



Upper School
Discovery Pathway
Curriculum Rationale

Pre-vocational Course



Upper School Discovery Pathway Rationale

The Upper School Discovery Pathway is a continuation of the structured, subject-specific curriculum offered in earlier phases, with a refined focus on preparing learners for adulthood. It is designed for pupils with a range of special educational needs, including moderate to complex learning difficulties, communication barriers, and sensory needs. Learners in this phase continue to benefit from a highly scaffolded, therapeutic, and practical curriculum that is personalised through their EHCP outcomes and delivered through immersive, themed projects.

Purpose

The key priority in Upper School is to support learners in developing the functional, social, and emotional skills they need to transition into adulthood with confidence and independence. This is achieved through:

- Personalised Learning Goals (PLGs) derived from EHCP outcomes.
- Increased access to the local community.
- A curriculum that is meaningful, age-appropriate, and rooted in real-life contexts.

Curriculum Design and Implementation

Learning is delivered through cross-curricular, themed projects (e.g. Party Planning, Caring for the Environment, Food Around the World) that integrate core academic subjects with life skills and community engagement. These projects are designed to be engaging, practical, and relevant to learners' lives, supporting generalisation of skills across settings.

Learners follow accredited pathways including:

- ASDAN Personal Progress Award – supporting independence, communication, and community participation.
- Functional Skills English and Maths – focusing on real-world application of literacy and numeracy.

A typical day in Upper School includes:

- Individual Reading – promoting functional literacy and fostering a love of reading.
- Functional English & Maths – taught through practical, real-life contexts (e.g. shopping, travel, cooking).
- Self-Help and Independence – embedded through daily routines such as snack and lunch preparation.
- Physical Development & Social Interaction – supporting health, wellbeing, and peer relationships.
- ICT and Writing Skills – using technology to support communication and independence.
- Emotional Literacy – delivered through the Motional programme and trauma-informed practices.
- Collective Worship – promoting reflection and shared experiences.

Preparing for Adulthood

The curriculum is explicitly aligned with the four Preparing for Adulthood (PfA) outcomes:

Employment: through enterprise projects, role-play, and community-based work experiences.

Independent Living: through self-care routines, budgeting, and travel training.



Community Inclusion: through regular outings, local partnerships, and social interaction.
Health: through physical activity, emotional regulation, and understanding personal wellbeing.

Individual Preparing for Adulthood outcomes are written alongside parents and external professionals during the annual review process.

Community-based learning is a core feature, with regular visits to shops, cafés, parks, and local events to practise functional skills in real-world settings.

Preparing for Adulthood Outcomes: Key Priorities	
Employment	• Accessing the wider community to experience a variety of settings and recognising people that work there and can support them • Annual My Child's Future event. • Functional English and curriculum. • Accessing internal work experience opportunities, including enterprise activities linked to termly theme, and supporting the site and admin teams, to follow instructions, gain customer service and work ethos experience
Independence	• Develop functional and social communication skills in a variety of school and community settings, including work related learning and leisure • Group and small group travel training, including walking and public transport to access the local community safely and planning journeys with support • Accessing off site leisure activities to gain a variety of experience and develop preferences • Home management tasks in the laundry • Cooking simple snacks, meals and drinks • Managing free time and break time appropriately.
Good Health	• Communication of personal needs to known and unknown people with increasing independence. • Managing personal hygiene, clothes and personal care, knowing when to ask for support • Integrated therapy plan: Pathway 2 (SIT) and Pathway 3 (eg OT, SaLT and physio programmes) • Taking part in a variety of physical activities to maintain a good level of physical fitness • Engaging in preferred leisure activities to support good mental health • Shopping and making healthy choices
Friends, Relationships and the Community	• Visiting a breadth of places to develop functional and social communication with known and unknown people in a variety of settings, recognising what is appropriate and starting interactions independently • Learning how to be safe in a variety of settings • Learning and practising who to ask for help in a variety of settings • Maintaining friendships and peer groups, including managing unstructured time and socialising in a variety of settings safely and appropriately. • Experiencing a breadth of leisure activities to develop preferences and know interests and join activities with independence • Online safety



How the Curriculum Reflects Our School Values

Achieve

- Learners are supported to reach their full potential through accredited qualifications, personalised goals, and meaningful progress tracking.
- Progress is measured across academic, social, and emotional domains.

Belong

- A nurturing, inclusive environment ensures every learner feels safe, valued, and part of the school and wider community.
- Community visits and collaborative projects foster a strong sense of connection.

Communicate

- A Total Communication approach is embedded across the curriculum.
- Learners are supported to express themselves, understand others, and engage in social interactions using speech, symbols, AAC, and gestures.

Develop

- The curriculum is designed to develop functional academic skills, independence, emotional regulation, and social understanding.
- It equips learners for life beyond school.

