

Study Overview

Post 16 Programme A & B – Two year rolling programme

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
GCSE English Language	Intensive Writing A Study of Fiction Extracts AQA Paper 1 Exploring the effects of a writer's use of language and structure	Reading to Evaluate Evaluating a writer's point of view, purpose, intended audience and tone.	Viewpoints and Perspectives Placing texts in context Selecting evidence and inference. Exploring the effects of a writer's use of language.	Viewpoints and Perspectives Placing texts in context Exploring the effects of a writer's use of language. Comparing the attitudes of writers and their methods	Intensive Writing Developing an effective viewpoint and perspective in writing	Exam Preparation
English Functional Skills	Reading for Meaning	Purposes of Writing	Comparing Texts	Identifying & commenting on the language & structure of texts. Comparing texts.	Revision and exam preparation.	Revision and exam preparation.
GCSE Mathematics	Foundation: Number Multiplication, division, square and cube numbers.	Foundation: Algebra, equations, substitution, simplifying. Geometry: Angle properties and problems.	Foundation: Fractions and decimals. Scale factors	Foundation: Statistics, simultaneous equations	Revision and exam practise	Revision and exam practise
Mathematics Functional Skills	Using Numbers and the number system	Using common measures, shape and space	Handling Information and data	Problem solving and underpinning skills in relation to Handling Information and data; Revisions of key skills & examination practice	Problem solving and underpinning skills involving units of measurements; Revisions of key skills & examination practice	Problem solving and underpinning skills in relation to Geometry; Revisions of key skills & examination practice
GCSE Statistics	Types of data vocabulary and data collection	Presentation of data, charts and graphs	Processing and interpretation of data	Probability	Comparison and analysis of charts and data	Revision and exams.
Art	Sculpture Creative Craft	Drawing Creative Craft	Painting with water based media Creative Craft	Printmaking Craft Design Project	Working with mixed media Craft Design Project	Working with mixed media Craft Design Project
Computing	Understanding cyber security Understanding Robotics	Assessing different methods to keep computers safe from cyber-attacks. Creating and programming robots	Practical ways to keep computers safe from cyber-criminals Understanding computer terms and computational thinking	Practical ways to keep humans safe from cyber-criminals Improve coding	Understand the legal aspects for online business to keep data safe from cyber-criminals. GDPR Building using code	Understand the legal aspects for online business to keep data safe from cyber-criminals. Other laws. Test, debug and release code
Childcare	Caring for Young Children	Caring for Young Children	Understanding Child Development	Understanding Child Development	Understanding Play	Understanding Play

Dog Training & Husbandry	Enrichment for Dogs		Canine First Aid		Dog Sports	
	Caring for a Dog		Dog Anatomy, Physiology and Behaviour		Dog Training Methods	
Horticulture	Tool Use		Horticulture			
	Organic Gardening Autumn/Winter		Organic Gardening Winter / Spring		Organic Gardening Spring/Summer	
Hospitality	Baking bread	Making Biscuits	Introduction to food types	Introduction to food types	Health & safety in a practical environment	Health & safety in a practical environment
	Prepare and Cook Food by Baking, Roasting and Grilling	Prepare and Cook Food by Baking, Roasting and Grilling	Prepare and Cook Food by Baking, Roasting and Grilling	Food Hygiene and Storage	Food Hygiene and Storage	Food Hygiene and Storage
Home Maintenance	Know How to Produce Basic Woodworking Joints	Know How to Produce Basic Woodworking Joints	Carpentry Hand Skills	Carpentry Hand Skills	Checking and Maintaining Fluid Levels on a Car Entry	Checking and Maintaining Fluid Levels on a Car Entry
	Wiring Electrical Circuits and Components	Wiring Electrical Circuits and Components	Drilling Tool Skills	Drilling Tool Skills	Repair a Cycle Puncture	Repair a Cycle Puncture
Science	Forensic Science	Forensic Science	Forensic Science	Science and Food	Science and Food	Science and Food
Sport	Taking Part in Fitness and Exercise Activities	Taking Part in Fitness and Exercise Activities	Taking Part in Fitness and Exercise Activities	Taking Part in Sport	Taking Part in Sport	Taking Part in Sport
Physical Education Core	Recreational PE Team Games or Swimming	Recreational PE Team Games or Swimming	Recreational PE Boxercise/Fitness or Swimming	Recreational PE Individual Games or Swimming	Recreational PE Leisure activities (off-site) or Swimming	Recreational PE Leisure activities (off-site) or Swimming

Work Experience	Introduction to work experience in school or external	Develop new skills Business etiquette	Team work Communication	Problem solving Decision making	Self confidence Self esteem	Independence Using initiative
Work Readiness	Fine motor skills. Use of equipment. Budgeting. Research. Project management.	Fine motor skills. Use of equipment. Budgeting. Research. Project management.	Fine motor skills. Use of equipment. Budgeting. Research. Project management.	Fine motor skills. Use of equipment. Budgeting. Research. Project management.	Fine motor skills. Use of equipment. Budgeting. Research. Project management.	Fine motor skills. Use of equipment. Budgeting. Research. Project management.
Work Readiness, Café Grange	Gain an understanding of the world of work, in a purposely built Café within Post 16.	Gain an understanding of the world of work, in a purposely built Café within Post 16.	Gain an understanding of the world of work, in a purposely built Café within Post 16.	Gain an understanding of the world of work, in a purposely built Café within Post 16.	Gain an understanding of the world of work, in a purposely built Café within Post 16.	Gain an understanding of the world of work, in a purposely built Café within Post 16.
Skills for living and work	Cooking Everyday food and drink preparation Basic Food Preparation	Cooking Everyday food and drink preparation Basic Food Preparation	Cooking Everyday food and drink preparation Developing Skills for Independent Life	Building confidence and self esteem Building confidence and self esteem Developing Skills for Independent Life	Building confidence and self esteem Building confidence and self esteem Practical Skills Development	Practical skills development Practical skills development
	Undertaking an Enterprise Project Craft Design Project	Undertaking an Enterprise Project Craft Design Project	Undertaking an Enterprise Project Craft Design Project	Working as Part of a Group	Working as Part of a Group	Working as Part of a Group
	Preparing for work Customer Service	Preparing for work Customer Service	Preparing for work Customer Service	Developing skills for employment Customer Service	Developing skills for employment Customer Service	Developing skills for employment Customer Service
Skills for Adulthood	Relationships	Mental Health	Addressing Extremism and Radicalisation	Healthy Lifestyles	Discrimination	Careers
	Drugs and Alcohol	Careers	Relationships	Relationships	Online Safety	Mental Health

Some students can access a bespoke work-related curriculum which could include industry qualifications at level 3 in computing.

Subject: GCSE English Language

“The English language is a work in progress. Have fun with it” Jonathan Culver

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Intensive Writing</p> <p>A study of fiction extracts AQA Paper 1. Exploring the effects of a writer’s use of language and structure.</p> <ul style="list-style-type: none"> Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Planning and structuring writing Using language creatively, imaginatively and for impact. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p style="text-align: center;">Reading to Evaluate</p> <p>Evaluating a writer’s point of view, purpose, intended audience and tone.</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from texts Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Evaluate texts critically and support this with appropriate textual references. 	<p style="text-align: center;">Viewpoints and Perspectives</p> <p>Placing texts in context. Exploring the effects of a writer’s use of language. Comparing the ideas and attitudes of writers and their methods</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts 	<p style="text-align: center;">Viewpoints and Perspectives</p> <p>Placing texts in context. Exploring the effects of a writer’s use of language. Comparing the ideas and attitudes of writers and their methods</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts 	<p style="text-align: center;">Intensive Writing</p> <p>Developing an effective viewpoint and perspective in writing.</p> <ul style="list-style-type: none"> Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Planning and structuring writing Using language creatively, imaginatively and for impact. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p style="text-align: center;">Exam Preparation</p>
Key Assessments	Paper 1 Qu 5 Descriptive Writing Paper 1 Qu 2 & 3	Paper 1 Question 4	Paper 2 Question 2 Paper 2 Question 4	Paper 2 Question 2 Paper 2 Question 4	Paper 2 Question 5	
Important literacy and numeracy developed this year	<p>Literacy: Ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons. Effective vocabulary for analytical writing, creating sentence structures for clear analysis, quote and explain writers’ ideas effectively. Effectively comment on writer’s choices. Topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons topic sentences, analytical verbs. Structure sentences to compare & contrast. Vocabulary to assert viewpoint, imperative & modal verbs, conjunctions & conjunctive adverbs for arguments, word, clause order in sentences.</p> <p>Numeracy: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	<p>To be able to read a wide range of classic literature fluently and with good understanding, and make connections across students’ reading. Read in depth, critically and evaluatively, so that students are able to discuss and explain their understanding and ideas. To develop the habit of reading widely and often and appreciate the depth and power of the English literary heritage. Students can write accurately, effectively and analytically about their reading, using Standard English. Students acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.</p>					
How you can help your child at home	<p>Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. https://senecalearning.com/en-GB/ Accelerated Reader can be accessed via our school website https://ukhosted55.renlearn.co.uk/1918494/ to enable students to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer’s use of methods to have an intended impact on the reader for a specific purpose.</p>					

