

Functional Skills Curriculum
Labyrinth Education
Entry Level 1 – Life Skills Focus
Academic Year Overview

Term	Focus Area	Core Activities	Intent	Implementation	Impact	SMSC & FBV
Autumn 1	Communication & Basic Literacy	Speaking clearly, name writing, following simple instructions, counting and basic multiplication tasks	Develop confidence in expressing needs and preferences, improving basic communication needs, improving confidence through positive interactions.	Group work, visual aids, role play (shopping, greetings), interactions, use of AAC and communication devices, Makaton.	Learners can communicate more confidently and appropriately with greater independence, building positive relationships with peers and staff.	SMSC: Confidence, respect; FBV: Individual Liberty, Mutual Respect
Autumn 2	Functional Maths – Money & Time	Recognising coins, simple shopping, telling time (to the hour), understanding of timetables and daily routines.	Enable independence in daily transactions and routines, understanding different times of day/seasons/year.	Use real coins, clocks, calendars, and shops in class, access community o put new skills into real world practice.	Learners use money & time language in real world contexts	SMSC: Responsibility; FBV: Rule of Law (schedules, fairness)
Spring 1	ICT for Daily Life	Turning on a device, using a camera, typing a name, exploring the internet safely	Introduce basic technology for independence, upskilling learners to use ICT and technology safely and correctly.	Use tablets to take photos, practice logging in, use keyboards, communicate through writing/using technology correctly.	Learners access digital tools for learning and expression, develop understanding of how to use technology such as the internet safely and correctly, improving self-awareness and safety.	SMSC: Exploring technology positively; FBV: Liberty, Tolerance

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Spring 2	Reading & Symbols in the Community	Reading signs, symbols, menus, labels, road safety and accessing the community safely,	Support independence in navigating environments, developing understanding of appropriate behaviours and expectations in public.	Use real-world signage, PECS, visual symbols, AAC devices, encourage and support community interactions (EG; ordering food in a Café)	Learners read or recognise signs for safety and choice, increase independence and confidence in the community.	SMSC: Awareness of surroundings; FBV: Democracy (choice)
Summer 1	Functional Maths – Measuring & Weighing	Cooking with measures, comparing sizes, using scales and equipment to measure appropriately and safely.	Learn practical maths for life skills (cooking, cleaning), increasing independence and understanding of measurements and weights in everyday life.	Visual recipes, real-life scenarios, hands-on tasks, group and independent tasks, using technology to support.	Learners apply number in real-world contexts, can use skills in home life and improve in confidence and independence outside of education	SMSC: Healthy choices; FBV: Rule of Law, Respect
Summer 2	Rights, Rules & Relationships	Personal space, turn-taking, understanding rules, understanding the law and difference between right and wrong.	Foster positive interaction & self-awareness, develop understanding of right and wrong and how actions impact others feelings, understanding of what the law is and why we must obey the law.	Social stories, circle time, role play, visits to community, group activities.	Learners show respect, understand right/wrong, become more confident when interacting in the community and engage appropriately with peers, staff and strangers.	SMSC: Empathy, moral growth; FBV: Democracy, Mutual Respect

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*Note: This SOW has been developed to allow flexibility to support the needs of individual learners. It is designed to enable learners to grow more independently through developing their social skills, knowledge and understanding. Skills learned through this curriculum will enable learners to become more independent through doing, accessing and achieving resulting in more confident rounded people who can access the community.