Enjoy

- Themed projects, creative arts, sensory experiences, and community outings ensure that learning is engaging, motivating, and joyful.

What is the long term scheme of work?

The upper school is in line with the lower and middle school and follows a four-year rolling programme. The Upper School Discovery curriculum is as follows:



 Doubletrees School Upper School long term curriculum map Discovery Pathway: Pre-vocational Course 			
Year 1			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Party Planning	Holidays	Caring for the Environment
Key ideas	Assigning roles (e.g. planner, caterer, host), making collaborative decisions, solving problems, and exploring careers in events, hospitality, and retail. Encouraging teamwork, turn-taking, and self-advocacy. Engaging with the community through visits and guest invitations. Emphasising hygiene, food safety, and conducting risk assessments	Learning how holidays are celebrated around the world. Practising packing, choosing clothes for different climates, and planning simple itineraries. Role-playing travel scenarios and using public transport maps for local trip planning. Building interaction skills through collaborative planning, role-play, and community engagement.	Visiting local parks (to identify plants and animals). Learning about recycling. Participating in local clean-up activities. Hosting a community event to raise environmental awareness. Engaging with local businesses to learn about eco-friendly practices and creating posters for display. Practising gardening tasks like planting and watering. Role-playing scenarios such as litter picking and recycling. Planning a local park trip using public transport maps. Encouraging teamwork, responsibility, and interaction through real-world environmental activities.
Functional Maths	Budgeting, pricing, measuring ingredients, calculating quantities for guests, and using money in real-life contexts (e.g. shopping for supplies). To link with ASDAN PP Maths units and Pearson's Edexcel Maths	Functional Maths: Using calendars, counting days, budgeting for a trip or party, comparing prices of travel or food items. To link with ASDAN PP English units and Pearson's Edexcel Maths	Counting plants, measuring soil for planting, using money in real-life contexts (e.g., buying seeds). To link with ASDAN PP English units and Pearson's Edexcel Maths
Functional English Reading for pleasure should be learner led	Writing invitations, reading recipes, creating posters, and practicing verbal communication for welcoming guests or presenting ideas. Persuasive writing Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English Read	Reading and sequencing holiday stories, writing postcards, creating simple travel brochures, or filling in booking forms. Letter writing Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English	Reading simple stories about nature, writing short sentences about local places, creating posters about caring for the environment. Reports and descriptive writing Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English
Computing and Online Safety	2f posters and presentations Online safety linking into 2f (pop-ups and adverts) 4b sequencing instructions and algorithms	2a art 1c key skills Online safety linking into 1c (the importance of using passwords)	4a we control technology Online safety linking into 4a (online friendships) 3a counting
PSHE *Units responsive to needs of cohort and used accordingly	Self-esteem and peer pressure Consent and contraception	Drugs, alcohol and tobacco Romantic feelings/ public and private	Long-term relationships and parenthood Managing finances and gambling
PE	<u>Fundamental Movement Skills:</u> Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). <u>Ball Skills & Coordination:</u> Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	<u>Gymnastics & Balance:</u> Explore body shapes, movement patterns, and balances using floor and apparatus. <u>Dance & Movement:</u> Express themselves through structured and creative movement, responding to music and rhythm.	<u>Team Games & Tactics:</u> Develop cooperation and awareness of space and others in simplified team games. <u>Athletics & Outdoor Challenges:</u> Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Community Engagement; Including RE & Horticulture	ASDAN PP Planning for an event PFE	ASDAN PP Personal Enrichment CPPE	ASDAN PP Getting Out and about CPOA
DT	ASDAN PP Planning for an event PFE	-	-
Science	-	Seasonal Changes	Science Week - Forces
Creative and Expressive Arts	My Art: Sculpture (1) form and space. Encountering 2D and 3D shapes. Exploring various 3D shapes. Developing understanding of how to make various 3D shapes. Charanga Create Project: Music to Groove to	My Art: Collage (4) – Texture Encountering differing textures Charanga SEND Unit 14 Right Sound, Right Time	My Art: Painting (5) - freedom to explore and create. Learning to be free within the artistic process. Charanga SEND Unit 15 Playing in a group
Work related learning	In school and community opportunities Linking party planning to enterprise helps develop awareness of work-related skills: - Roles and Responsibilities: Assigning roles such as event planner, decorator, caterer, and host. - Decision-Making: Choosing themes, venues, and menus collaboratively. - Problem-Solving: Managing a budget, adapting plans, and responding to challenges. - Careers Awareness: Exploring jobs related to events, hospitality, and retail.	In school and community opportunities Enterprise and Community Links: - Plan a "Holiday Around the World" event where learners host stalls representing different countries, offering crafts, snacks, or performances. - Involve local community members or parents to share traditions or help with cooking and crafts.	In school and community opportunities Community Links - Plan a community event: Host a small event to raise awareness about environmental care, invite local community members. - Engage with local businesses: Visit local shops to learn about their environmental practices, create posters to display in the community.
Independence/ Life Skills	Developing independent living skills: having your say	Recognising time through regular events	Engaging with the world around you: people and friendships
Preparation for adulthood opportunities Linked to theme	Functional ICT Using simple software to design invitations, menus, or spreadsheets for budgeting. Life Skills and Independence: The project should foster independence and social development: - Personal Development: Practising turn-taking, teamwork, and self-advocacy. Community Engagement: Visiting shops, venues, or inviting guests from the local community. Health and Safety: Understanding hygiene, food safety, and risk assessments.	Functional ICT: Using simple apps or websites to explore destinations, create digital postcards, or watch videos about holiday traditions. Cultural Awareness - Explore how holidays are celebrated in different countries (e.g. Diwali, Hanukkah, Christmas, Eid, Chinese New Year). Life Skills and Independence: - Practice packing a suitcase, choosing appropriate clothing for different climates, or planning a simple itinerary. - Role-play airport or hotel scenarios to build communication and social interaction skills. - Use public transport maps or timetables to plan a local "day out" trip.	Functional ICT: Using simple apps to learn about local wildlife, taking photos of nature, watching videos about environmental care. Environmental Awareness and Local Learning: - Explore local parks and green spaces - Learn about recycling: Sort items into recycling bins, create art from recycled materials. - Participate in local clean-up activities: Help clean up local areas, learn about the importance of keeping the environment clean. Life Skills and Independence - Practice gardening: Plant seeds, water plants, and watch them grow. - Role-play environmental care: Act out scenarios like picking up litter, sorting recycling, and caring for plants. - Use public transport: Plan a simple trip to a local park or green space using public transport maps or timetables.