Subject: English Functional Skills

“The English Language is a work in progress. Have fun with it” Jonathan Culver

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Reading For Meaning</p> <ul style="list-style-type: none"> Identify the different situations when the main points are sufficient and when it is important to have specific details to ascertain meaning. Identify implicit and inferred meaning in texts. Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes. Use a range of reference materials and appropriate resources for different purposes. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias. Follow an argument, identifying different points of view and distinguishing fact from opinion. Identify different styles of writing and tone of the text. 	<p style="text-align: center;">Purposes of Writing</p> <ul style="list-style-type: none"> Communicate information, ideas and opinions clearly, coherently and effectively. Write text of an appropriate level of detail and appropriate length to meet the needs of audience and purpose. Organise writing for different purposes using appropriate format and structure. Convey clear meaning and establish cohesion using organisational markers effectively. Use different language and register suited to audience and purpose Construct complex sentences consistently and accurately, using paragraphs where appropriate. 	<p style="text-align: center;">Comparing Texts</p> <ul style="list-style-type: none"> Compare information, ideas and opinions in different texts, including how they are conveyed. Identify implicit and inferred meaning in texts. Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes. Use a range of reference materials and appropriate resources for different purposes. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias. Follow an argument, identifying different points of view and distinguishing fact from opinion. Identify different styles of writing and tone of the text. 	<p style="text-align: center;">Identifying and Commenting on the language and structure of texts. Comparing texts.</p> <ul style="list-style-type: none"> Identify implicit and inferred meaning in texts. Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes. Use a range of reference materials and appropriate resources for different purposes. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias. Follow an argument, identifying different points of view and distinguishing fact from opinion. Identify different styles of writing and tone of the text. 	<p style="text-align: center;">Revision and exam preparation</p>	<p style="text-align: center;">Revision and exam preparation</p>
Key Assessments	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers
Important literacy and numeracy developed this year	<p>Literacy: Ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons. Effective vocabulary for analytical writing, creating sentence structures for clear analysis, quote and explain writer’s ideas effectively. Effectively comment on writer’s choices. Topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons topic sentences, analytical verbs. Structure sentences to compare & contrast. Vocabulary to assert viewpoint, imperative & modal verbs, conjunctions & conjunctive adverbs for arguments, word, clause order in sentences.</p> <p>Numeracy: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	<p>To be able to read a wide range of non-fiction texts fluently and with good understanding, and make connections across students’ reading. Read in depth, critically, so that students are able to discuss and explain their understanding and ideas. To develop the habit of reading widely and often and appreciate the depth and power of the English literary heritage. Students can write accurately, effectively and analytically about their reading, using Standard English. Students acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.</p>					
How you can help your child at home	<p>Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. https://senecalearning.com/en-GB/ Accelerated Reader can be accessed via our school website https://ukhosted55.renlearn.co.uk/1918494/ to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer’s use of methods to have an intended impact on the reader for a specific purpose. BBC Bitesize Functional Skills https://www.bbc.co.uk/bitesize/levels/zvhtng8 has some excellent revision resources.</p>					

Subject: GCSE Mathematics

“The only way to learn mathematics is to do mathematics” Paul Halmos

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Foundation: Number multiplication, division, square and cube numbers.	Foundation: Algebra, equations, substitution, simplifying. Geometry: Angle properties and problems.	Foundation: Fractions and decimals. Scale factors. Probability	Foundation: Statistics, simultaneous equations	Revision and exam practise	Revision and exam practise Exams

In Post 16 skills are built on prior knowledge gained throughout KS4. There is a greater emphasis on exam practice and revision of key GCSE skills.

The work focuses on exam techniques and resources are drawn from past papers to ensure students are well prepared for their exam.

Key Assessments	Topic reviews and End of Topic assessments	Mocks	Topic reviews and End of Topic assessments	Topic reviews and End of Topic assessments	Practice papers	
Important literacy and numeracy developed this year	Literacy: Key words , vocabulary, comprehension, reading. Numeracy: Four rules, BIDMAS					
Wider Skills	Resilience, application to real life, explaining, communication skills.					
How you can help your child at home	Practise times tables. Talking about maths and doing maths in real life such as: shopping, handling money, reading temperatures and scales, cooking, reading timetables, planning journeys, reading maps, encouraging revision of concepts using online resources, using measuring devices.					

Subject: Functional Skills Mathematics

“Go down deep enough into anything and you will find mathematics.” Dean Schlicter

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Using numbers and the number system</p> <p>Read, write, order and numbers. Recognise and continue linear sequences of numbers. Recognise and interpret these symbols; +, -, x, / and = Complete simple written calculations involving; addition, subtraction, multiplication and division. Approximate by rounding to the nearest 10, 100 and 1000. Understand and use simple fractions. Recognise simple fractions (halves, quarters, and tenths) of whole numbers and shapes. Read, write and use decimal to one place. Read 12 hour digital and analogue clocks in hours. Know the number of days in a week, months and seasons in a year. Be able to name and sequence. Read and record time in common date formats. Read and understand time displayed on analogue and 12-hour digital clocks, half hours and quarter hours. Know the number of hours in a day and weeks in a year. Be able to name and sequence.</p>	<p>Using common measures, shape and space</p> <p>Recognise coins and notes and write them in numbers with the correct symbols. Solve a range of calculations involving money. Round amounts of money to the nearest £1 or 10p. Understand, estimate, measure and compare length, capacity, weight and temperature. Use measuring equipment for length, weight and capacity. Carry out simple calculations using measure. Recognise, draw and name simple 2D and 3D shapes, edges, corners. Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above.</p>	<p>Handling information and data</p> <p>Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts. Sort and classify objects. Represent information using bar charts. Make observations about numerical data. Recognise number patterns.</p>	<p>Problems solving and underpinning skills</p> <p>Read, understand, and use mathematical information and mathematical terms. Use knowledge and understanding to a required level of accuracy. Identify suitable operations and calculations to generate results. Analyse and interpret answers in the context of the original problem. Check the sense and reasonableness of answers. Present and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented.</p>	<p>Exam practice Individual target setting</p>	<p>Exam practice and exams</p>
Key Assessments	End of chapter reviews End of topic assessments	Mock Exam	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	Exams
Important literacy and numeracy developed this year	<p>Literacy: Key words / vocabulary, comprehension, reading, writing explanations and comparisons. Key Vocabulary: Literacy in mathematics means developing a student's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings.</p> <p>Numeracy: Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.</p>					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance.					
How you can help your child at home	Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.					

Subject: GCSE Statistics

“Facts are stubborn, but statistics are more pliable.” Mark Twain

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Types of data, vocabulary and data collection</p> <ul style="list-style-type: none"> • Know constraints on data collection. • Know how to mitigate issues with statistical enquiry process. • Know and use terminology. • Know advantages and disadvantages of grouping data. • Judgment sampling and convenience sampling – risk of bias. • Data sources. • Reliability – similar results if repeat test. • Validity – measure what intended to be measuring. • Bias. • Design a valid questionnaire. • Deal with issues of collecting data. • Outliers / anomalies. • Control extraneous variables. 	<p>Presentation of data, charts and graphs</p> <ul style="list-style-type: none"> • Tally charts. • Pictograms. • Tables. • Pie charts. • Stem and leaf diagrams. • Venn diagrams. • Population pyramids. • Choropleth maps. • Scatter graphs. • Bar charts. • Frequency polygons. • Cumulative frequency. • Histograms with bars of equal width. • Box plots. • Two way tables. • Frequency trees. 	<p>Processing and interpretation of data</p> <ul style="list-style-type: none"> • Interquartile range. • Measure of average – mode, median, mean. • Measures of spread – quartiles, IQR, range, percentiles. • Index Numbers recognise, calculate and interpret. • Change over time – e.g. birth rate, death rate, house prices. • Calculate 4 point moving average. • Interpret seasonal and cyclic trends. • Use samples to predict population information. • Know that sample size impacts reliability / replication. • Scatter diagrams and correlation. • Causation. • Interpolation. • Extrapolation. • Line of best fit through mean. • Interpret using. • Spearman’s Rank Coefficient. 	<p>Probability</p> <ul style="list-style-type: none"> • Estimate / relative frequency. • Use scale 0-1 or 0-100% of likelihood. • Calculate expected frequency from probability. • Relative and absolute risks. • Experimental and theoretical data, effect of more trials. • 2 way tables. • Sample space diagrams. • Venn diagrams. • $P(A \text{ or } B) = P(A) + P(B)$ • Mutually exclusive events. • Exhaustive events. • Single events. • Successive events. • Independent events • $P(A \text{ and } B) = P(A) \times P(B)$ • Conditional probability. $P(B/A) = P(A \text{ and } B) / P(A)$ 	<p>Comparison and analysis of charts and data</p> <ul style="list-style-type: none"> • Charts and graphs - select appropriate. Compare. • Know errors of construction. • Use multiple formats. • Interpret. • Effect of outliers. • Aware of advantages and disadvantages of types. • Comparison of two charts / pieces of data. • Explanation of why charts look as they do. 	<p>Revision and exams</p> <p>Exam practice and Exams</p>
Key Assessments	End of chapter reviews. End of topic assessments.	End of chapter reviews. End of topic assessments.	End of chapter reviews. End of topic assessments.	End of chapter reviews. End of topic assessments.	End of chapter reviews. End of topic assessments.	
Important literacy and numeracy developed this year	<p>Literacy: Key words / vocabulary, comprehension, reading, writing explanations and comparisons.</p> <p>Numeracy: Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: collect and represent information, calculate summary statistics and probabilities. Interpret statistical information and results in context and reason statistically to draw conclusions. Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle.</p>					
Wider Skills	Resilience, application to real life, explaining, communication skills.					
How you can help your child at home	Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts using online resources.					

