

Semi Formal Curriculum Stage Two Overview

Teal

The Semi Formal Stage 2 Curriculum focuses on discrete teaching combined with gaining specific skills, leading to attaining accreditations.

Pupils in stage two begin to focus in more detail on preparation for adulthood and life outside of Carlton Digby School.

Learning is organised in the following ways:

- English (AIMS Awards)
- Reading for purpose
- Maths (AIMS Awards)
- Science – Theory and practical based alongside CREST Discovery Awards
- Keeping Safe and PSHE (British Values embedded)
- Creative (Art and D.T.) (Arts Award, Trinity College, London)
- Careers education and guidance, Enterprise projects
- Duke of Edinburgh Awards – Skills, Physical and Community/volunteering-based modules to complete
- Computing
- Work Experience (Summer term)

See Carlton Digby progression document for progression across the curriculum

Cycle A AIM Awards (2025-26 & 2029-30)

Session	Entry 1	Entry 2	Entry 3
Employability Core (no file needed if already achieved)	Action Planning for Personal Success 3 F/616/2403	Action Planning for personal Success 3 J/616/2404	Action Planning for Personal Success 3 L/616/2405
English Chosen	Read for Purpose and Meaning 3 D/616/1338	Read for Purpose and Meaning 3 F/616/1350	Read for Purpose and Meaning 3 J/616/1365
English Chosen	Speak to Communicate 2 Y/616/1368	Speak to Communicate 2 D/616/1369	Speak to Communicate 2 R/616/1370
Maths Chosen	Using Whole Numbers 2 H/616/1423	Using Whole Numbers and Fractions 2 T/616/1426	Using Whole Numbers, Decimals, Fractions and Percentages 2 F/616/1431
Maths Chosen	Using Size, Shape and Space 3 (R/616/1420)	Using Size, Shape and Space 3 (entry 1 unit) (R/616/1420)	Using Size, Shape and Measures 3 (D/616/1419)
Vocation Essential	Working in a Team 3 D/616/1212	Working in a Team 3 H/616/1213	Teamwork Skills 3 T/616/1099
Vocation Essential	Dealing with Work-Related Problems 3 H/616/0448	Dealing with Work-Related Problems 4 K/616/0449	Problem Solving in the Workplace 3 D/616/0898
PSHE Essential	Reviewing and Reflecting on Own Progress 3 K/616/0922	Reviewing and Reflecting on Own Progress 3 M/616/0923	Appraisals and Setting Targets 3 F/616/0344

Cycle A 2025-26 2029-30	Autumn		Spring		Summer	
AIMS awards - English	See units above					
AIMS awards - Maths	See units above					
AIMS awards - Vocational	Dealing with work related problems		Working in a team		Reviewing and reflecting own progress	
Science	Investigative science – led by the student's interest and requests	Discovery CREST Awards	Practical lab skills	Discovery CREST Awards	Investigativ e science – led by the student's interest and requests	Discovery CREST Awards
RE/SMSC Nottinghamshire Syllabus	Buddhism, Christianity. Sikhism, Isla, Judaism, Athiest					
	7.2 What is it like to be a member of a religion today? B H I J S	7.3 What can we learn from visiting places of worship? C plus 2 others		7.4 Do the teachings of Jesus stand the test of time? C I Atheist		
Religious/world events this term	Fairtrade fortnight Harvest International Day of Peace Rosh Hashanah Yom Kippur Sukkot Halloween	World Vegan Day Diwali Guy Fawkes St Andrews Hannukah Christmas	Holocaust Remembrance Day Lohri Martin Luther King Day Chinese New Year Shrove Tuesday Valentines Random acts of kindness week	International Womens Day World Water Day Mother's Day Ramadan Holi World Wildlife Day St Davids Day UN Autism Day	World Art Day Earth Day Passover Stephen Lawrence Day Mental Health	Pride World Environmen t Day World music day Windrush day