 Doubletrees School Upper School long term curriculum map Discovery Pathway: Pre-vocational Course 			
Year 2			
	Autumn Enterprise Focus Eating Out	Spring The World Around Us Focus Blooming Marvellous	Summer Our Local Area Focus The Beach
Key ideas	Assigning roles like restaurant manager, chef, waiter, and host. Making collaborative decisions on restaurants, meals, and budgets. Exploring careers in hospitality, culinary arts, and customer service. Practising teamwork, turn-taking, and self-advocacy. Visiting local eateries or inviting community guests. Understanding hygiene, food safety, and conducting risk assessments. Connecting with local businesses and venues to enhance real-world learning. Encouraging interaction with guests and service providers. Building confidence through role-play, ordering scenarios, and collaborative planning.	Learning the plant life cycle from seed to flower or vegetable. Exploring composting, recycling, and the environmental benefits of growing plants. Engaging in hands-on activities like planting and observing changes over time. Assigning roles such as gardener, designer, and event planner. Making decisions about plant choices, garden layout, and spring show planning. Involving local community members or gardening clubs in the event. Practising teamwork, responsibility, and self-advocacy. Using gardening tools safely and following routines. Understanding hygiene, tool safety, and conducting risk assessments. Building confidence through collaborative planning, event hosting, and community interaction.	Experiencing the beach through touch, sound, smell, and taste. Visiting a local beach, participating in clean-ups, and learning beach safety rules. Recognising lifeguard symbols and practising sun safety. Planning a school beach day with crafts, a beach party, and role-play activities. Assigning roles such as lifeguard, sandcastle builder, and snack seller. Managing a small budget and adapting plans for weather. Building confidence through community interaction, storytelling, and collaborative planning.
Functional Maths	Budgeting, pricing, calculating quantities for meals, and using money in real-life contexts (e.g. paying for meals). To link with ASDAN PP English units and Pearson's Edexcel Maths	Measuring soil, counting seeds, recording plant growth, budgeting for gardening supplies, and comparing prices. To link with ASDAN PP English units and Pearson's Edexcel Maths	Functional Maths: Counting shells, measuring sandcastles, comparing sizes of beach items. To link with ASDAN PP English units and Pearson's Edexcel Maths
Functional Eng Reading for pleasure should be learner led	Reading menus, writing reviews, creating posters, and practicing verbal communication for ordering food or presenting ideas. Recounts Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English	Reading and following instructions for planting, writing labels for plants, creating simple diaries to track growth, and writing invitations for the spring show. Explanations Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English	Functional English: Reading simple beach-themed stories, writing postcards, creating beach safety posters. Instructions Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English
Computing and Online Safety	1a everyday technology 4c finding patterns Online safety linking into 4c (responsible use of technology)	2g working with text Online safety linking into 2g (online friendships and being kind) 4d simple programs: beebots	3c pictograms and charts, refer to 3a for counting if needed Online safety linking into 3c (personal information) 2f posters and presentations
PSHE *Units responsive to needs of cohort and used accordingly	Public and private Feeling frightened/ worried	Body image Romantic feelings / Consent and contraception	Healthy relationships (safeguarding) Managing online information and emergency situations
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Community Engagement; including RE & Horticulture	ASDAN PP Preparing drinks and snacks PDS	ASDAN PP The natural environment EWNE	ASDAN PP Caring for the environment CPCE
DT	ASDAN PP Preparing drinks and snacks PDS	-	-
Science	-	Growing and caring for plants	Science week – Solids, liquids and gases