Subject: ART

“If I could say it in words there would be no reason to paint.” Edward Hopper

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> • Know physical properties and characteristics of sculptural materials. • Be able to plan a sculpture. • Know tools and techniques for sculpture. • Be able to use tools and techniques for sculpture. • Be able to work safely in sculpture. 	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Understand drawing media. • Be able to recognise drawing and composition problems. • Know characteristics of line and tone. • Understand the importance of keeping a personal sketchbook. • Be able to use drawing media. • Be able to work safely when drawing. 	<p style="text-align: center;">Painting with water based media.</p> <ul style="list-style-type: none"> • Be able to prepare a surface for painting with water based media. • Be able to use materials and equipment for painting with water based media. • Be able to use methods and techniques for painting with water based media. • Be able to work safely. 	<p style="text-align: center;">Printmaking</p> <ul style="list-style-type: none"> • Know printmaking materials. • Know how to use printmaking materials, techniques and processes. • Be able to use printmaking techniques, materials and processes. • Be able to use printmaking equipment safely. 	<p style="text-align: center;">Working with mixed media</p> <ul style="list-style-type: none"> • Identify ideas for a mixed media work. • Identify aims for work in mixed media. • Produce a design for a mixed media piece. • Identify materials and equipment needed to produce a mixed media piece. • Identify key stages of work for a mixed media piece. • Use appropriate materials and techniques to complete mixed media work. • Work safely when working with mixed media. 	<p style="text-align: center;">Working with mixed media</p> <ul style="list-style-type: none"> • Identify ideas for a mixed media work. • Identify aims for work in mixed media. • Produce a design for a mixed media piece. • Identify materials and equipment needed to produce a mixed media piece. • Identify key stages of work for a mixed media piece. • Use appropriate materials and techniques to complete mixed media work. • Work safely when working with mixed media.
Key Assessments	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.
Important literacy and numeracy developed this year	Literacy: Written answers, research skills. Numeracy: Proportion.					
Wider Skills	Creativity, confidence, problem solving, perseverance, focus, non verbal communication, receiving constructive feedback, collaboration, dedication.					
How you can help your child at home	Open the students up to the artistic world around them, visits to galleries, public artworks, when in city centres get them to look above the shop fronts and notice the architecture.					

Subject: ART

“If I could say it in words there would be no reason to paint.” Edward Hopper

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Creative Craft</p> <ul style="list-style-type: none"> Follow safety rules for creative craft activities. Use a range of craft materials and equipment safely. Use different methods to record development of ideas for creative craft activity. 	<p style="text-align: center;">Creative Craft</p> <ul style="list-style-type: none"> Record sources of material used for inspiration. Describe each stage of creative craft activity. Describe the tasks for each stage of creative craft activity. Describe materials and equipment required for creative craft activity. 	<p style="text-align: center;">Creative Craft</p> <ul style="list-style-type: none"> Use a range of materials and equipment for chosen creative craft activities. Use a range of techniques to carry out creative craft activities. Assess own creative craft activity work, describing what went well and areas for development. 	<p style="text-align: center;">Craft Design Project</p> <ul style="list-style-type: none"> Describe sources of material for a craft design project. Collate material and background information to support a craft design project. Identify key stages of work for a craft design project. Produce an organised plan of work for a craft design project, identifying realistic time scales for each stage. 	<p style="text-align: center;">Craft Design Project</p> <ul style="list-style-type: none"> Use a sketchbook or journal to show development of ideas for a craft design project. Describe personal responses to craft design project developments. Use appropriate materials and techniques to complete a craft design project. Complete work in line with action plan Identify any points where the plan is amended. 	<p style="text-align: center;">Craft Design Project</p> <ul style="list-style-type: none"> Assess own craft design work, identifying strengths and areas for development at each stage. Review the quality and effectiveness of the work undertaken to complete the design. Follow health and safety procedures when completing a craft design project.
Key Assessments	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.	Ongoing using tracking sheets.
Important literacy and numeracy developed this year	Literacy: Written answers, research skills Numeracy: Proportion					
Wider Skills	Creativity, confidence, problem solving, perseverance, focus, non verbal communication, receiving constructive feedback, collaboration, dedication.					
How you can help your child at home	Open the students up to the artistic world around them, visits to galleries, public artworks, when in city centres get them to look above the shop fronts and notice the architecture.					

Subject: Computing

“Any sufficiently advanced technology is indistinguishable from magic.” Arthur C. Clarke

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Understanding robotics.</p> <ul style="list-style-type: none"> Defining robotic concepts. Identifying robotic parts and components. Understand visual programming for robots. Investigating locomotion and actuator systems. Develop skills to design a test for a control system. Understand how to create a program for a robot. 	<p>Creating and programming robots.</p> <ul style="list-style-type: none"> Be able to program a robot. Understand logic operators. Assemble a robot. Implement robotic motion and controls. Automate a robot. Understand ethical issues around robots. 	<p>Understand computing terms and computational thinking.</p> <ul style="list-style-type: none"> Define key concepts Understand program description and specification. Recognise the steps involved in creating a program. Outline methods used in computational thinking. Use computational thinking methods. Identify patterns in a way to help design a program. 	<p>Improve coding.</p> <ul style="list-style-type: none"> Understand characteristics of good code. Use arithmetic operators. Correctly use parameters in code. Use comments effectively in programs. Use variables effectively in code. Use input and output from a user in a program. 	<p>Building using code.</p> <ul style="list-style-type: none"> Use logic in programs. Use iteration in programs. Use conditionality in programs. Use procedures and functions in programs. Use events and comments in programs. 	<p>Test, debug and release code.</p> <ul style="list-style-type: none"> Understand the benefits of testing and debugging a program. Understand types of errors. Be able to fix different types of errors. Be able to check a program against a specification and requirements. Describe a completed program. Identify possible enhancements and improvements to a program.
Key Assessments	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked. Assemble a robot.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.
Important literacy and numeracy developed this year	<p>Literacy: Spelling words correctly throughout lessons. Making sure names are capitalised (email). Punctuation is used correctly (email).</p> <p>Numeracy: Basic numeracy used when programming. Geometry when assembling and coding a robot. Understanding graphs and used of operators (+, -, /, *)</p>					
Wider Skills	Understanding of the application of robotics in society. Resilience, application to real life, explaining, communication skills.					
How you can help your child at home	Understanding robotics and programming are important in most aspects of life when using a computer and discussing where these new skills could be applied is a great way to reinforce learning and add to the work in the class.					

Subject: Computing

“Computing is not about computers any more. It is about living.” Nicholas Negroponte

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Understanding Cyber Security.</p> <ul style="list-style-type: none"> Defining specific cybersecurity terms. Identifying skills needed for cybersecurity jobs. Understand different types of online threats. Knowing what malware (malicious software) is and the different types of malware. 	<p style="text-align: center;">Assessing different methods to keep computers safe from cyber-attacks.</p> <ul style="list-style-type: none"> Setup and explain measures to protect users from threats Explain the impacts of cybercrime. 	<p style="text-align: center;">Practical ways to keep computers safe from cyber-criminals.</p> <ul style="list-style-type: none"> Know how information can be stored safely online. Setup computers to keep information safe online. Understand what makes a password secure. Demonstrate methods to keep passwords safe. Understand how payments can be made online securely. Demonstrate how to check for secure payments . 	<p style="text-align: center;">Practical ways to keep humans safe from cyber-criminals.</p> <ul style="list-style-type: none"> Understand a number of security methods that can be used to protect users from cybercrime. Demonstrate security methods to protect users. Setup up computers to protect users from cyber crime. Communicate to users how to keep safe from cyber crime. 	<p style="text-align: center;">Understand the legal aspects for online business to keep data safe from cyber-criminals. GDPR.</p> <ul style="list-style-type: none"> Understand the key concepts of GDPR. Communicate relevant points of GDPR to computer users. Recognise if a policy is compliant with GDPR. Alter a policy to be compliant with GDPR. Understand the purpose of GDPR and the need for it. 	<p style="text-align: center;">Understand the legal aspects for online business to keep data safe from cyber-criminals. Other laws.</p> <ul style="list-style-type: none"> Understand the key concepts of the Computer Misuse Act. Communicate relevant points of Computer Misuse Act to computer users. Recognise if a policy is compliant with the Computer Misuse Act. Alter a policy to be compliant with the Computer Misuse Act. Understand the purpose of the Computer Misuse Act and the need for it.
Key Assessments	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.	Producing and printing worksheets to be marked.
Important literacy and numeracy developed this year	<p>Literacy: Spelling words correctly throughout lessons. Making sure names are capitalised (email). Punctuation is used correctly (email).</p> <p>Numeracy: Basic numeracy used when using Excel. Understanding graphs and used of operators (+, -, /, *)</p>					
Wider Skills						
How you can help your child at home	Cybersecurity is important in most aspects of life when using a computer and discussing how you keep your digital information safe at home and else where is a great way to reinforce learning and add to the work in the class.					

