

DVLSC 2020-2021 MLR/ELR	Autumn Term- Discovering and exploring my interests	Spring Term- Sharing my interests	Summer Term- My interests in my local community
Communication & Literacy	<p>Assessment of Literacy/Communication Skills S & L – News/about me (my feelings), my stories introducing myself, appropriate greetings, new interest, Fundamentals of communication, Body language, meeting new trusted people. Individual Learning Reading & Writing- initial assessment- / Signs in the community, environmental text in supermarkets, library and retail places/ Reading: fiction books Phonics- Phase 2.1. & Phase 2.2. Topic- Aspect 5 (sound box/bag) & VC/CVC (reading/spelling) Ongoing- Aspect 6-7(oral sound/to blend-segment) Skills for Life and Leisure- have your say: voting, student council, reaching an agreement Following instructions: shopping lists, recipes, work-volunteering</p>	<p>S & L –Role play (your feelings, shopping, social events, work experience) / familiar people, making full sentences, pronunciation skills, expanding my sentences / News Individual learning Reading & Writing- High frequency words, categorizing words / making a healthy meal; factual books and printing Phonics- Phase 2.3. & Phase 2.4. Topic- HFWs. Ongoing- Aspect 6-7(oral sound/to blend-segment) Skills for Life and Leisure- Have your say: making choices- my interest (music, drama, Makaton, dance...) Following instructions: shopping lists, recipes, work-volunteering,</p>	<p>S & L – Role play (others' feelings, emotional & challenging based situations, work experience situations), presentations, unfamiliar people / News Individual Learning Reading & Writing – Filling in a form / Planning and preparation, / Jobs-hobbies that I do / Finding information. Reading: for pleasure Phonics- Phase 2.5. & Phase 2.6. Topic- Aspect 4: Rhyming books – Aspect 5-Alliterations (I spy..) Ongoing- Aspect 6-7(oral sound/to blend-segment) Skills for Life and Leisure- Have your say: my future (being independent, home, job, interests, transitions) Following instructions: shopping lists, recipes, work-volunteering</p>
Maths & Problem Solving	<p>Assessment of numeracy skills Number: number recognition, recognizing number in my environment Money skills: Coin/note recognition, money value, introduction to shopping skills, role play, ordering Using and applying: role play shops, local shopping, self-service, measuring ingredients Focus: Money skills Shape, space and measures ongoing: <i>measuring ingredients, time and money (shapes as needed linked to O&U targets)</i></p>	<p>Number: time skills, functional problems, sequencing events, daily problem solving Time Skills: sequencing, events through the day/week/month/year, digital and analogue clock, Using and applying: bus timetables, online shopping, supported and independent shopping, measuring time Focus: Time skills Shape, space and measures ongoing: <i>measuring ingredients, time and money (shapes as needed linked to O&U targets)</i></p>	<p>Shape, space and measure: Charts, data handling, measuring ingredients Number/money skills: mathematical operations, numbers in the community, items value, change, money needed, role play (identifying prices, value) Using and applying: reading and collecting data, interpreting it, budgeting, supported and independent shopping, self-service Focus: Using and applying of money and time skills (reading timetables as appropriate/needed)</p>
Computing	<p>Accessing and gaining information Personal information, user name/password E-Safety- healthy use of internet M. Word (Finding things I like) <i>Using keyboards, switches and iPads</i> <i>Cross-curricular activities</i></p>	<p>Gaining Information and communicating Using the internet/ Search engines E-Safety –Use of the telephone (social media) Online shopping <i>Using keyboards, switches and iPads</i> <i>Cross-curricular activities</i></p>	<p>Communicating E-Safety – Email (communication online) Being safe online Power Point and Excel (Presentations/Data) <i>Using keyboards, switches and iPads</i> <i>Cross-curricular activities</i></p>
PSHE/ Health and wellbeing / Citizenship/ RSE	<p>DVLSC- settling in/ Keeping Safe and clean Health and wellbeing- keeping clean & personal hygiene / My emotions and feelings – self-regulation Citizenship- college routines / rules / likes-dislikes / All about me RSE- myself, my body (private/public), my identity, people in my circle, trusted adults Ongoing topics: Household skills Road Safety/Food Technology/Personal care</p>	<p>Healthy Living/ Keeping Safe and healthy Health and wellbeing- keeping healthy and fit- Diet- Exercise / Empathy- your feelings and respecting others Citizenship- Safety at home / signs and environmental printing at home / Bus safety / Road safety / RSE- private and public places / activities - Personal care and private time Ongoing focus: Household skills Road Safety/Food Technology/Personal care</p>	<p>Keeping safe in the community keeping safe out in my community Health and wellbeing- Drugs, alcohol and smoking, Sun safety Citizenship- behaviours in the community / emergency services / choices in my community RSE-Consent, social awareness, sexuality, social media, E-safety, self-respect / Diversity and respect- Other's feelings Ongoing focus: Household skills Road Safety/Food Technology/Personal care</p>