							Eid al Fitr Easter	awareness week May Day International vegetarian day World bee day Vesak	Father's Day Shavuot World ocean day Islamic New Year Day of friendship day Emmeline Pankhurst day Nelson Mandela Day
PSHE (Embedded British Values) Please see additional MTP	Action planning for personal success (linked to Aim Awards)	SA3- Self Awareness-Prejudice and discrimination	HL2: Healthy lifestyle: Mental wellbeing and Anti-bullying	SSS3- Self-care, Support and Safety: Keeping Safe online and TWILI2: The world I live in: Managing online information	MF1: Managing Feelings: Self esteem and unkind comments	Dealing with bereavement	CAG1: Changing and growing: Puberty	Reviewing and Reflecting on Own Progress (Linked to Aim Awards)	The World of Work- External Work Experience
Arts Award	Charanga – Freestyle Song and Video Project								DT

	<p style="text-align: center;">Plastic</p> <p style="text-align: center;">This song and video project is presented as six 60 minute lessons but can be used more flexibly if you prefer.</p> <p style="text-align: center;">Pupils will research the issue of plastic pollution and then write their own song using the given example video as their inspiration. The song can be performed to raise awareness and challenge the thinking peoples thinking. There is also plenty of opportunity for cross-curricular learning.</p>			
Employability/ Enterprise	<p>Exploring Interests and Skills Recognising Strengths: Help YP discover what they're good at with simple activities (e.g., quizzes, drawing). Job Examples: Show basic, relatable careers and link them to interests.</p>	<p>Understanding Job Changes and Opportunities Job Trends: Introduce new job areas.. Real-Life Stories: Share stories of people who changed careers or found new jobs.</p>	<p>Education and Job Training Paths Types of Schools: Explore what routes YP with SEND often take e.g. college. Sixth form, supported internships, university etc.</p>	
Duke of Edinburgh Physical	Table Tennis	Rounders	Selected by students according to their interests and requests	
Duke of Edinburgh Skills	<p>The purpose of our DofE skills curriculum is to allow pupils to develop decision-making, communication, and independence through engaging, meaningful activities. We aim to support pupils in making choices and developing skills for the Duke of Edinburgh's Award (DoE) in an accessible and inclusive way. The DofE skills curriculum will:</p> <ul style="list-style-type: none"> • Encourage active participation and engagement. • Build confidence in decision-making and communication. • Develop practical skills and teamwork. • Promote sensory integration and personal interest <p>A selection of accessible and achievable skills activities (e.g., woodwork, cooking, Makaton signing, circus skills, photography) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level</p>			
Duke of Edinburgh Volunteering	<p>The DofE volunteering curriculum empowers pupils to make choices, gain new skills, and contribute positively to their community, fostering a sense of achievement and belonging while meeting the Duke of Edinburgh Award's objective. A selection of accessible and achievable volunteering opportunities (e.g., gardening, helping at school events, recycling, litter-picking, cleaning community spaces) are offered at the start of each term. The chosen activities are designed to be flexible,</p>			

	<p>ensuring that every pupil can participate meaningfully at their individual level. Pupils engage in their chosen volunteering tasks, either independently or with guided support.</p> <p>Our volunteering opportunities promote collaboration with peers and staff, emphasising teamwork and mutual respect</p>
<p>Community/Independence</p>	<p>Our community/independence curriculum is designed to support pupils to develop their decision-making, autonomy, and life skills, whilst supporting individual needs, fostering independence and community inclusion.</p> <p>Our community/independence curriculum aims to:</p> <ul style="list-style-type: none"> • Encourage personal choice-making within a structured framework. • Develop practical life skills to enhance independence. • Promote understanding and engagement with the community

Cycle B AIM Awards (2026-27 & 2030-31)