Subject: Childcare Level 1

“Happy times are never ending when we’re playing and pretending” Artofit.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Caring for Young Children</p> <ul style="list-style-type: none"> Know how to wash/bathe babies and children. Know the correct procedures when feeding young children. 	<p>Caring for Young Children</p> <ul style="list-style-type: none"> Know how to dress children appropriately. Know how to respond to a baby/child’s need for sleep and rest. 	<p>Understanding Child development</p> <ul style="list-style-type: none"> Understand the development of children from 0-1 year. Understand the development of children from 1-3 years. 	<p>Understanding child development</p> <ul style="list-style-type: none"> Understand a range of childcare provision. Understand the need for a safe environment. 	<p>Understanding Play</p> <ul style="list-style-type: none"> Understand the role of play in a child’s development. Understand the purpose of play activities for children at different levels of development. 	<p>Understanding Play</p> <ul style="list-style-type: none"> Understand the importance of a plan for play activities. Understand how stereotyping can affect children’s participation in activities.
Key Assessments	<p>Demonstrate the correct procedure when bathing a baby/toddler. Identify products available for personal care of children. Describe the importance of hygiene for specific areas of the body. Use a correct method for sterilising feeding equipment. Use the correct method for preparing a bottle-feed. Use appropriate hygiene and safety procedures when feeding young children. Completion of workbook.</p>	<p>Identify suitable clothing for children for different ages and for different seasons. Demonstrate how to care for these clothes appropriately. Identify when a child/baby requires sleep. Describe the correct method for putting a child/ baby to bed. Collect information showing equipment available for aiding rest and sleep. Completion of workbook.</p>	<p>Produce a chart illustrating the physical development of a baby 0-1 year. Select three toys suitable for a child 0-6 months and suggest how you would use them with a child. Select three toys suitable for a child 6-12 months and suggest how you could use them with a child. Select play materials that will encourage walking, talking, social skills, colour and shape identification and creative skills. Completion of workbook.</p>	<p>Identify and present information on a range of childcare provision such as nannies, childminders, nursery/playgroups, after school clubs. Identify a variety of safety products for children 0-3 years, and say how they contribute to developing a safe environment. Completion of workbook.</p>	<p>Identify the role of play in child development. Give examples of the role of play in individual and group play. Give two play activities which can encourage a child’s development. Give examples of at least two play activities for different stages of child development. Identify the purpose of each activity. Completion of workbook.</p>	<p>Understand the importance of a plan for play activities. Select materials for a play activity and state how these relate to a plan for play activities. Suggest how this activity is inclusive and relates to equal opportunities. Give examples of different stereotypes. Give two examples of activities which can result in stereotypical play. State how these activities may affect children’s participation. Completion of workbook.</p>
Important literacy and numeracy developed this year	<p>Literacy: Command and vocab words specific to topic</p> <p>Numeracy: weighing and measuring baby's bottles and food</p>					
Wider Skills	<p>Students will have the opportunity to visit the primary department to gain understanding of different topics Students will gain experience from outside visitors brining babies into the classroom to enable them to see how to care for them.</p>					
How you can help your child at home	<p>Students will benefit from reading and playing with family members.</p>					

Subject: Childcare Entry level 3

“Happy times are never ending when we’re playing and pretending” Artofit.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Caring for a Child <ul style="list-style-type: none"> Know how to provide physical care for children of different ages. 	Caring for a Child <ul style="list-style-type: none"> Be able to choose appropriate clothing and footwear for children. 	Caring for a Child <ul style="list-style-type: none"> Understand the importance of a child’s daily routine. 	Respecting children as Individuals <ul style="list-style-type: none"> Know why children need to be respected as individuals. Know how adults show respect to children. 	Respecting children as Individuals <ul style="list-style-type: none"> Know ways to empower children to develop as individuals. 	Respecting children as Individuals <ul style="list-style-type: none"> Know how to ensure that children’s rights are respected.
Key Assessments	List some key factors in the physical care of a baby, toddler, pre-school and school- aged child including: • Hair • Skin • Teeth • Feet. Completion of workbook.	Choose appropriate clothing and footwear for children of different ages and for different weather conditions. Completion of workbook.	List key activities in the daily routine of a child of a given age. State how these activities are important for the well-being of the child. Completion of workbook.	State why children need to be respected as individuals. Outline ways that adults show respect to children. Completion of workbook.	Identify ways to empower children. Completion of workbook.	Identify ways to ensure that a child’s rights are respected. Completion of workbook.
Important literacy and numeracy developed this year	Literacy: vocabulary specific to childcare topic Numeracy: weighing and measuring baby's bottles and food					
Wider Skills	Students will have the opportunity to visit the primary department to gain understanding of different topics Students will gain experience from outside visitors brining babies into the classroom to enable them to see how to care for them.					
How you can help your child at home	Students will benefit from reading and playing with family members.					

Subject: Dog Training

*“Learning is not an event. Learning is a process.” Anon “It's not about what it is, it's about what it can become.” Dr Zeus
“Dogs do speak, but only to those who know how to listen.” Orhan Pamuk*

Post 16	Autumn Terms 1 & 2	Spring Terms 1 & 2	Summer Terms 1 & 2
Skills and knowledge	<p>Caring for a Dog</p> <p>Understand how to care for a dog.</p> <ul style="list-style-type: none"> Identify the signs of a dog needing the toilet State why we clean up when a dog has been to the toilet Identify why a dog should be groomed State signs in a dog that suggest it needs medical attention . <p>Be able to care for a dog.</p> <ul style="list-style-type: none"> Identify varieties of food for dogs Identify the components of a balanced diet for dogs Prepare food and water to meet a dog’s daily needs . <p>Be able to safely walk a dog.</p> <ul style="list-style-type: none"> Prepare equipment to be used to walk a dog Demonstrate under supervision how to put walking equipment on a dog Under supervision, walk safely with a dog. <p>Know how to enrich the life of a dog</p> <ul style="list-style-type: none"> Define ways to enrich the life of a dog Use a range of enrichment activities to meet the daily exercise needs of a dog 	<p>Dog Anatomy, Physiology and Behaviour</p> <p>Understand the basic anatomy and physiology of a dog</p> <ul style="list-style-type: none"> Identify the key anatomical structures of a dog Outline the key physiological functions of a dog Outline similarities between different breeds of dogs . <p>Understand basic methods of dog communication</p> <ul style="list-style-type: none"> Identify ways we communicate with dogs Give two examples of dog body language to observe when interacting with dogs Identify an appropriate response to a dog communicating with you <p>Know the legal aspects of owning a dog</p> <ul style="list-style-type: none"> Outline two laws that are relevant to dog owners Outline ways on how to be a responsible dog owner <p>Be able to safely use identification equipment</p> <ul style="list-style-type: none"> Use a microchip scanner to scan a dog or a toy dog for a microchip 	<p>Dog Training Methods</p> <p>Understand basic training techniques.</p> <ul style="list-style-type: none"> Give examples of why training a dog is beneficial for the dog. Give examples of why training a dog is beneficial for the owner. <p>Be able to capture desirable behaviours and reinforce them.</p> <ul style="list-style-type: none"> Use a treat to lure a "sit" Demonstrate "nose touch" to the palm of the hand/to a target stick. Use a treat to lure a "down" with different dogs. Outline the benefits of teaching dogs nose touch. <p>Know that different breeds of dog learn different behaviours more easily because of breed characteristics.</p> <ul style="list-style-type: none"> Outline typical behaviours that some different breeds of dog might learn easily. Outline physical reasons as to why dogs can learn behaviours.
Key Assessments	<ul style="list-style-type: none"> Research different options for feeding a dog. Prepare the equipment and then demonstrate walking a dog. 	<ul style="list-style-type: none"> Research the key anatomical features of a dog. Understand canine body language and respond to examples of body language. Understand and explain the legal aspects of dog ownership. 	<ul style="list-style-type: none"> Research different techniques used to train dogs. Train or elicit a series of behaviours in ready trained dogs. Explain how a behaviour might be trained.
Important literacy and numeracy developed this year	<p>Literacy: Anatomical and physiological terminology. Use of key descriptors “compare”, “describe”, “explain”</p> <p>Numeracy: Use number – training repetitions, measurement – cm, use time – years, hours, minutes – development of dogs and training efforts.</p>		
Wider Skills	<p>Develop sensitivity, responsibility and understanding of temperament and relate those in dogs to those in people.</p>		
How you can help your child at home	<p>https://www.youtube.com/user/kikopup https://www.youtube.com/user/DogsTrust https://www.medicaldetectiondogs.org.uk/ https://www.thekennelclub.org.uk/</p>		

Subject: Dog Training & Husbandry

“Learning is not an event. Learning is a process.” Anon. “It's not about what it is, it's about what it can become” Dr Zeus.