Creative and Expressive Arts	My Art: Drawing (1) – line and space Encountering, exploring and developing understanding of mark making and the use of hands and feet to create line and space. Charanga Create Project: Improvise and Groove	My Art: Drawing (3) – line, tone and texture. Encountering drawing faces Exploring how parts of the face look separately and together. Learning to look. Developing understanding of the face as parts and as a whole Charanga SEND Unit 17 Shake-Tap – Ring	My Art: Print making (4) – freedom to explore and create. Learning to be free within the artistic process. Charanga SEND Unit 18 Shhh!
Work related learning	In school and community opportunities. Linking eating out to enterprise helps develop awareness of work-related skills: - Roles and Responsibilities: Assigning roles such as restaurant manager, waiter, chef, and host. - Decision-Making: Choosing restaurants, meals, and budgeting collaboratively. - Problem-Solving: Managing a budget, adapting plans, and responding to challenges. - Careers Awareness: Exploring jobs related to hospitality, culinary arts, and customer service.	In school and community opportunities. Enterprise and Community Links: Linking the topic to enterprise helps develop awareness of work-related skills: - Roles and Responsibilities: Assigning roles such as gardener, designer, and event planner. - Decision-Making: Choosing plants, designing the garden layout, and planning the spring show.	In school and community opportunities. Enterprise and Community Links: Linking the topic to enterprise helps develop awareness of work-related skills: - Roles and Responsibilities: Assigning roles such as lifeguard, sandcastle builder, snack seller. - Problem-Solving: Managing a small budget for beach supplies, adapting plans for weather changes.
Independence/ Life Skills	Engaging with self-help and independence skills: eating or drinking	Developing skills for the workplace: growing and caring for plants	Developing independent living skills: keeping safe
Preparation for adulthood opportunities Linked to theme	Functional ICT: Using simple software to design menus, reviews, or spreadsheets for budgeting. Life Skills and Independence: The project should foster independence and social development: - Personal Development: Practising turn-taking, teamwork, and self-advocacy. Community Engagement: Visiting restaurants, cafes, or inviting guests from the local community. Health and Safety: Understanding hygiene, food safety, and risk assessments.	Functional ICT: Using simple software to design labels, create growth charts, or watch videos about plant care. Environmental Awareness: Students will learn about the science of plant growth and the importance of caring for the environment: - Plant Life Cycle: Understanding the stages of plant growth from seed to flower/vegetable. - Environmental Care: Learning about composting, recycling, and the benefits of growing plants for the environment. - Hands-On Activities: Planting seeds, watering plants, and observing changes over time. Community Engagement: Inviting local community members or parents to the spring show or collaborating with local gardening clubs. Life Skills and Independence: The project should foster independence and social development: - Personal Development: Practising teamwork, responsibility, and self-advocacy. - Practical Skills: Using gardening tools safely, following instructions, and maintaining a routine. Health and Safety: Understanding hygiene, safe use of tools, and risk assessments.	Functional ICT: Using simple apps to explore beach environments, creating digital postcards, watching videos about marine life. Creative and Expressive Art: - Art and Craft: Making sand art, creating beach-themed collages, painting seashells. - Movement and Dance: Imitating Sea creatures, moving like waves, beach-themed songs and dances. Life Skills and Independence - Personal Development: Practising turn-taking, sharing beach toys, following simple instructions. Community Engagement Visiting a local beach, participating in a beach clean-up, inviting community members to share beach stories. Health and Safety: Understanding beach safety rules, recognizing lifeguard symbols, practicing sun safety.



