

Medium Term Plan

SUBJECT	Personal Progress: PSD	TERM	Autumn/Spring	CLASS	KS4 Booster Class
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Personal Progress

Developing Independent Living Skills: Keeping Safe

:Developing Skills for the Workplace: Health & Safety

Over the year the students will complete a topic based upon safety in a range of personal and work related contexts. Throughout this they will have opportunities to demonstrate basic reading skills dependent upon their ability, and use a range of communications skills (verbal, signing, writing and ICT) to express their ideas.

Module: Keeping Safe			
LEARNING OBJECTIVES ENQUIRY QUESTIONS	SUGGESTED ACTIVITIES AND DIFFERENTIATION	ASSESSMENT OPPORTUNITIES	REQUIRED RESOURCES
Part 1 <ul style="list-style-type: none"> To know what 'being safe' means To identify hazards/danger signs around school and the grounds To identify ways to keep safe 	Introduce students to the topic. Discuss what it means to feel safe. Show clips from <i>Charley Says</i> highlight the dangers and what might happen. (Pictures and consequences matching activity) Point to dangers when asked. IWB reveal activity of dangerous and safe situations and role-play reactions/feelings. Complete worksheet to match up feelings to situations Activity: Give out photographs of danger/hazard signs around school. Tour of The Old Hall and school grounds	Ability to communicate the dangers and consequences Completed worksheet and ability to differentiate feeling of 'being safe' and 'scared/anxious'	Charley says video clips https://www.youtube.com/watch?v=2AIB7M3V_j4 IWB activity Feeling safe worksheet

	<p>students to find 'danger signs' and discuss meanings. Student to point to other hazards and identify feelings. Students say/sign ways they could keep safe in school. Introduce the Safety Jar - protected inside. Add pictures/comments to Safety Jar</p>	<p>Ability to identify hazards and danger signs</p> <p>Ability to communicate ways to keep safe in school.</p>	<p>Safety Jar- display</p> <p>Photographs of danger/hazard signs around school</p> <p>Images of ways to keep safe or protect ourselves</p> <p>Post it notes/paper</p>
<p>Part 2</p> <ul style="list-style-type: none"> • To identify hazards/danger signs around the home • To identify things that are hot in the house • To identify ways to keep safe 	<p>Pick a number interactive activity - <i>Guess the room</i>- Students to point to things which they think are dangerous. Role-play about plugs/sockets in classroom if needed. Question: Which is the most dangerous room in the house? Mind Map ideas on board Fire safety PPT and activity slides 1-8 Activity: Venn diagram hot or not? - Use image cards or writing if able Worksheet - Safe kitchen or dangerous kitchen? How can we keep safe in the home? Add pictures/comments to Safety Jar.</p>	<p>Ability to communicate what the dangers are</p> <p>Ability to identify items which are hot or not or both & explain why.</p> <p>Ability to communicate how to keep safe</p>	<p>Pick a number PPT</p> <p>Fire Safety PPT</p> <p>Large blank Venn Diagram & image cards</p> <p>Images of hot and cold items found in the home</p>