“Dogs do speak, but only to those who know how to listen” Orhan Pamuk

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Enrichment for Dogs</p> <p>Know different forms of enrichment feeding.</p> <ul style="list-style-type: none"> • Give examples of feeding toys. • Give examples of foraging toys. • Give examples of other feeding methods to provide a dog with enrichment. • Outline the benefits to a dog of enrichment feeding. <p>Know that a dog's sense of smell is so much more developed than that of a human.</p> <ul style="list-style-type: none"> • Ask a dog to use their sense of smell to find food/a toy. • State why scent work is a good activity for dogs. • State how we can use a dog's sense of smell to our benefit. <p>Know how dog breed characteristics indicate suitable enrichment activities.</p> <ul style="list-style-type: none"> • Identify two types of enrichment activity. • Outline how enriching a dog's life has positive benefits for its long-term wellbeing. 		<p style="text-align: center;">Canine First Aid</p> <p>Understand the role of caregivers in canine first aid</p> <ul style="list-style-type: none"> • Define the role of the canine first aider and the vet • State how to protect yourself in an emergency • Identify first aid equipment • Give examples of situations that would need you to call a vet • Identify checks and treatment that would be given to a dog by their vet in their annual check-up. <p>Be able to provide treatment to a dog who is bleeding</p> <ul style="list-style-type: none"> • Outline the treatment given to stop bleeding • Prepare first aid equipment required to treat a bleed • Demonstrate under supervision the application of a bandage on a canine manikin • Outline the treatment given to a dog suffering from shock <p>Understand what treatment is given to a dog that is choking</p> <ul style="list-style-type: none"> • Give examples of items that can cause different sized dogs to choke • Define the treatment given to a dog that is choking <p>Understand what treatment is given to a dog that is drowning.</p> <p>Be able to provide treatment to a dog with bone, muscle or joint injuries</p> <ul style="list-style-type: none"> • Demonstrate how to immobilise damaged limbs using a canine manikin • Demonstrate under supervision the application of a compression bandage on a limb of a canine manikin <p>Understand what treatment is given to a dog that has been poisoned, or stung</p> <ul style="list-style-type: none"> • Identify the foods, cleaning substances, medicines and other poisons in the home that can be harmful to dogs • Define what treatment is given to a dog that has been poisoned or stung <p>Understand what treatment is given to a dog with a temperature injury</p> <ul style="list-style-type: none"> • Give examples of how to avoid and treat heat injuries • Give examples of how to avoid and treat cold injuries 		<p style="text-align: center;">Dog Sports</p> <p>Know that being physically active is good for dogs</p> <ul style="list-style-type: none"> • Identify the benefits of regular exercise for dogs • Give examples of the benefits that taking part in sports with a dog has on the physical and emotional wellbeing of the owner and the dog • Identify how participating in sports builds the relationship between both the owner and the dog. <p>Be able to participate in a sport that is suitable for a dog they are working with</p> <ul style="list-style-type: none"> • Identify how sport benefits the dog as an enrichment activity • Give examples of dog sports and state the different rules • Identify suitable breeds of dog for specific canine sports • Demonstrate with a dog trained in the chosen sport to perform 3 simple skills. 	
Key Assessments	Research, use and make enrichment toys for dogs. Research and describe how a dog's sense of smell can be useful to us.		Demonstrate appropriate actions during first aid role play. Produce posters and info leaflets giving advice on first aid to dog owners.		Take part in dog sports with suitably experienced dogs.	
Important literacy and numeracy developed this year	<p>Literacy: Anatomical and first aid terminology. Use of key descriptors “compare”, “describe”, “explain”</p> <p>Numeracy: Use of numbers such as training repetitions. Measurements: cm; use time – years, hours, minutes – development of dogs and training efforts.</p>					
Wider Skills	Develop sensitivity, responsibility and understanding of temperament and relate those in dogs to those in people.					
How you can help your child at home	https://www.youtube.com/user/kikopup https://www.youtube.com/user/DogsTrust https://www.medicaldetectiondogs.org.uk/ https://www.thekennelclub.org.uk/					

Subject: Horticulture

“A garden is a grand teacher. It teaches patience and careful watchfulness; it teaches industry and thrift; above all it teaches entire trust.” Gertrude Jekyll

Post 16	Autumn Terms 1 & 2	Spring Terms 1 & 2	Summer Terms 1 & 2
Skills and knowledge	<p>Organic Market Gardening Autumn / Winter</p> <p>Be able to propagate from seed.</p> <ul style="list-style-type: none"> • Sow late crops in beds or greenhouse • Sow green manures and/or cover crops. <p>Be able to harvest a crop.</p> <ul style="list-style-type: none"> • Harvest main crop of field vegetables • Harvest top fruit • Harvest fresh produce as required <p>Be able to carry out the distribution and storage of root crops and fruit.</p> <ul style="list-style-type: none"> • Store root crops and fruit appropriately • Deliver produce to appropriate distribution outlet or kitchen. <p>Be able to clear land and greenhouses.</p> <ul style="list-style-type: none"> • Clear beds • Cultivate soil. <p>Be able to work with tools and machinery.</p> <ul style="list-style-type: none"> • Identify hand tools and use them appropriately • Recognise some machine tools and use them when appropriate. <p>Be able to prepare compost.</p> <ul style="list-style-type: none"> • Build compost heaps • Turn compost when appropriate. <p>With guidance undertake garden maintenance and development tasks.</p> <p>Follow health and safety requirements when working in an organic garden</p>	<p>Organic Market Gardening Winter / Spring</p> <p>Be able to make preparations for propagation.</p> <ul style="list-style-type: none"> • Preparing ground for growing • Preparing propagation materials. <p>Be able to propagate from seed.</p> <p>Be able to develop an orchard.</p> <ul style="list-style-type: none"> • Planting trees • Pruning of fruit trees and bushes • Manuring <p>Be able to develop and maintain a garden.</p> <ul style="list-style-type: none"> • Maintain path and beds • Laying of paths • Building and/or using cold frames • Build or maintain gates, fences etc as required • Planting, pruning and/or trimming as required. <p>Be able to work with tools and machinery.</p> <ul style="list-style-type: none"> • Identify hand tools and use them appropriately • Recognise some machine tools and use them when appropriate. <p>Be able to prepare compost.</p> <p>Be able to follow health and safety procedures when working in an organic garden.</p>	<p>Organic Market Gardening Spring / Summer</p> <p>Be able to work on soil cultivation tasks.</p> <ul style="list-style-type: none"> • Prepare soil for planting. • Use appropriate tools for weed control, aerating or stimulating soil life. <p>Be able to work on vegetable cultivation tasks.</p> <ul style="list-style-type: none"> • Propagate from seed • Sow into beds • Transplant • Harvesting. <p>Be able to undertake tasks in a greenhouse or polytunnel.</p> <p>Be able to prepare compost.</p> <p>Be able to work with tools and machinery.</p> <ul style="list-style-type: none"> • Use hand tools when appropriate • Use machine tools when appropriate <p>Be able to follow health and safety requirements when working in an organic market garden.</p>
Key Assessments	Make a photographic and descriptive record of all tool care tasks completed.	Make a photographic and descriptive record of all gardening tasks completed.	Make a photographic and descriptive record of all gardening tasks completed.
Important literacy and numeracy developed this year	<p>Literacy: Key vocabulary and terminology defined and used in their garden record.</p> <p>Numeracy: Use number – seed counting / sowing, measurement – cm, use time – years, hours, minutes.</p>		
Wider Skills	Develop sensitivity, responsibility and teamwork.		
How you can help your child at home	https://www.gardenersworld.com/		

Subject: Horticulture

“A garden is a grand teacher. It teaches patience and careful watchfulness; it teaches industry and thrift; above all it teaches entire trust” Gertrude Jekyll

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and skills	<p style="text-align: center;">Tool Use</p> <p>Know tools and equipment suitable for an agreed activity.</p> <ul style="list-style-type: none"> Identify tools and equipment suitable for an agreed activity. State the purpose of tools and equipment for an agreed activity. <p>Be able to use tools and equipment for an agreed activity.</p> <ul style="list-style-type: none"> Use suitable tools and equipment for an agreed activity. Identify and follow safety precautions associated with the tools and equipment used for an activity <p>Know how to care for and maintain a range of tools and equipment.</p> <ul style="list-style-type: none"> Outline the care and maintenance needed for the tools used for an agreed activity. <p>Be able to care for and maintain a range of tools and equipment.</p> <ul style="list-style-type: none"> Carry out care and maintenance of tools and equipment required for an agreed activity. Follow safety precautions relevant to the care and maintenance of tools for an agreed activity. <p>Be able to store a range of tools and equipment.</p> <p>Be able to prepare a medium for seed germination and plant growth.</p> <ul style="list-style-type: none"> Make safe and store tools and equipment safely. Clean and tidy the work area. . 		<p style="text-align: center;">Horticulture</p> <p>Know the main parts of a plant.</p> <ul style="list-style-type: none"> Identify a root, stem and leaf, and, in season, a flower or fruit and seed. <p>Be able to care for a plant to improve growth.</p> <ul style="list-style-type: none"> Perform elements of plant growth and care: <ul style="list-style-type: none"> seed collecting seed sowing pricking or planting out harvesting. <p>Know a range of vegetables produced in the market garden.</p> <ul style="list-style-type: none"> Identify three or more different vegetables or salad plants grown in the market garden. <p>Know a small variety of weeds growing in the market garden.</p> <ul style="list-style-type: none"> Identify three or more types of weeds in the market garden. <p>Be able to weed a market garden.</p> <ul style="list-style-type: none"> Remove three or more types of weeds in the market garden on several occasions. <p>Be able to follow health and safety procedures relating to a horticultural setting.</p> <ul style="list-style-type: none"> Work to appropriate health and safety standards in a horticultural setting. 			
Key Assessments	Make a photographic and descriptive record of all tool care tasks completed.		Make a photographic and descriptive record of all gardening tasks completed.			
Important literacy and numeracy developed this year	<p>Literacy: Key vocabulary and terminology defined and used in their garden record.</p> <p>Numeracy: Use number – seed counting / sowing, measurement – cm, use time – years, hours, minutes.</p>					
Wider Skills	Develop sensitivity, responsibility and team work. Learn safe working practice outside.					
How you can help your child at home	https://www.gardenersworld.com/					

Subject: Hospitality

“ A party without cake is just a meeting”