Special Partnership Trust



Doubletrees School

Upper School long term curriculum map

Discovery Pathway: Pre-vocational Course



Year 3			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Helping Others	Food Around the World	Local Events and Festivals
Key ideas	Budgeting for events, writing invitations and posters, and using software for planning and design. Assigning roles (e.g. planner, caterer), making collaborative decisions, solving problems, and exploring jobs in events and hospitality. Practicing teamwork, turn-taking, and self-advocacy through real-life charity events and community visits. Understanding hygiene and safety and involving the local community in fundraising activities.	Learning about traditional foods and customs from different countries and creating a recipe book or "passport" to track the journey. Hosting an International Food Festival with country-themed stalls and involving families or local cooks. Shopping, meal prep, role-playing restaurant scenarios, and planning local food-related outings.	Exploring local events like the Eden Sessions, Royal Cornwall Show, and St Austell Feast Week. Creating a "festival passport" to track experiences. Hosting a school festival day with stalls, crafts, and performances. Assigning roles, managing a small budget, and preparing for real-world scenarios. Practising communication, planning trips using transport maps, and engaging with the local community.
Functional Maths	Budgeting for charity events, pricing items for cake sales, measuring ingredients, calculating quantities for guests, and using money in real-life contexts (e.g. shopping for supplies). To link with ASDAN PP English units and Pearson's Edexcel Maths	Measuring ingredients, budgeting for meals, comparing prices, and counting items. To link with ASDAN PP English units and Pearson's Edexcel Maths	Counting days until events, using money in real-life contexts (e.g. buying tickets or snacks), and comparing prices of items. To link with ASDAN PP English units and Pearson's Edexcel Maths
Functional English Reading for pleasure should be learner led	Writing invitations for charity events, reading recipes, creating posters, and practicing verbal communication for welcoming guests or presenting ideas. Instructions Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English	Reading and following simple recipes, writing shopping lists, creating menus, and discussing food preferences. Discussions Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English	Reading simple event flyers, writing invitations, creating posters, and practising verbal communication for welcoming guests or presenting ideas. Persuasion Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearson's Edexcel English
Computing and Online Safety	1c key skills 2e eBooks Online safety linking into eBooks (safe searching online – inappropriate content)	3d branching database Online safety linking into 3d (copyright – who owns an image) 4e simple programs: scratch jnr	2c photographs Online safety linking into 2c (inappropriate images)
PSHE *Units responsive to needs of cohort and used accordingly	Medicinal drugs / Consent and contraception Romantic feelings and sexual attraction	Managing pressure Prejudice and discrimination	Intimate relationships Preparing for adulthood
PE	<u>Fundamental Movement Skills:</u> Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). <u>Ball Skills & Coordination:</u> Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	<u>Gymnastics & Balance:</u> Explore body shapes, movement patterns, and balances using floor and apparatus. <u>Dance & Movement:</u> Express themselves through structured and creative movement, responding to music and rhythm.	<u>Team Games & Tactics:</u> Develop cooperation and awareness of space and others in simplified team games. <u>Athletics & Outdoor Challenges:</u> Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Community Engagement; Including RE & Horticulture	ASDAN PP Using local health services LHS	ASDAN PP Creativity EECR	ASDAN PP Engaging in new creative experience NCA
DT	Food Hygiene	Preparing simple meals	-
Science	-	-	Science week – growing plants
Creative and Expressive Arts	My Art: Collage (3) – using colour. Negative and positive shape and space Encountering, exploring and developing understanding of coloured collage, layering, and both positive and negative spaces. Charanga SEND Unit 19 Playing quietly	Food around the world My Art: Painting (4) – Colour pattern and space Encountering, exploring and developing understanding of the colour pattern and space used in aboriginal art. Charanga create project: Sensory India	Local events and festivals My Art: Collage (5) – freedom to explore and create. Learning to be free within the artistic process. Charanga SEND Unit 21 Composition
Work related learning	In school and community opportunities Linking helping others to enterprise helps develop awareness of work-related skills: - Roles and Responsibilities: Assigning roles such as event planner, decorator, caterer, and host for charity events. - Decision-Making - Choosing themes, venues, and menus collaboratively for charity events. - Problem-Solving: Managing a budget, adapting plans, and responding to challenges. - Careers Awareness: Exploring jobs related to events, hospitality, and retail, as well as supported job roles like sweeping leaves, delivering letters around school, and setting up the dining room before lunch.	In school and community opportunities Enterprise and Community Links - Plan an "International Food Festival" where learners host stalls representing different countries, offering samples of traditional foods. - Involve local community members or parents to share recipes or help with cooking.	In school and community opportunities Enterprise and Community Links: - Plan a "Local Events and Festivals" day where learners host stalls representing different events, offering crafts, snacks, or performances. - Involve local community members or parents to share their experiences or help with activities. - Link to enterprise by creating and selling simple festival-themed items (cards, decorations, treats) to raise funds for a class trip or charity.
Independence/ Life Skills	Engaging with the world of work: exploring work	Developing independent living skills: being healthy	Engaging with the world around you: center and community-based events
Preparation for adulthood opportunities Linked to theme	Functional ICT: Using simple software to design invitations, menus, or spreadsheets for budgeting. Life Skills and Independence The project should foster independence and social development: - Personal Development: Practicing turn-taking, teamwork, and self-advocacy. Community Engagement Visiting shops, venues, or inviting guests from the local community, participating in charity events like cake sales or parties to raise money. Health and Safety: Understanding hygiene, food safety, and risk assessments.	Functional ICT: Using simple apps or websites to explore recipes, watch cooking videos, or create digital menus. Cultural Awareness Explore traditional foods from different countries (e.g., Italian pasta, Japanese sushi, Mexican tacos). - Use visual and differentiated materials to learn about food customs and traditions. - Create a "passport" or "recipe book" for each country visited in the curriculum, helping learners track their culinary journey. Life Skills and Independence - Practice shopping for ingredients, preparing simple meals, and setting the table. - Role-play restaurant scenarios to build communication and social interaction skills. - Use public transport maps or timetables to plan a visit to a local restaurant or food market.	Functional ICT: Using simple software to design invitations, posters, or watch videos about local events and festivals. Cultural Awareness and Community Engagement Explore local events and festivals such as: - The Eden Sessions (June-July): A series of live music concerts held at the Eden Project. - Royal Cornwall Show (June): A major agricultural show with displays, competitions, and entertainment. - St Austell Feast Week (July): A community celebration with food, music, and activities. - Create a "festival passport" for each event visited in the curriculum, helping learners track their experiences and build a sense of achievement. Life Skills and Independence - Practice preparing for an event: choosing appropriate clothing, packing a bag, or planning a simple itinerary. - Role-play scenarios such as buying tickets, finding a seat, or asking for help. - Use public transport maps or timetables to plan a local trip to an event.