<p>Part 3</p> <ul style="list-style-type: none"> To talk about fire detection equipment To identify a warning sound 	<p>If possible- go to Forest School site in the woods and light a fire. Encourage students to say what they see, hear, feel, taste and smell. (Toast marshmallows) Take photographs.</p> <p>Return to class:</p> <p>Discussion: How do we know when a fire has started? Refer to senses-feel heat, see fire, hear crackling, smell and taste smoke.</p> <p>Alternative activity: What does smoke smell like? (Light birthday candles then blow out- check ok with JW)</p> <p>Introduce to the Smoke Alarm (Smoking Joe). Group tables together and place smoke alarm in the centre. Let students examine it (sensory). Activate the sound (might need a warning to students about loud noise) Encourage students to guess what it is. Say and sign 'Smoke alarm'.</p> <p>Group activity: What does a smoke alarm sound like? Identify the smoke alarm from sounds played</p> <p>Home work: Give out Fire Surveys to complete with parents/carers and return for next week. Note to parents- ask for written feedback</p> <p>How can we tell if there is a fire? Add pictures/comments to Safety Jar.</p>	<p>Ability to describe the effects of fire upon our senses</p> <p>Ability to identify the sound of a smoke alarm and communicate what it means</p> <p>Ability to communicate how we can tell if there is a fire</p>	<p>Marshmallows and skewers (Risk Assessment)</p> <p>Possible visit from Fire Officers?</p> <p>Smoke alarm (Ade to provide)</p> <p>Fire Surveys for homework activity</p>
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<p>Part 4 and 5</p> <ul style="list-style-type: none"> • To recognise fire warning signs • To act appropriately when you hear a warning sound • To know the different emergency services • To know how to make a 999 call 	<p>Review homework activity. Who has a fire safe house? Play the smoke alarm: Discuss what we should do. Show fire warning signs Give each student a warning sign and complete tour of Old Hall searching for signs. Count how many and notice where they are. Take photos for evidence. Jigsaws of fire warning signs. Discuss what each one means-role play/sign to aid comprehension. Challenge: Give out chopped up fire action plan Students to put signs in order e.g. What should we do first? With whole group model and role-play what to do in the correct order. Run through Walton Hall fire drill rules. Practice fire drill. Time how long it took. Point out the need to act quickly but safely. Take photos of key points. Self assessment www and ebi on IWB Practice fire drill again and aim to complete a bit quicker. IWB activity: Show images of Emergency Services and match up to images of what they do. Take turns. Play 'Who're you gonna call?' (Play Ghostbusters theme)? Teachers to role-</p>	<p>Ability to communicate appropriate responses</p> <p>Ability to identify and find fire warning signs</p> <p>Ability to sequence events</p> <p>Ability to follow instructions</p> <p>Self assessment evaluation about how they could get out of the building quicker but safely</p> <p>Ability to identify the</p>	<p>Copies of Fire Safety Pack form Communication in Print2 (www.widget.com)</p> <p>Visit from Fire service?</p> <p>Fire warning signs</p> <p>Fire warning signs jigsaws</p> <p>Chopped up fire action plan</p> <p>Visual/pictorial fire drill for Adam and Josh</p> <p>Timer</p>
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	<p>play different scenarios. Students to name the service to call. Explain how to make a 999 call- Staff to role-play making a 999 call. Challenge: Invite two students to practice making a 999 call. Ask others to point to number 9 on the telephone. Explain that 999 is for emergencies only! What should we do if there is a fire? Add pictures/comments to the Safety Jar. Homework: To make an evacuation plan for their home (p.5 of Personal safety booklet)</p>	<p>correct emergency service</p> <p>Ability to role-play a 999 call appropriately</p> <p>Ability to communicate how to behave and what to do if there is a fire</p>	<p>Personal evacuation plan template</p>
<p>Part 6 w/c</p> <ul style="list-style-type: none"> • To know the hazards/dangers of Bonfire Night • To know the Firework Code • To know how to keep safe on Bonfire Night 	<p>Play video of fireworks - sound only. Invite students to guess what is happening. Play video with images and sound. Discuss/draw/use images on IWB what the dangers are on Bonfire Night. Show Firework Safety Power Point - Staff to role play using relevant props Group Activity: Make a poster 'How to keep safe on Bonfire Night.' Adam/Josh/Maya/Chris to create artwork of fireworks and bonfires. Sam and Rhian to use ICT to create the text for the poster using relevant colour schemes. How can we keep safe on Bonfire Night? Add images/comments to Safety Jar</p>	<p>Ability to communicate the dangers</p> <p>Ability to refer to the Firework Code</p> <p>Ability to communicate how to keep safe</p>	<p>Relevant video</p> <p>Images of hazards on Bonfire Night</p> <p>Firework Safety PPT</p> <p>Black A1 paper, glue, glitter, textured paper of different colours. Laptops x 2</p>

<p>Part 7/8</p> <p>Identify the dangers/hazards of crossing the road</p> <ul style="list-style-type: none"> • To identify simple road safety signs • To know the Green Cross Code • To identify how to keep safe when crossing the road 	<p>Build up to ROAD SAFETY WEEK 23.11.15 (BRIGHT DAY)!!</p> <p>Encourage students to come into school wearing bright clothing to raise awareness of 'Being seen'.</p> <p>What vehicles can be found on our roads?</p> <p>Interactive game 'What's coming next' http://think.direct.gov.uk/education/early-years-and-primary/media/whats_coming_next/</p> <p>Use images/resources from Travel Training Packs. Pupils to identify hazards on IWB/video</p> <p>Activity: Jigsaws of road safety signs - discuss meanings/role-play scenarios</p> <p>Team game: Guess the sign - give images of road safety signs for students to sign/role play to team members</p> <p>Introduce to The Green Cross Code</p> <p>Practice crossing the road in school and take photos for evidence or video.</p> <p>Self assessment www and ebi</p> <p>Challenge: Make a poster using ICT and our photos to show how to cross the road safely.</p>	<p>Ability to identify the sound of different vehicles</p> <p>Ability to identify the hazards</p> <p>Ability to identify the road safety signs</p> <p>Ability to evaluate own performance</p> <p>Ability to communicate how to cross the road safely.</p>	<p>Visit from Road Safety Advisor? melanie.langdown@staffordshire.gov.uk</p> <p>website: thinkdirect.gov.uk</p> <p>Clips of Green Cross Code Man-youtube</p> <p>Travel Training pack</p> <p>Copies of Green Cross Code</p> <p>Road safety sign jigsaws</p> <p>Images of road safety signs</p>
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<p>Part 9</p> <ul style="list-style-type: none">• To identify hazards/dangers when travelling in a car/taxi or minibus• To identify how to keep yourself safe in the car• To identify how to keep the driver safe• To know what to do in an accident• To know how to make an emergency call			
<p>Part 10</p> <ul style="list-style-type: none">• To identify the dangers/hazards when being out on the streets• To know how to behave when if you go out without an adult			

<p>Part 11</p> <ul style="list-style-type: none">• To identify the dangers of strangers• To know who it is safe to speak to• To know how to deal with strangers• To know who it is safe to speak to if you are worried			
<p>Part 12</p> <ul style="list-style-type: none">• To identify hazards and dangers in the work place• To identify common work place health & safety signs• To know how to keep safe			

Part 13

- To know why rules are put in place in different places of work
- To identify simple rules for a variety of work places
- To follow rules in the work place

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