Post 16	Autumn Terms 1 & 2	Spring Term 1	Spring Term 2	Summer Terms 1 & 2
Knowledge and Skills	<p>Prepare and Cook food by Baking, Roasting and Grilling .</p> <ul style="list-style-type: none"> • Check that food items for baking are of the correct type, quantity and quality • Select appropriate equipment for preparing and baking foods • Prepare and cook food items according to dish specifications, monitoring quality at all stages • Demonstrate control of time and temperature throughout preparation, cooking and serving • Finish and present the product in line with dish and customer requirements • Work in a safe and hygienic manner 	<p>Prepare and Cook food by Baking, Roasting and Grilling.</p> <ul style="list-style-type: none"> • Check that food items for baking are of the correct type, quantity and quality • Select appropriate equipment for preparing and baking foods • Prepare and cook food items according to dish specifications, monitoring quality at all stages • Demonstrate control of time and temperature throughout preparation, cooking and serving • Finish and present the product in line with dish and customer requirements • Work in a safe and hygienic manner 	<p>Food hygiene & storage.</p> <ul style="list-style-type: none"> • Why it is important to maintain good practice when handling food • Hazards related to food safety. • Appropriate actions for dealing with hazards • Why it is important to store and dispose of waste safely • How to dispose of food safely 	<p>Food hygiene & storage.</p> <ul style="list-style-type: none"> • Why it is important to maintain good practice when handling food • Hazards related to food safety. • Appropriate actions for dealing with hazards • Why it is important to store and dispose of waste safely • How to dispose of food safely
Key Assessments	<ul style="list-style-type: none"> • The learner will understand the fundamental skills of baking, roasting and grilling a selection of food items. • They will carry out baking , roasting & grilling a selection of foods. • Will follow a recipe & use appropriate methods to prepare dishes. • Comment on finished products. Identify ways of improving finished products. • Follow health & safety principles when working. Work safely and appropriately in a kitchen environment. 	<ul style="list-style-type: none"> • The learner will understand the fundamental skills of baking, roasting and grilling a selection of food items. • They will carry out baking, roasting & grilling a selection of foods. • Will follow a recipe & use appropriate methods to prepare dishes. • Comment on finished products. Identify ways of improving finished products. • Follow health & safety principles when working. Work safely and appropriately in a kitchen environment. 	<ul style="list-style-type: none"> • Learners should outline why it is important to maintain good practice when handling food. • Learners should identify a minimum of three hazards related to food safety. • Learners should outline the appropriate actions for dealing with a minimum of three hazards • Learners should identify why it is important to store and dispose of waste safely. • Learners should identify how to dispose of food safely. 	<ul style="list-style-type: none"> • Learners should outline why it is important to maintain good practice when handling food. • Learners should identify a minimum of three hazards related to food safety. • Learners should outline the appropriate actions for dealing with a minimum of three hazards • Learners should identify why it is important to store and dispose of waste safely. • Learners should identify how to dispose of food safely.
Important literacy and numeracy developed this year	<p>Literacy: Command words specific to unit. Be able to follow and understand instructions in a recipe.</p> <p>Numeracy: Be able to weigh and measure ingredients</p>			
Wider Skills	To be able to use skills at home and prepare food independently.			
How you can help your child at home	Encourage them to help prepare and cook dishes at home.			

Subject: Hospitality

“It's everything in balance and moderation” James Martin

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Baking bread</p> <ul style="list-style-type: none"> Know how to make bread with and without yeast State the role of yeast in breadmaking. Know the equipment used in bread making. Understand the kneading and proving processes in bread making Be able to make bread with and without yeast. Be able to follow principles of health and safety when preparing food Be able to review own work. 	<p>Making biscuits</p> <ul style="list-style-type: none"> Know the ingredients and equipment needed to make biscuits. Identify different methods for making biscuits Be able to use a recipe to make biscuits Be able to make a selection of biscuits Be able to follow the principles of health and safety when preparing food. 	<p>Introduction to food types</p> <ul style="list-style-type: none"> To know the main types of food stuff. Know where to obtain main types of foodstuff and the benefits of different suppliers. Know about food labelling. Know how to store the main food stuffs. 	<p>Introduction to food types</p> <ul style="list-style-type: none"> To know the main types of food stuff. Know where to obtain main types of foodstuffs and the benefits of different suppliers. Know about food labelling. Know how to store the main food stuff. 	<p>Health & safety in a practical environment</p> <ul style="list-style-type: none"> Know relevant health and safety requirements, procedures and equipment in a practical work environment. Be able to manage risk in a practical work environment, by following safe working practices. 	<p>Health & safety in a practical environment</p> <ul style="list-style-type: none"> Know relevant health and safety requirements, procedures and equipment in a practical work environment. Be able to manage risk in a practical work environment, by following safe working practices.
Key Assessments	<p>Identify three different recipes to make bread with and without yeast. Explain what yeast does in bread making and how to prepare it. Identify the different pieces of equipment used in bread making.</p> <p>Explain the purpose of kneading and proving in the bread making process.</p> <p>Make bread with and without yeast.</p> <p>Follow health and safety principles when working in a kitchen environment. Work safely and appropriately in a kitchen environment.</p> <p>Comment on finished products. Identify ways of improving finished products.</p>	<p>Identify ingredients for different types of biscuits. Research biscuit recipes and ingredients.</p> <p>Explain two different methods for making biscuits</p> <p>Adapt basic biscuit recipes to meet requirements. Weigh ingredients for required biscuits</p> <p>Use appropriate methods to combine ingredients for biscuits, using different methods.</p> <p>Follow health & safety principles when working. Work safely and appropriately in a kitchen environment.</p>	<p>Identify the main types of food stuff. To know the different locations where the main foodstuffs can be obtained.</p> <p>Be able to identify benefits of using different suppliers depending on the circumstances.</p> <p>To know the purpose of best before labels. To know what use by date means on foodstuff.</p> <p>Understand how stock rotation contributes to safe storage of food stuffs. To know safe and hygienic methods of storage for each main foodstuff group.</p>	<p>Identify the main types of food stuff. To know the different locations where the main foodstuffs can be obtained.</p> <p>Be able to identify benefits of using different suppliers depending on the circumstances.</p> <p>To know the purpose of best before labels. To know what use by date means on foodstuff.</p> <p>Understand how stock rotation contributes to safe storage of food stuffs. To know safe and hygienic methods of storage for each main foodstuff group.</p>	<p>To understand the purpose of relevant health and safety requirements in a practical environment.</p> <p>To know the correct procedures for reporting accidents and potential hazards in a work environment.</p> <p>To explain the correct response to emergency situations in a practical environment.</p> <p>To know the location of emergency equipment. For example fire alarm, first aid box.</p> <p>Identify potential risks in a practical work environment. Know the purpose of using safety equipment/ clothing.</p> <p>Follow health and safety procedures in a practical work environment</p>	<p>To understand the purpose of relevant health and safety requirements in a practical environment.</p> <p>To know the correct procedures for reporting accidents and potential hazards in a work environment.</p> <p>To explain the correct response to emergency situations in a practical environment.</p> <p>To know the location of emergency equipment . For example fire alarm, first aid box.</p> <p>Identify potential risks in a practical work environment. Know the purpose of using safety equipment/ clothing.</p> <p>Follow health and safety procedures in a practical work environment</p>
Important literacy and numeracy developed this year	<p>Literacy: Command words specific to unit. Be able to follow and understand instructions in a recipe.</p> <p>Numeracy: Be able to weigh and measure ingredients</p>					
Wider Skills	To be able to use skills at home and prepare food independently.					
How you can help your child at home	Encourage them to help prepare and cook dishes at home.					

Subject: Home Maintenance

“Scientists investigate that which already is; engineers create that which has never been.” Albert Einstein

Post 16	Autumn Term	Spring Term	Summer Term
Knowledge and Skills	<p style="text-align: center;">Wiring Electrical Circuits and Components</p> <ul style="list-style-type: none"> • Prepare the work area for wiring electric circuits. • Verify components are appropriate for the task. • Confirm that tools are safe to use. • Confirm that components are safe to use. • List safety procedures. • Use appropriate tools to wire electric components. • Confirm accuracy of completed work. 	<p style="text-align: center;">Drilling Tool Skills</p> <ul style="list-style-type: none"> • Identify the details of the task • Prepare the work area ready for drilling components • Verify that raw materials are correct • Confirm that tools are safe to use . • Set up drilling tools. • Use appropriate drilling tools to carry out given tasks • Confirm accuracy of completed work . <p style="text-align: center;">Checking and Maintaining Car Wheels and Tyres</p> <ul style="list-style-type: none"> • Select and safely use engine oil, brake and clutch fluid, water, screen wash, cloths or paper towels for tasks. • Open bonnet, check engine temperature for safe operational maintenance. • Locate engine oil dip stick, oil filter cap, brake fluid reservoir, clutch fluid reservoir, coolant expansion tank, screen wash fluid containers and their level indicators. • Check all fluid levels are topped up to correct level relevant to fluid, following manufacturer’s instructions 	<p style="text-align: center;">Repair a Cycle Puncture</p> <ul style="list-style-type: none"> • Use appropriate Personal Protective Equipment and safety methods when repairing a puncture on a rear wheel • Demonstrate Health and Safety workplace procedures • Apply workplace procedures for handling, disposal and recycling of used and waste materials • Work minimising the risk of damage • Ensure that records for cycles, wheels, tyres and inner tubes are accurate • Follow correct technical data for puncture repair • The major components • About common sizes and types of wheel, tyres, inner tubes, valves, repair patches • The function of wheels, tyres, inner tubes, fasteners, repair patches, valves • Causes of punctures • Identify required tools and equipment • Repair a puncture on a cycle wheel • Locate the puncture • Identify the cause of the puncture • Undo and tighten fasteners associated with the repair of a puncture on a cycle wheel correctly
Key Assessments	Wiring Electrical Circuits and Components	<ul style="list-style-type: none"> • Drilling Tool Skills • Checking and Maintaining Car Wheels and Tyres 	Repair a Cycle Puncture
Important literacy and numeracy developed this year	<p>Literacy: Literacy elements mainly through spelling of keywords as minimal structured writing or analysis skills required.</p> <p>Numeracy: Mainly focused on application of number and measurement and accuracy in practical activities.</p>		
Wider Skills	<p>Units will provide students with skills that will prepare them for the world of work in a variety of contexts in relation to health and safety and constructing simple electronics circuits. Students will develop skills and knowledge of using industrial tools (Pillar drill) and consider their own and others safety around machines. Student will develop key skills that will support them with owning a wheeled vehicle, delivered through AIM “Suite of Skills for Working in Engineering and Manufacturing Industries Qualifications”</p>		
How you can help your child at home	<p>Discuss their learning with them and provide them with opportunities to be inquisitive with tyres on a car and bicycle if you have one and how to check them (please do not expect them to be able to work on the car in any way!) You tube provides a number of good demonstrational videos for checking tyres and faults with tyres for both cars and bicycles. Encourage them to think safely with electronic devices.</p>		