 Doubletrees School Upper School long term curriculum map Discovery Pathway: Pre-vocational Course 			
Year 4			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Make, Do, Mend and Sell	Transport and Travel	Cornish Life
Key ideas	Assigning roles (e.g. designer, technician), making collaborative decisions, solving problems, and exploring careers in repair, design, and retail. Practising teamwork, responsibility, and using tools safely through hands-on projects. Visiting local repair shops, involving guests, and learning about tool safety and risk assessments.	Learning about global transport methods (e.g. tuk-tuks, gondolas), using visual resources, and tracking progress with a "passport" or "boarding pass." Hosting a "Travel Expo" with themed stalls, crafts, and performances, and involving families or community members. Practising packing, planning itineraries, role-playing travel scenarios, and using public transport maps for local outings.	Learning about Cornish traditions (e.g. pasty making, local legends), and tracking visits with a "passport" or "boarding pass." Hosting a "Cornish Life" event with themed stalls, crafts, and performances, and involving families or local contributors. Practising trip prep, role-playing visits, and building communication through real-world scenarios.
Functional Maths	Measuring materials, calculating costs, budgeting for projects, and using money in real-life contexts (e.g. purchasing supplies). To link with ASDAN PP English units and Pearsons Edexcel Maths	Using calendars, counting days, budgeting for a trip, comparing prices of travel or food items. To link with ASDAN PP English units and Pearsons Edexcel Maths	Using calendars, counting days, budgeting for a trip to a local attraction, comparing prices of tickets or food items. To link with ASDAN PP English units and Pearsons Edexcel Maths
Functional English Reading for pleasure should be learned	Writing instructions, reading manuals, creating posters, and practising verbal communication for explaining processes or presenting ideas. Reports and instructions. Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearsons Edexcel English	Reading and sequencing travel stories, writing postcards, creating simple travel brochures, or filling in booking forms. Recounts. Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearsons Edexcel English	Reading simple stories about Cornish legends, writing postcards, creating simple brochures about local attractions. Narrative Writing. Genres of texts linked to topic need to be interest led. To link with ASDAN PP English units and Pearsons Edexcel English
Computing and Online Safety	2h animation Online safety linking into 2h (age ratings) 4b sequencing instructions and algorithms	2b sound and music 3c pictograms and charts (could progress onto spreadsheets) Online safety linking into 3c (personal information)	1b what is the internet Online safety linking into 1b (safe searching for information and responsible use of the internet) 4d beebots
PSHE *Units responsive to needs of cohort and used accordingly	Prejudice and discrimination Romantic feelings and sexual attraction	Self-care and safety: Public and private Consent and contraception	Health relationships (safeguarding) Emergency situations
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Community Engagement; Including RE & Horticulture	ASDAN PP Participating in a mini enterprise project MEP	ASDAN PP Going Place CGP	ASDAN PP Being Part of things CGP
DT	ASDAN PP Participating in a mini enterprise project MEP	-	-
Science	-	Transport and Travel	Science Week – Change and adapt
Creative and Expressive Arts	My Art: Textiles (2) texture and pattern To encounter the process of collage to create tactile tiles/panels. To experience making prints from a tactile surface. Exploring the patterns and textures that are all around us. Developing understanding of recreating patterns and/or textures Charanga Create Project: Create a music video	My Art: Digital Media (2) photography, photomontage – Surrealism Experiencing the possibility and potential of digital media. Exploring surrealist invention and free form. Developing understanding of Surrealism. Charanga SEND Unit 23 Pulse	My Art: Sculpture (4) - Freedom to explore and create Learning to be free within the artistic process. Charanga SEND Unit 24 Pitch
