow a simple recipe I can relate real coins to pictures I can pack shopping I can wait to pay for items I can wait for change/receipt

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<u>Functional Maths</u>	
Key information	<p>When considering the subject of functional maths for Q6 College students, there are several key points to consider. Here are some important aspects to focus on:</p> <ul style="list-style-type: none">- <u>Practical Applications</u>: Emphasize the practical applications of mathematics in everyday life. Teach students how to apply mathematical concepts to real-world scenarios, such as budgeting, measuring, understanding time, and managing personal finances.- <u>Individualized Instruction</u>: Recognize that students with autism may have varied learning styles and preferences. Provide individualized instruction and support tailored to their specific needs, whether it involves visual aids, concrete examples, or hands-on activities.- <u>Visual Supports</u>: Utilize visual supports, such as charts, graphs, diagrams, or pictorial representations, to enhance understanding and comprehension of mathematical concepts.- <u>Practical Problem Solving</u>: Focus on problem-solving skills that students can apply in practical situations. Teach them how to analyse and solve real-life problems using mathematical reasoning, critical thinking, and logical deduction.- <u>Money Skills</u>: Place emphasis on developing money management skills. Teach students how to handle and count money, make purchases, budgeting, and understand financial concepts such as income, expenses, and savings.- <u>Technology Integration</u>: Utilize technology and assistive tools to support learning. Incorporate educational apps, computer programs, or online resources that can engage students and reinforce mathematical concepts through interactive and accessible platforms.- <u>Practical Data Analysis</u>: Teach students how to interpret and analyze data in practical contexts. This can involve understanding the meaning of numerical information commonly encountered in daily life. <p>By focusing on these key points, in Q6 College we try to promote the application of mathematical skills to real-life situations for our students. This approach will not only enhance their mathematical understanding but also equip them with essential life skills that can support their independence and success in everyday activities.</p>

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	Cycle 1	Cycle 2	Cycle 3	Extension
Topic	Functional Maths 1 <u>Shapes, numbers and simple operations</u> <u>Add time</u>	Functional Maths 2 <u>Identifying money and their use</u>	Functional Maths 3 <u>Money and different operations with it</u>	<u>Use of money in different environment</u>
Suggested activities	Identifying shapes Playing with numbers Using operations to calculate results	Money recognising Use of different coins in our day Use of notes in our day Whe can I use money	How much is it? Buying items from shop Selling items from our shop	How shopping works? What are the shops in my community? Where can I find those items? Time?
I can examples	I can read and write numbers from 1 to 20 in digits and words I can find one more or one less of a given number I can count to and across 100, forwards and backwards I can count, read and write numbers to 10	<u>I can read and write numbers from 1 to 50 in digits and words</u> <u>I can count to and across 200, forwards and backwards</u> <u>I can count, read and write numbers to 10</u> <u>I can count, read and write numbers to 100</u>	I can read and write numbers from 1 to 100 in digits and words I can count to and across 500, forwards and backwards I can identify coins and notes I can apply written strategies to problems	I can read and write numbers from 1 to 1000 in digits and words I can count, read and write numbers to 1000 I can apply mental strategies to problems I can use money in real situations

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Functional English

Key information

When considering the subject of functional English, there are several key points to consider. Here are some important aspects to focus on:

- Communication Skills: Emphasize the development of effective communication skills, both verbal and written. Provide instruction on clear expression, active listening, and understanding social cues to facilitate successful interactions in various contexts.
- Functional Reading: Focus on practical reading skills that are relevant to everyday life. Teach students how to read and understand functional texts such as signs, labels, schedules, instructions, menus, etc.
- Writing Skills: Teach practical writing skills that can be used in real-world situations. This may include composing emails, writing personal statements, creating resumes or cover letters, filling out forms, or preparing written reports or summaries.
- Vocabulary and Language Development: Expand students' vocabulary by introducing functional words and phrases relevant to their daily lives, social interactions, and potential career paths. Provide opportunities for vocabulary practice and language development through discussions, role-plays, and real-life scenarios.
- Social Communication: Address social communication skills, including understanding and using appropriate language in different social contexts. Teach students how to structure sentences using colourful semantics, ask for help, express opinions, and engage in effective speaking.
- Digital Literacy: Incorporate digital literacy skills into the functional English curriculum. Teach students how to navigate and effectively use digital platforms, and their responsible use.
- Reading Comprehension: Focus on improving reading comprehension skills by teaching strategies for understanding and interpreting different types of texts.
- Practical Listening Skills: Provide opportunities for students to practice active listening skills. This can involve listening to and understanding instructions, participating in group discussions, following lectures, or engaging with audio-visual materials.
- Self-Advocacy: Encourage students to develop self-advocacy skills related to functional English. Teach them how to express their needs.

By focusing on these key points, we are aiming to create a functional English curriculum that equips our college students with the necessary language skills for effective communication.

Queensmill College – Q6 College Curriculum

	Cycle 1	Cycle 2	Cycle 3	Extension
Topic	Functional English 1 <u>Colourful semantic, identifying the subject</u>	Functional English 2 <u>Colourful semantic, identifying subject and action</u>	Functional English 3 <u>Colourful semantic, identifying subject, action and place</u>	<u>Colourful semantic, forming sentences in the community</u>
Suggested activities	Identifying the subject of a sentence Identifying who is in the picture Differencing different people in a sentence	Forming sentences with verb and subject Discriminate between different actions to describe what is in the picture Discriminate between different subjects when describing a picture	Forming sentences with subject, action and place where the actions are taking place. Discriminating between different options for verbs, subjects, and places	Using the colourful semantic in different context. Using the colourful semantic in real life scenarios
I can examples	I can identify the subject in a sentence I can discriminate people in different pages I can answer a question with support I can form a sentence	I can identify the action of a sentence I can discriminate between different verbs I can form a sentence using the colourful semantic system	I can form a sentence using the colourful semantic system I can discriminate between different place in order to form a sentence. I can identify different places looking at pictures	I can use the colourful semantic to form sentences in my local community I can form sentences when needed in work experiences I can identify the different elements of a sentence.