Subject: Home Maintenance

“Science can amuse and fascinate us all, but it is engineering that changes the world.” Isaac Asimov

Post 16	Autumn Term	Spring Term	Summer Term
Knowledge and Skills	<p style="text-align: center;">Know How to Produce Basic Woodworking Joints</p> <ul style="list-style-type: none"> • State the uses of a range of woodworking hand tools used to produce basic woodworking joints. • State the methods of holding and supporting the work. • State how to identify faults to woodworking hand tools. • State the methods for timber conversion of materials. • State the methods of seasoning materials. • State the importance of storing materials correctly and securely. • Describe the necessity of using the correct materials for the work. • State the properties of a range of different woods. • State why working drawings are important when marking out. • List the tools used to mark out timber to produce woodworking joints. • State the different checks that can be used to ensure the accuracy of marking out tools. • List a range of different woodworking joints. • State a range of different uses for woodworking joints. • State the properties of a range of adhesives used when forming basic woodworking joints. • List the common defects found in timber. 	<p style="text-align: center;">Carpentry Hand Skills</p> <ul style="list-style-type: none"> • Identify six basic hand tools used in carpentry. • State the use of six basic carpentry hand tools. • Check the condition of tools before use. • Demonstrate how to use face and edge marks. • State why face and edge marks are used in carpentry. • Mark timber square. • Saw timber square to a line. • Mark to a given angle. • Saw timber square to a given angle. • Select a plane for a given task. • Set a plane for use. • Plane timber flat. • Mark out timber working from the face and edge. • Saw down to the required depth. • Remove waste timber with a chisel. 	<p style="text-align: center;">Checking and Maintaining Fluid Levels on a Car</p> <ul style="list-style-type: none"> • Select and safely use engine oil, brake and clutch fluid, water, screen wash, cloths or paper towels for tasks. • Open bonnet, check engine temperature for safe operational maintenance. • Locate engine oil dip stick, oil filter cap, brake fluid reservoir, clutch fluid reservoir, coolant expansion tank, screen wash fluid containers and their level indicators. • Check all fluid levels are topped up to correct level relevant to fluid, following manufacturer’s instructions
Key Assessments	1 Unit 3 Credits	1 Unit 3 Credits	1 Unit 1 Credit
Important literacy and numeracy developed this year	<p>Literacy: Literacy elements mainly through spelling of keywords as minimal structured writing or analysis skills required.</p> <p>Numeracy: Mainly focused on application of number and measurement and accuracy in practical activities.</p>		
Wider Skills	Units will provide students with skills that will prepare them for the world of work in a variety of contexts in relation to health and safety and simple carpentry applications as well as develop key skills that will support them with owning a vehicle		
How you can help your child at home	Discuss their learning with them and provide them with opportunities to be inquisitive with controls in a car if you have one and how it works (please do not expect them to be able to work on the car in any way!) You tube provides a number of good demonstrational videos for car maintenance and how cars work.		

Subject: Science

*“We live in a society exquisitely dependent on science and technology,
in which hardly anyone knows anything about science and technology.” Carl Sagan*
“Science is magic that works.” Kurt Vonnegut

Post 16	Autumn Terms 1 & 2	Spring Term 1	Spring Term 2	Summer Terms 1 & 2
Skills and knowledge	<p>Forensic Science</p> <p>Be able to use chromatography techniques.</p> <ul style="list-style-type: none"> Use chromatography techniques to separate soluble ink. Identify differences between chromatograms produced from two different inks. <p>Be able to classify fingerprints.</p> <ul style="list-style-type: none"> Identify fingerprint types. Classify fingerprint samples. <p>Be able to identify different fibres.</p> <ul style="list-style-type: none"> Use a microscope and problem-solving skills to identify samples of fibres. <p>Know about steganography.</p> <ul style="list-style-type: none"> Give an example of a method that could be used to send covert messages. <p>Know how graphology can be used in forensic science.</p> <ul style="list-style-type: none"> Identify characteristics used to analyse an individual’s handwriting. <p>Be able to use food test procedures.</p>	<p>Forensic Science</p> <p>Be able to use chromatography techniques.</p> <ul style="list-style-type: none"> Use chromatography techniques to separate soluble ink. Identify differences between chromatograms produced from two different inks. <p>Be able to classify fingerprints.</p> <ul style="list-style-type: none"> Identify fingerprint types. Classify fingerprint samples. <p>Be able to identify different fibres.</p> <ul style="list-style-type: none"> Use a microscope and problem-solving skills to identify samples of fibres. <p>Know about steganography.</p> <ul style="list-style-type: none"> Give an example of a method that could be used to send covert messages. <p>Know how graphology can be used in forensic science.</p> <ul style="list-style-type: none"> Identify characteristics used to analyse an individual’s handwriting. <p>Be able to use food test procedures.</p>	<p>Science and Food</p> <p>Understand how the senses can play a part in eating.</p> <ul style="list-style-type: none"> Outline an experiment to test the importance of smell when eating. Identify the different parts of the tongue responsible for different tastes. <p>Understand how food is digested.</p> <ul style="list-style-type: none"> Outline the function of the main digestive organs. <p>Know the role that microorganisms can play in food production.</p> <ul style="list-style-type: none"> Outline the role of yeast in the making of bread and wine. Identify the best type of milk to make yoghurt and cheese. <p>Understand the importance of food hygiene.</p> <ul style="list-style-type: none"> Outline the importance of food hygiene. 	<p>Science and Food</p> <p>Understand how the senses can play a part in eating.</p> <ul style="list-style-type: none"> Outline an experiment to test the importance of smell when eating. Identify the different parts of the tongue responsible for different tastes. <p>Understand how food is digested.</p> <ul style="list-style-type: none"> Outline the function of the main digestive organs. <p>Know the role that microorganisms can play in food production.</p> <ul style="list-style-type: none"> Outline the role of yeast in the making of bread and wine. Identify the best type of milk to make yoghurt and cheese. <p>Understand the importance of food hygiene.</p> <ul style="list-style-type: none"> Outline the importance of food hygiene.
Key Assessments	<ul style="list-style-type: none"> Practical Chromatography writeup. Booklet work. 	<ul style="list-style-type: none"> Practical Chromatography writeup. Booklet work. 	<ul style="list-style-type: none"> Yeast and Fermentation practical writeup. Booklet work. 	<ul style="list-style-type: none"> Yeast and Fermentation practical writeup. Booklet work.
Important literacy and numeracy developed this year	<p>Literacy: Scientific terminology.</p> <p>Numeracy: Weighing, measuring, understanding of time.</p>			
Wider Skills	Understanding of the application of science in society.			
How you can help your child at home	Home Science Museum , Thinktank Birmingham Museums , Home Natural History Museum (nhm.ac.uk)			

Subject: Sport and Active Leisure Course

“Sport is an important thing in our life. With sport and physical activity we can live a healthy life and we can feel the happiness”