Work related learning	In school and community opportunities. Linking 'Make Do and Mend' to enterprise helps develop awareness of work-related skills: - Roles and Responsibilities: Assigning roles such as project manager, designer, technician, and marketer. - Decision-Making: Choosing projects, materials, and methods collaboratively. - Problem-Solving: Managing a budget, adapting plans, and responding to challenges. - Visit charity or repair shops	In school and community opportunities. Enterprise and Community Links: Plan a "Travel Expo" event where learners host stalls representing different modes of transport, offering crafts, snacks, or performances. - Involve local community members or parents to share experiences or help with activities. - Link to enterprise by creating and selling simple transport-themed items (cards, decorations, treats) to raise funds for a class trip or charity.	In school and community opportunities. Enterprise and Community Links: Plan a "Cornish Life" event where learners host stalls representing different aspects of Cornish culture, offering crafts, snacks, or performances. - Involve local community members or parents to share traditions or help with cooking and crafts. Link to enterprise by creating and selling simple Cornish-themed items (cards, decorations, treats) to raise funds for a class trip or charity.
Independence/ Life Skills	Engaging with self-help and independence skills: eating or drinking	Developing skills for the workplace: growing and caring for plants	Developing independent living skills: keeping safe
Preparation for adulthood opportunities Linked to theme	Functional ICT: Using simple software to design project plans, create labels, or maintain records of materials and costs. Careers Awareness: Exploring jobs related to maintenance, repair, design, and retail. Life Skills and Independence: The project should foster independence and social development: - Personal Development: Practising turn-taking, teamwork, and self-advocacy. Community Engagement: Visiting repair shops, thrift stores, or inviting guests from the local community. Health and Safety: Understanding tool safety, material handling, and risk assessments.	Functional ICT: Using simple apps or websites to explore destinations, create digital postcards, or watch videos about different modes of transport. Cultural Awareness and Global Learning: Explore how different cultures use various modes of transport (e.g. bicycles in Amsterdam, tuk-tuks in Thailand, gondolas in Venice). - Use adapted resources to offer visual, differentiated materials and videos about transport traditions. - Create a "passport" or "boarding pass" for each mode of transport explored in the curriculum, helping learners track their journey and build a sense of achievement. Life Skills and Independence: - Practice packing a suitcase, choosing appropriate clothing for different climates, or planning a simple itinerary. - Role-play airport, train station, or bus stop scenarios to build communication and social interaction skills. - Use public transport maps or timetables to plan a local "day out" trip.	Functional ICT: Using simple apps or websites to explore local attractions, create digital postcards, or watch videos about Cornish traditions. Cultural Awareness and Community Links: Explore Cornish traditions such as pasty making, and local traditions. Use adapted resources to learn about local legends like King Arthur and the Mermaid of Zennor. Create a "passport" or "boarding pass" for each local attraction visited in the curriculum, helping learners track their journey and build a sense of achievement. Life Skills and Independence: Practice packing a bag for a day trip, choosing appropriate clothing for different weather conditions, or planning a simple itinerary. Role-play scenarios such as visiting a local attraction or buying a ticket to build communication and social interaction skills. Use public transport maps or timetables to plan a local "day out" trip. Creative Engagement: Incorporate sensory experiences: tasting Cornish foods, listening to local music, handling artefacts, or dressing in traditional clothes. Use art and craft to create flags, lanterns, or cultural symbols. Include movement and dance from Cornish traditions to support physical development and enjoyment.