Leisure, Recreation & Physical Education	<p>College based: relaxation/dance/Cricket/Gym/ Hydrotherapy/Physiotherapy/ Fine and Gross Motor Skills</p> <p>Community facilities: Open spaces (parks)</p>	<p>College based: relaxation/dance /Table Cricket/ Gym/ Hydrotherapy/Physiotherapy/ Fine and Gross Motor Skills</p> <p>Community facilities: Community sports events Football/Basketball/Badminton (Covid19 – to re-assess)</p>	<p>College based: relaxation/dance/Cricket/Table Cricket/ Gym/ Hydrotherapy/Physiotherapy/ Fine and Gross Motor Skills</p> <p>Community facilities: Ongoing (Covid19- to reassess)</p>
Spiritual / Moral Cultural Studies Creative Arts	<p>Celebrating diversity- Myself and self-esteem Art Competition/Film Festival/Anti-bullying Week/ Halloween / Bonfire Night / Diwali / Christmas / Hanukah</p> <p>Enrichment program: Class based Student Council</p>	<p>Celebrating diversity - Respecting others Museums/Safer Internet Day/ Apple Store/ Autism and Downs Syndrome Awareness Week/Red Nose day/Chinese New Year/Cinematography / Carnival and Spanish celebration</p> <p>Enrichment program: to review Student Council</p>	<p>Celebrating diversity- diversity in my community Visit local galleries, exhibitions and Museums Local services of my interest/ Best of Health Day</p> <p>Enrichment program: to review Student Council</p>
Careers - Employability Skills	<p>Exploring different careers Jobs/Special interest/ hobbies Interaction with familiar people- Greetings/manners- formal vs informal Introduction to jobs- gardener / waitress-waiter / Shop assistant / animal care / Artist / Administrator / Working in a kitchen / Cleaner / Helping others (e.g. TA) Introduction to jobs around college/classroom-gardening, recycling, shredding, cleaning and tidying up, catering</p> <p>Focus- Intro. Jobs / Greetings / waitressing</p>	<p>Career choice Jobs/Special interest/ hobbies Bus travelling- Behaviours My Curriculum Vitae Role play- Interviews /clothing / Dressing for an interview Interaction & following routines from unfamiliar people Jobs around college (Company role play) Work experience- Social skills-Co-workers / Routines at work / Asking for help / Role Play Enrichment visits- Road safety officer, Job Centre, dentist, , Cafes, garden centres</p> <p>Focus- Administrator / Shop assistant / CV</p>	<p>Developing understanding of preferred carer Jobs/Special interest/ hobbies Understanding Job descriptions Developing skills linked to preferred job Presentation for employers- Booklet (case studies) Feedback and review of experiences Ongoing: Work experience/ Job coaching/jobs around college Enrichment visits- dentist, , Cafes, garden centres</p> <p>Focus- Feedback-preferences / Equipment / animal care / helping others /</p>
Life Skills (at the Flat or at college)	<p>Introduction to the flat/college</p> <p>Exploring my local community</p> <p>Keeping myself clean- Personal care routines</p> <p>Keeping my home clean- Kitchen hygiene</p> <p>Introduction to Employment-</p> <p>Introduction to E-Safety (healthy use of Internet)</p> <p>Behaviours at home, self -regulation in a safe environment</p> <p>Shopping and cooking a simple meal</p>	<p>Sharing my interests in the flat/college</p> <p>My interests in the world of work</p> <p>Keeping myself fit- exercise routines Keeping my self-healthy- healthy food and size portions</p> <p>Keeping my home clean- household cleaning</p> <p>Work experience</p> <p>E-Safety- navigating, online Shopping, Internet Safety Day- Use of the telephone</p> <p>Behaviours and situations in my work experience Self-regulation in my work experience</p> <p>Shopping and cooking my favourite meal</p>	<p>Developing an understanding of supported living My interests/hobbies in my local community: swimming, table tennis, walking, etc</p> <p>Keeping myself safe in the community</p> <p>Keeping my home clean- Managing general waste and recycling</p> <p>Self-reflection of my work experience/jobs at the flat- booklet project</p> <p>E-Safety- Online communication-Use of the email</p> <p>Behaviours in public and problem solving Self-regulation in public</p> <p>Shopping and cooking for others</p>