Session	Entry 1	Entry 2	Entry 3
Employability Core (no file needed if already achieved)	Action Planning for Personal Success 3 F/616/2403	Action Planning for personal Success 3 J/616/2404	Action Planning for Personal Success 3 L/616/2405
English Chosen	Listen and Respond 2 K/616/1326	Listen and Respond 2 M/616/1327	Listen and Respond 2 T/616/1328
English Chosen	Write to Communicate 3 K/616/1374	Write to Communicate 3 M/616/1375	Write to Communicate 3 T/616/1376
Maths Chosen	Money and Time 3 F/616/1400	Money, Time and Temperature 3 L/616/1402	Money, Time and Temperature 3 Y/616/1404
Maths Chosen	Using numeracy skills in the workplace 2 M/616/1201	Using numeracy skills in the workplace 2 T/616/1202	Using numeracy skills in the workplace 3 A/616/1203
Vocation Essential	Preparing for an Interview 2 J/616/0894	Preparing for an Interview 2 L/616/0895	Preparation for a Recruitment Interview 2 Y/616/0883
Vocation Essential	Health and Safety in the Workplace 2 R/616/0607	Health and Safety in the Workplace 2 Y/616/0608	Health and Safety in the Workplace 3 D/616/0612
PSHE Essential	Building Confidence and Self Esteem 2 A/616/0357	Building Confidence and Self Esteem 2 F/616/0358	Building Confidence and Self Esteem 3 J/616/0359

Cycle B 2026-27 2030-31	Autumn		Spring		Summer	
AIMS awards - English	See units above					
AIMS awards - Maths	See units above					
AIMS awards - Vocational	Health and Safety in the Workplace		Preparing for an interview		Reviewing on work experience	
Science	Investigative science – led by the student's interest and requests	Discovery CREST Awards	Practical lab skills	Discovery CREST Awards	Investigative science – led by the students' interest and requests	Discovery CREST Awards
RE/SMSC Nottinghamshire Syllabus	Buddhism, Christianity. Sikhism, Isla, Judaism, Atheist					
	7.5 What is good and what is bad? C H I	8.1 Why believe in God or why be an atheist? C Atheist + 1 other		8.2 What will make our communities more respectful? Local (e.g. C I J S H) WV Humanism		
Religious/world events this term	Fairtrade fortnight Harvest International Day of Peace Rosh Hashanah Yom Kippur Sukkot Halloween	World Vegan Day Diwali Guy Fawkes St Andrews Hannukah Christmas	Holocaust Remembrance Day Lohri Martin Luther King Day Chinese New Year Shrove Tuesday Valentines	International Womens Day World Water Day Mother's Day Ramadan Holi World Wildlife Day St Davids Day	World Art Day Earth Day Passover Stephen Lawrence Day	Pride World Environment Day World music day Windrush day

					Random acts of kindness week		UN Autism Day Eid al Fitr Easter	Mental Health awareness week May Day International vegetarian day World bee day Vesak	Father's Day Shavuot World ocean day Islamic New Year Day of friendship day Emmeline Pankhurst day Nelson Mandela Day
PSHE (Embedded British Values) See additional MTP	Action planning for personal success (linked to Aim Awards)	SSS3- Self-care, Support and Safety: Accidents and risks	TWWLI1: The world we live in: Diversity/ rights and responsibilities and Anti-bullying	SSS3- Self-care, Support and Safety: Keeping Safe online and TWILI2: The world I live in: Managing online information	SS5- Self-care, Support and Safety: Emergency situations	Our bodies as we grow into adults .	HL6: Healthy lifestyles : Drugs, alcohol and tobacco	Building confidence and self esteem (Linked to Aim Awards)	The World of Work- External Work Experience
Arts Award	Charanga – SEND create project Improvise and Groove			Charanga – Freestyle Song and Video Project It's OK (please just say)			DT		