Accreditation and Assessment

All learners have Personalised learning Goals (PLGs). They have these for their EHCP outcomes and for functional Maths and functional English.

Learners in the Upper School Discovery Pathway also follow the ASDAN Personal Progress Award. This nationally recognised qualification is designed to support learners with a range of special educational needs by accrediting their achievements in areas that are meaningful and relevant to their individual needs and aspirations. The award is closely aligned with the Preparing for Adulthood outcomes, including employment, independent living, community inclusion, and health. It incorporates functional English and Maths, enabling learners to apply these skills in real-life contexts such as shopping, travel, and communication. In addition to the ASDAN award, some learners may also work towards further Functional Skills accreditations in English and Maths depending on their progress and readiness

Units in the qualification cover the four Preparing for Adulthood pathways: Employment, Independent Living, Good Health and Community Inclusion.

Learners achieve different qualifications based on the number of credits acquired:

ASDAN Entry Level Award in Personal Progress	8 credits
ASDAN Entry Level Certificate in Personal Progress	14 credits
ASDAN Entry Level Extended Certificate in Personal Progress	25 credits
ASDAN Entry Level Diploma in Personal Progress (Entry 1)	37 credits

ASDAN Qualification in Personal Progress: Map

Autumn		Year 1 Spring		Summer	
ILHS	Developing independent living skills: having your say	TRE	Recognising time through regular events	EWPF	Engaging with the world around you: people and friendships
PFE	Planning and preparing food for an event	CPPE	Developing community participation skills: personal enrichment	CPOA	Developing community participation skills: getting out and about
Post 16	DWFI	Developing skills for the workplace: following instructions			

Autumn		Year 2 Spring		Summer	
PDS	Preparing drinks and snacks	EWNE	Engaging with the world around you: the natural environment	CPCE	Developing community participation skills: caring for the environment
EWTE	Engaging with the world around you: technology	DWCP	Developing skills for the workplace: growing and caring for plants	ILKS	Developing independent living skills: keeping safe
Post 16	DWTD	Developing skills for the workplace: getting things done			

Autumn		Year 3 Spring		Summer	
LHS	Using local health services	NCA	Engaging in new creative activities	EECR	Encountering experiences: creativity
EWEW	Engaging with the world of work: exploring work	ILBH	Developing independent living skills: being healthy	EWCE	Engaging with the world around you: centre and <u>community-based</u> events
Post 16	DWLA	Developing skills for the workplace: looking and acting the part			

Autumn		Year 4 Spring		Summer	
MEP	Participating in a mini-enterprise project	CGP	Travel within the community: going places	EEPT	Encountering experiences: being a part of things
UMF	Understanding what money is used for	CPT	Using a community facility over a <u>period of time</u>	ILOE	Developing independent living skills: looking after your own environment
Post 16	DWHS	Developing skills for the workplace: health and safety			



Learners who remain at Doubletrees for their Post 16 education complete additional courses within Personal Progress qualification. These courses are carefully considered and mapped out across the curriculum.

Post 16 Education at Doubletrees

At Doubletrees School, Post-16 provision is delivered as an integral part of the Upper School rather than as a separate department. Learners who remain in education beyond Year 11 do so because they are continuing to make meaningful academic, therapeutic and/or social progress within their existing class group and have not yet outgrown the provision available. Remaining with familiar peers, staff and routines supports emotional regulation, communication, engagement and sustained progress, particularly for learners with complex needs. Decisions about Post-16 placement are made through the statutory annual review process, in partnership with the Local Authority, families and professionals, and are based on individual progress, readiness for transition and Preparing for Adulthood outcomes. Post-16 placements are reviewed annually to ensure they remain appropriate, purposeful and aspirational, and that continued placement represents the most suitable pathway at that stage. For learners accessing the Discovery and Exploration pathways, additional opportunities to engage in work-related learning and associated accreditation are built into the curriculum, enabling learners to develop workplace skills, independence and community participation where appropriate. Parents and carers are guided and supported throughout this process by Your Future Kernow, the Local Authority's careers and transition service, ensuring that families are well informed about Post-16 options and that future pathways are planned carefully and realistically in line with each learner's needs and aspirations.

Engagement → Therapeutic	Exploration → Independence	Discovery → Pre-vocational
Equity of offer with an enhanced focus on health and wellbeing and independence to ensure that they have meaning, purpose and enjoyment in adult life. Participation and involvement in the school and their local community.	Equity of offer with an enhanced focus on independent living and life skills and health and wellbeing to ensure students are equipped for their life as adults and that they are as involved as possible in their local communities.	Equity of offer with an equal focus on all strands to ensure students have the skills and knowledge to lead healthy, purposeful and as independent lives as possible and to contribute to their local communities through paid or voluntary work.
Curriculum Offer		
		
 Community Inclusion		



Life beyond doubletrees

Adult needs:	• Will be able to carry out many home management tasks • Will be able to live in supported living • May be able to independently walk around the local community and go on known public transport routes. Will need support for less known journeys • May be able to access supported paid employment • Will be able to join some leisure activities independently • Will need support to access annual health and dental checks
Priorities of Outcomes	Will need: • to be able to communicate functionally and socially with a variety of people • to be able to be safe in a variety of settings, including safely walking around the community independently • to be able to recognise how to regulate independently • to be able to follow simple instructions to then complete tasks independently • to be able to make simple meals independently, planning what is needed. • support to manage budget • to communicate when they feel unwell
Adult or Post 16 destination after Doubletrees	Truro or St Austell College; or independent Post 16 Provision Living at home or within a supported living setting. Some young adults may be able to live independently, with some support.