Most updated version: September 2020 – Assistant Head: Raul Ortiz

Downs View Life Skills College

DVLSC 2020-2021 EDS	Autumn Term- Discovering and exploring my interests	Spring Term- Sharing my interests	Summer Term- My interests in my local community
Communication & Literacy Early Communication	<p>Key texts: <i>We are going on a bear hunt, the Gruffalo, the snail and the whale, what the ladybird heard</i></p> <p>Assessment of Literacy/Communication Skills S & L –Early expression Using intensive interaction practice and facial expressions/ body language: meeting new trusted people, showing interest in people (fleeting), make eye contact etc Begin introducing consistent use of symbols and objects of reference as well as body signs. Visual skills- initial assessment- reacting to light/ reflective surfaces or objects, fixing on brightly coloured objects, tracking left, right up and down. Phonics- Using intensive interaction practice imitation of sounds, vocalisations and facial expressions. Skills for Life and Leisure- have your say: (Expressive communication) Practice: showing consistent interest in familiar people, making open vowel sounds, making eye contact (brief), identifying vocalisations and there meaning (assessment- hungry pain etc), stilling during interactions. Early comprehension: Practice: responding to people rather than objects, reacting to changes in facial expression etc, smiling, responding differently to friendly and stern tone of voice.</p>	<p>Key texts: <i>The very hungry caterpillar, spider sandwiches, there is a lion in my cornflakes, Charlie and the chocolate factory (adapted), James and the Giant peach (adapted), Goldilocks and the three bears</i></p> <p>S & L – Early expression Through intensive interaction, facial expressions, body language, body signs, OOR Focus- Auditory skills: Practice: tracking sounds, around the room and to each side, attending to environmental sounds (phonics), listening to voices/ instructions. Visual skills- Using motivating objects to encourage tracking e.g. Caterpillars/ spiders, balls rolling down slopes, shifting and transferring gaze between two objects. Phonics- Being exposed to different taste stimuli through sensory stories, breakfast club, snack time, relate food/ taste to symbols/ objects. Skills for Life and Leisure- Have your say: making choices- my interest (music, drama, Makaton, dance...) choosing ingredients through sensory exploration, switches, symbols and OOR, likes/dislikes to olfactory stimuli, choosing art materials, choosing leisure time activities e.g. music or book. Early comprehension: intensive interaction- repeating an action that has caused something, respond to own name, directing attention (teacher tap table).</p>	<p>Key texts: <i>doing the animal bop, down by the cool of the pool, whoosh around the mulberry bush, the ding- dong bag, bumpus jumpus dinosaur rumpus, room on the broom.</i></p> <p>S & L – Early expression Through intensive interaction, facial expressions, body language, body signs, OOR, Practice: open vowel sounds/ phonics aspects 1,2,3 and 6, vocalisations/ specific movements for purpose, associating sounds with symbols, objects animals etc Visual skills – Relating symbols to real life objects. Recognising objects of reference- processing what comes next, mark making in different sensory materials. Holding mark making utensils with purpose. Phonics- Being exposed to different sounds, musical instruments, engines, wind, trees, birds, etc, using intensive interaction linked to phonics aspects 1,2,3, and 6 Skills for Life and Leisure- (Expressive communication) Focus on using switches and own signs and signals for the purpose of requesting, making clear and consistent choices. Early comprehension: Practice: responding to verbal and non verbal cues throughout the day e.g. P.C, snack time, whilst interacting with stimuli, during intensive interaction.</p>
Math Problem Solving - Math	<p>Assessment of problem solving skills Number: number songs (1-5) using objects Problem solving: encountering and showing an awareness of light and texture stimuli, identifying likes and dislikes, exploring a variety of textures etc, Beginning to push, twist, pull, post different stimuli in order for something to happen. Focus- light and texture stimuli</p>	<p>Number: Number songs 1-5 Problem solving: encountering and showing awareness of taste stimuli, showing likes and dislikes, Using switches to take notice of cause and effect activities e.g. bubble tube, blender, IWB games. Focus- taste stimuli</p>	<p>Problem solving: sound and vibratory stimuli Encountering and showing an awareness of sound and vibratory stimuli. <i>Using switches to further develop understanding of cause and effect- blender noise producing.</i> Focus- sound and vibratory stimuli</p>
Computing Early ICT- Responding to and controlling technology	<p>Accessing and gaining information RESPONDING Experience using big mac switches to communicate during morning routine, to make choices etc. Cross-curricular activities</p>	<p>Gaining Information and communicating RESPONDING AND CONTROLLING Continue to develop big mac switch skills (requesting). Use switches to power games on IWB, bubble tube, blender. Experience cause and effect on touch screen. Cross-curricular activities</p>	<p>Communicating CONTROLLING Use switches to power interactive games, blenders, bubble tube, use iPad and touch screen for mark making. Cross-curricular activities</p>