	<p>This project is aimed at students from 7 years upwards with severe or moderate learning challenges. It is a flexible project consisting of three steps:</p> <p>Step 1 - Drums and Strings</p> <p>Step 2 – Vocals</p> <p>Step 3 – Improvisation</p>	<p>The main aim of this song and video project is to encourage students to talk about their feelings and to focus on positive thoughts and actions when feeling anxious, worried or sad.</p> <p>Whilst presented as six lessons, this project can also be used more flexibly making it an ideal enrichment activity or to support investigative cross-curricular learning.</p> <p>This project would be a great resource for Mental health awareness week</p>	
Employability/ Enterprise	<p>Building Social and Work Skills</p> <p>Teamwork: Use group activities to practise communication and working with others. Workplace Behaviour: Show expected behaviours with role-play and/or videos.</p>	<p>Preparing to Apply for Work</p> <p>Simple CVs: Teach YP to create a basic CV using simple templates.</p>	<p>Setting Simple Career Goals</p> <p>Goal Setting: Help YP set small, clear goals that incorporate their skills and interests. Track Progress: Use visual charts to celebrate achievements along the way.</p>
Duke of Edinburgh Physical	Tennis	Table Cricket	Selected by students according to their interests and requests
Duke of Edinburgh Skills	<p>The purpose of our DofE skills curriculum is to allow pupils to develop decision-making, communication, and independence through engaging, meaningful activities. We aim to support pupils in making choices and developing skills for the Duke of Edinburgh's Award (DoE) in an accessible and inclusive way. The DofE skills curriculum will:</p> <ul style="list-style-type: none"> • Encourage active participation and engagement. • Build confidence in decision-making and communication. • Develop practical skills and teamwork. • Promote sensory integration and personal interest 		

	<p>A selection of accessible and achievable skills activities (e.g., woodworking, cooking, Makaton signing, circus skills, photography) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level. The options are selected by students according to their interests and requests.</p>
<p>Duke of Edinburgh Volunteering</p>	<p>The DofE volunteering curriculum empowers pupils to make choices, gain new skills, and contribute positively to their community, fostering a sense of achievement and belonging while meeting the Duke of Edinburgh Award's objective. A selection of accessible and achievable volunteering opportunities (e.g., gardening, helping at school events, recycling, litter-picking, cleaning community spaces) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level. Pupils engage in their chosen volunteering tasks, either independently or with guided support.</p> <p>Our volunteering opportunities promote collaboration with peers and staff, emphasising teamwork and mutual respect</p>
<p>Community/Independence</p>	<p>Our community/independence curriculum is designed to support pupils to develop their decision-making, autonomy, and life skills, whilst supporting individual needs, fostering independence and community inclusion.</p> <p>Our community/independence curriculum aims to:</p> <ul style="list-style-type: none"> • Encourage personal choice-making within a structured framework. • Develop practical life skills to enhance independence. • Promote understanding and engagement with the community

Cycle C AIM Awards (2024-2025 & 2027-28)

Session	Entry 1	Entry 2	Entry 3
Employability Core	Action Planning for Personal Success 3 F/616/2403	Action Planning for personal Success 3 J/616/2404	Action Planning for Personal Success 3 L/616/2405
English Chosen	Engage in Discussion 2 L/616/1321	Engage in Discussion 2 R/616/1322	Engage in Discussion 2 Y/616/1323
English Chosen	Read for information 3 T/616/1331	Read for Information 3 A/616/1332	Read for Information 3 F/616/1333
Maths Chosen	Adding and Subtracting 3 H/616/1390	Addition, Subtraction and Multiplication 3 M/616/1392	Making Calculations 3 A/616/1394
Maths Chosen	Using and Communicating Data 3 T/616/1412	Using and Communicating Data 3 A/616/1413	Using and Communicating Data 3 F/616/1414
Vocation Essential	Exploring Enterprise 2 H/616/0580	Exploring Enterprise 2 K/616/0581	No entry 3 option
Vocation Essential	Using Money in the Workplace 2 F/616/1199	Using Money in the Workplace 2 K/616/1200	Handling Payment for Goods and Services 3 M/616/0601
PSHE Essential	Being Part of a Group 2 R/616/0350	Being Part of a Group 2 Y/616/0351	Communication Skills for Group and Teamwork 3 D/616/0383

Cycle C 2024-25 2027-28	Autumn		Spring		Summer	
AIMS awards - English	See units above					
AIMS awards - Maths	See units above					
AIMS awards - Vocational			Using Money in the Workplace		Exploring enterprise	
Science	Investigative science – led by the student's interest and requests	Discovery CREST Awards	Practical lab skills	Discovery CREST Awards	Investigative science – led by the student's interest and requests	Discovery CREST Awards
RE/SMSC Nottinghamshire Syllabus	Buddhism, Christianity, Sikhism, Isla, Judaism, Atheist					
	8.2 What will make our communities more respectful? Local (e.g. C I J S H) WV, Humanism	What does justice mean to Christians? C B S H		What is good/bad about being a teenage believer in Britain today? B S +		
Religious/world events this term	Fairtrade fortnight Harvest International Day of Peace Rosh Hashanah Yom Kippur Sukkot Halloween	World Vegan Day Diwali Guy Fawkes St Andrews Hannukah Christmas	Holocaust Remembrance Day Lohri Martin Luther King Day Chinese New Year Shrove Tuesday Valentines Random acts of kindness week	International Womens Day World Water Day Mother's Day Ramadan Holi World Wildlife Day St Davids Day UN Autism Day Eid al Fitr Easter	World Art Day Earth Day Passover Stephen Lawrence Day Mental Health awareness week May Day International vegetarian day World bee day Vesak	Pride World Environment Day World music day Windrush day Father's Day Shavuot World ocean day Islamic New Year Day of friendship day

									Emmeline Pankhurst day Nelson Mandela Day
PSHE (Embedded British Values) See additional MTP	Action planning for personal success (linked to Aim Awards)	SA1- Self Awareness- Skills for learning	HL5: Healthy lifestyles : Body image and Anti-bullying	SSS3- Self-care, Support and Safety: Keeping Safe online and TWIL12: The world I live in: Managing online information	SSS3- Self-care, Support and Safety: Public and private	HL1: Healthy Lifestyle s: Elements of a healthy lifestyle	CAG1: Changing and growing: Healthy and unhealthy relationship behaviour.	Being part of a group (Linked to Aim Awards)	The World of Work- External Work Experience
Arts Award	Charanga – SEND create project Make a Music Video A flexible project consisting of three steps to create a music video: Step 1 – Create music with the Loopsequer app Step 2 - Write and Record Lyrics Step 3 – Filming			Charanga – SEND create project Music to dance to A flexible project consisting of three steps using 3 different iPad apps: Step 1 – Launchpad Step 2 - Blocs Wave Step 3 - Figure			DT		

Employability/ Enterprise	Understanding Work Options: Jobs vs. Business Entrepreneurship: Explain and explore simple business ideas Freelancing: Introduce independent work	Job Search Skills Job Search: Show YP how to find local jobs	Basic Workplace Information Rights at Work: Explain basic worker rights (e.g., fair pay, taking breaks).
Duke of Edinburgh Physical	<p style="text-align: center;">Netball</p>	<p style="text-align: center;">Football</p>	<p style="text-align: center;">Selected by students according to their interests and requests</p>
Duke of Edinburgh Skills	<p>The purpose of our DofE skills curriculum is to allow pupils to develop decision-making, communication, and independence through engaging, meaningful activities. We aim to support pupils in making choices and developing skills for the Duke of Edinburgh's Award (DoE) in an accessible and inclusive way. The DofE skills curriculum will:</p> <ul style="list-style-type: none"> • Encourage active participation and engagement. • Build confidence in decision-making and communication. • Develop practical skills and teamwork. • Promote sensory integration and personal interest <p>A selection of accessible and achievable skills activities (e.g., woodwork, cooking, Makaton signing, circus skills, photography) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level. The options are selected by students according to their interests and requests.</p>		
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