<p>PSHE Early self-help and physical development</p>	<p>DVLS- settling in/ Keeping Safe and clean Health and wellbeing- keeping clean & personal hygiene / My emotions and feelings – self-regulation Citizenship- college routines / likes-dislikes RSE- myself reflection in the mirror) , trusted adults, having physical contact with adults on a daily basis Ongoing topics: See individual PSHE targets</p>	<p>Healthy Living/ Keeping Safe and healthy Health and wellbeing- keeping clean & personal hygiene / tasting healthy foods, expressing likes and dislikes, Citizenship- Bus safety (trips out), being a part of the community by going to the shops, cafes and parks. RSE- personal care- private time, introduce OOR to symbolise private. Ongoing topics: See individual PSHE targets</p>	<p>Keeping safe in the community: Health and wellbeing- Keeping clean & personal hygiene, interact with objects purposefully eg stampers, rollers, mark making tools, play at the tough spot Citizenship- making choices in my community, activities, food, drink etc RSE- consistently use OOR regarding personal care, private time etc. Ongoing focus: Personal care <i>See individual PSHE targets</i></p>
<p>Leisure, Recreation & Physical Education</p>	<p>College based: relaxation/dance/ Hydrotherapy/Physiotherapy/ Fine and Gross Motor Skills Story massage (technique-book)/ Massage Story/ Sensory Story/ Write Dance / Special Yoga</p>	<p>College based: relaxation/dance / Hydrotherapy/Physiotherapy/ Fine and Gross Motor Skills/ Story massage (technique-book)/ Massage Story/ Sensory Story/ Write Dance / Special Yoga Community facilities: Swimming, walks in the park, chaily heritage sensory room</p>	<p>College based: relaxation/dance/ Hydrotherapy/Physiotherapy/ Fine and Gross Motor Skills Story massage (technique-book)/ Massage Story/ Sensory Story/ Write Dance / Special Yoga Community facilities: Swimming, walks in the park, chaily heritage sensory room, outdoor water play</p>
<p>Spiritual / Moral Cultural Studies Creative Arts</p>	<p>Celebrating diversity- Myself and self-esteem Art Competition/Film Festival/Anti-bulling Week/ Halloween / Bonfire Night / Diwali / Christmas / Hanukah Enrichment program: class based Art/Music/Dance /Relaxation/ Gardening/ Student Council</p>	<p>Celebrating diversity - Respecting others Museums/Safer Internet Day/ Apple Store/ Autism and Downs Syndrome Awareness Week/Red Nose day/Chinese New Year/Cinematography / Carnival and Spanish celebration Enrichment program: to review Art/Music/Dance /Relaxation / Gardening/ Student Council</p>	<p>Celebrating diversity- diversity in my community Visit local galleries, exhibitions and Museums Local services of my interest/ Best of Health Day Enrichment program: to review Art/Music/Dance /Relaxation/ Gardening/ Student Council</p>
<p>Careers - Employability Skills</p>	<p>Special interest/ hobbies Interaction with familiar people Identifying likes and dislikes Identifying interests</p>	<p>Special interest/ hobbies Bus travelling- Behaviours Practice getting on the minibus and public buses Continuing to develop interests and likes.</p>	<p>Special interest/ hobbies Continue to go out in the community and explore different places travelling by public bus and mini bus. Generalise skills through practicing in the community e.g. choice making.</p>



Modules / Departments

<i>Department</i>	<i>Subject</i>	<i>Sessions / Resources</i>
LIFE WELLBEING	<ul style="list-style-type: none"> - PSHE - Communication - Leisure, recreation and sport - Spiritual, Moral & Cultural Studies - Making choices - Self regulation 	<ul style="list-style-type: none"> - Behaviours out in the community - Self-Regulation - Well-being trips - Oral hygiene nurse workshops - Celebrating Diversity - Just Right Programme - The Flat - Enrichment program - Educational trips and sports events - Relaxation & Yoga - Exercise, walks & PE, including using local facilities - Speak Up- Counselling - Therapy dog- Flow
BLOSSOMING GARDENERS	<ul style="list-style-type: none"> - Careers - Communication - Leisure & Recreation 	<ul style="list-style-type: none"> - On-site work - Peace gardens - The Grange- volunteering project - Adopt a station - The Flat
CREATIVE ARTS	<ul style="list-style-type: none"> - Creative Studies - Computing - Communication - Vocational careers 	<ul style="list-style-type: none"> - Art Awards - Dancing - Music (drum kit, piano, guitar...) - Role play - Cinematography - Radio Podcast - Art work - Open House
LIVING SKILLS	<ul style="list-style-type: none"> - Numeracy - Communication - PSHE - Leisure, recreation and sport 	<ul style="list-style-type: none"> - Food technology - Money skills & shopping - Household skills - Healthy Life Style - Personal Care - Accessing my local community and services - Bus travelling training
EMPLOYABILITY SKILLS	<ul style="list-style-type: none"> - Careers - Communication - Numeracy - Linked to other departments: *Blossoming gardeners *Creative Arts 	<ul style="list-style-type: none"> - Employability Skills - Vocational work and hobbies: Work experience; Paid work; Volunteering; Job coaching. - Eden Perfume; The Grange; AMEX; Adopt a Station; Pizza Express, RSPCA; Scope Charity Shop; Fab Cafe



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Downs View Life Skills College

	*Downs View Life * The Downs View Enterprise	- Workshops & Visits: road safety officer, dentist, Makaton instructor, Autism awareness week, Apple Store, Lush, - Open House- Being an artist - Carousel- Radio Podcast; Film making - Portslade Train Station
INDIVIDUAL LEARNING	- Communication - Computing - PSHE - PE (motor skills) - Skills ladders	- Makaton, PECs, Proloquo2go - Hydrotherapy - Physiotherapy - Fine and Gross Motor Skills - Switches - Eye Gaze - Bus travelling training
THE DOWNS VIEW ENTERPRISE	- Careers - Communication - PSHE - Creative Studies - Computing	- Open House - Art - Fab Café - Beverages at college, meetings... - Cards (e.g.: birthday...) - Fairs

Partnerships with:

- Morley St, School Clinic- Special Care Dentistry (Sussex Community NHS Foundation Trust)
- Road Safety Officer- Brighton and Hove City Council
- Speak Out Brighton and Hove- Transitions advocacy
- Carousel (Art Awards – Radio / Film projects)
- Fabrica (Art projects- working with artists)
- Portslade Train Station- Sussex Community Rail Partnership
- Gardening- City Parks (Brighton and Hove) and U3A- University of the 3rd age
- Disability Cricket – Sussex Cricket (Cricket and table cricket) and Sport Leaders
- Albion in the Community- Football competition
- Disability Employment – Brighton and Job Centre Plus
- CWMT Book Club – monthly/termly Mental Health Book Club (The Charlie Waller Memorial Trust) - HoS
- Volunteer Centre Brighton
- The Grange, Café at the AMEX, Scope Charity Shop, RSCPA, Moulsecomb Forest Gardens, Fab Café, Eden Perfumes, City Parks
- Brighton fringe – Open House
- Duckfayre – Patcham community
- Brighton University (Being an artist)



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