Post 16	Autumn Terms 1 & 2	Spring Term 1	Spring Term 2	Summer Terms 1 & 2
Skills and knowledge	<p>Taking part in fitness and exercise activities</p> <ul style="list-style-type: none"> Learners will know where to access exercise and fitness facilities and be able to take part in exercise and fitness safely. Learners will develop an understanding of being able to access exercise and fitness facilities and take part in a range of different exercise and fitness activities safely. 	<p>Taking part in fitness and exercise activities</p> <ul style="list-style-type: none"> Learners will know where to access exercise and fitness facilities and be able to take part in exercise and fitness safely. Learners will develop an understanding of being able to access exercise and fitness facilities and take part in a range of different exercise and fitness activities safely. 	<p>Taking part in sport</p> <ul style="list-style-type: none"> Learners will know about a sporting activity and be able to participate in a sporting activity Learners will develop knowledge and understanding within a basketball context Shooting Passing Rebounding Dribbling Lay-ups Attacking Defending 	<p>Taking part in sport</p> <ul style="list-style-type: none"> Learners will know about a sporting activity and be able to participate in a sporting activity Learners will develop knowledge and understanding within a basketball context Shooting Passing Rebounding Dribbling Lay-ups Attacking Defending
Key Assessments	<ul style="list-style-type: none"> List the main benefits of being actively involved in a sport. Select a sport suitable to their particular needs. List the health and safety considerations for chosen sport. List the essential rules of chosen sport. Outline suitable activities for warming up for chosen sport. Be able to participate in a sporting activity. Take part in chosen warm up activities. Take part in the chosen sporting activity over a period of time. 	<ul style="list-style-type: none"> List the main benefits of being actively involved in a sport. Select a sport suitable to their particular needs. List the health and safety considerations for chosen sport. List the essential rules of chosen sport. Outline suitable activities for warming up for chosen sport. Be able to participate in a sporting activity. Take part in chosen warm up activities. Take part in the chosen sporting activity over a period of time. 	<ul style="list-style-type: none"> Identify different exercise and fitness facilities. Outline different exercise and fitness activities safely. Outline an induction process for an exercise and fitness activity. Identify warm up and cool down activities. Demonstrate the following work skills by participating in exercise and fitness activities: <ul style="list-style-type: none"> time management skills appropriate dress for an activity following instructions provided by the activity leader following health and safety guidelines before, during and after activities 	<ul style="list-style-type: none"> Identify different exercise and fitness facilities. Outline different exercise and fitness activities safely. Outline an induction process for an exercise and fitness activity. Identify warm up and cool down activities. Demonstrate the following work skills by participating in exercise and fitness activities: <ul style="list-style-type: none"> time management skills appropriate dress for an activity following instructions provided by the activity leader following health and safety guidelines before, during and after activities
Important literacy and numeracy developed this year	<p>Literacy: students to develop activity related literacy throughout the year including key words such as passing, shooting, rebounding, dribbling. Students will also develop research skills and being able to identify different bits of information required to complete different assessment criteria.</p> <p>Numeracy: Students to develop understanding of counting, scoring and creating lists.</p>			
Wider Skills	<p>Pupils will have a context and an appreciation of the various sporting events that have shaped modern Britain and the world. They will learn the importance of different perspectives and viewpoints with regards to sport and physical activity.</p>			
How you can help your child at home	<p>Encourage your child to undertake sport and physical activity outside of school. Look at joining different sports clubs in your local area. Access internet, including YouTube to take part in different activities (Yoga, Pilates, Home workout's). Encourage healthy eating, and active lifestyle.</p>			

Subject: Physical Education Core

“Don’t be afraid of failure. It is the way we succeed.” LeBron James

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Recreational PE, Team Games or Swimming</p> <ul style="list-style-type: none"> • Shooting (BEEF, set shot, lay-up, jump shot) • Rebounding, • Triple Threat position, • Passing (Chest, bounce and shoulder) • Dribbling • Developing tactics including attacking and defensive strategies • Counting points, scores and times • Swimming • Front crawl • Back stroke • Breaststroke • BLABT(Body position, Leg action, Arm action, Breathing, Timing) • Push and gliding • Developing speed • Pacing <p>Students to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Students also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p>	<p style="text-align: center;">Recreational PE, Team Games or Swimming</p> <ul style="list-style-type: none"> • Tuck • Pike, • Straddle • Seat Landing, • Straight jumping • Twisting, • Swivel hips, • Front landing, • Seat landing • Forehand, • Backhand • Serve • Top-spin and back-spin • Counting points, scores and times • Swimming • Front crawl • Back stroke • Breaststroke • BLABT (Body position, Leg action, Arm action, Breathing, Timing) • Push and gliding • Speed • Pacing <p>Students to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Students also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p>	<p style="text-align: center;">Recreational PE, Boxercise/Fitness or Swimming</p> <ul style="list-style-type: none"> • Tuck, • Pike, • Straddle, • Seat Landing, • Straight jumping • Twisting • Swivel hips • Front landing • Seat landing • Forehand • Backhand • Serve • Top-spin and back-spin. • Swimming • Front crawl • Back stroke • Breaststroke • BLABT (Body position, Leg action, Arm action, Breathing, Timing) • Push and gliding, • Speed • Pacing <p>Students to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Students also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p>	<p style="text-align: center;">Recreational PE, Individual Games/Swimming</p> <ul style="list-style-type: none"> • Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing • Forehand, backhand, serve, top-spin and back-spin • Shooting (BEEF) Balance. Eyes. Elbow. Follow-Through., set shot, lay-up, jump shot) • Rebounding, Triple Threat position, • Passing (Chest, bounce and shoulder) • Dribbling • Developing tactics including attacking and defensive strategies <p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> • Front crawl • Back stroke • Breaststroke • BLABT (Body position, Leg action, Arm action, , push and gliding • Speed • Pacing <p>Students to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Students also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p>	<p style="text-align: center;">Recreational PE Leisure Activities(off-site) or Swimming</p> <ul style="list-style-type: none"> • Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing • Forehand, backhand, serve, top-spin and back-spin • Shooting - BEEF (Balance. Eyes. Elbow. Follow-Through.) set shot, lay-up, jump shot) • Rebounding, Triple Threat position, • Passing (Chest, bounce and shoulder) • Dribbling • Developing tactics including attacking and defensive strategies <p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> • Front crawl • Back stroke • Breaststroke • BLABT • Push and gliding • Speed • Pacing <p>Students to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <ul style="list-style-type: none"> • Students also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities. 	<p style="text-align: center;">Recreational PE Leisure activities(off-site) or Swimming</p> <ul style="list-style-type: none"> • Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, • Skills related fitness – agility, balance, co-ordination, speed, power and reaction time • Counting points, scores and times • Teamwork, verbal communication, non-verbal communication • Feedback, non verbal feedback, self assessment • Counting points, scores and times • Swimming - front crawl, back stroke, breaststroke, BLABT(Body position, Leg action, Arm action, , push and gliding. speed, pacing, <p>Students to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <ul style="list-style-type: none"> • Students also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.
Key Assessments	Students will be given the opportunity to undertake different AQA unit awards in swimming . Units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2 .	Students will be given the opportunity to undertake different AQA unit awards in swimming . Units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2 .	Students will be given the opportunity to undertake different AQA unit awards in swimming. Units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Students will be given the opportunity to undertake different AQA unit awards in swimming . Units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Students will be given the opportunity to undertake different AQA unit awards in swimming . Units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Students will be given the opportunity to undertake different AQA unit awards in swimming. Units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.
Important literacy and numeracy developed this year	<p>Literacy: Students will developing understanding activity and sport related language throughout the year.</p> <p>Numeracy: Students will develop an understanding of how to count points, scores and times in a wide range of activities throughout the year.</p>					
Wider Skills	Students will have the opportunity to develop a wide range of skills including communication skills, team-work skills and leadership skills .					
How you can help your child at home	Encourage Students to attend extra-curricular clubs in the local community. YouTube – (PE with Joe Wicks) Netflix https://netflexkids.com/					

Subject: Work Experience

'The only sources of knowledge is experience' Albert Einstein

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Introduction to work experience in school or external.</p> <ul style="list-style-type: none"> To provide understanding to the world of work Researching companies and areas of interest Planning Independent travel training Introduction to potential work placement Informal interview To provide links between school and the local community 	<p>Develop new skills. Business etiquette.</p> <ul style="list-style-type: none"> To develop and practice new skills and employability Business etiquette Socialising Reliability and time keeping To be Independent and think for yourselves Use relevant skills and follow procedures Take responsibility for completing tasks and procedures subject to direction or guidance as needed 	<p>Team work. Communication.</p> <ul style="list-style-type: none"> Team work Good communication Socialising and maintaining good relationships with peers Determination, to face challenges and any hurdles Complete well defined routine tasks independently 	<p>Problem solving. Decision making.</p> <ul style="list-style-type: none"> Problem solving Decision making Meeting deadlines Coping skills, learning through mistakes Adaptability Complete well defined and routine tasks independently 	<p>Self confidence. Self esteem.</p> <ul style="list-style-type: none"> Self confidence and self esteem Maturity Organisational skills To be Independent and, think for yourselves. Complete well defined and routine tasks independently 	<p>Independence. Using initiative.</p> <ul style="list-style-type: none"> To be independent and use own initiative Transferable skills that potential employers are looking for Net working To gain employer references and interview experience Work experience to add to college application forms, CV and job application forms Decision making and choices for the future <p>Work experience week for whole of year 12 in July.</p> <p>Tuesday work experience placement every week.</p>
Key Assessments	<p>Visit and check suitability of placement for student. A short job description, risk assessment and health and safety policy.</p>	<p>Make contact with employer. Check in with student regularly to see how they are getting on.</p>	<p>Visit student at placement and observe practical on the job skills. To discuss with employer and student and set new targets and tasks.</p> <p>Take photographs.</p>	<p>Make contact with employer. Check in with student regularly to see how they are getting on.</p>	<p>Visit student at placement and assess development and reflect on efforts, achievements and competency's.</p> <p>Take photographs.</p>	<p>Visit student at placement Look to secure placement for next year Talk about skills developed and how they can relate to chosen career</p>
Important literacy and numeracy developed this year	<p>Literacy: listening, speaking, reading and writing.</p> <p>Numeracy: budgeting, basic knowledge of numbers, reading travel timetables.</p>					
Wider Skills	<p>Students to gain an understanding of the working environment and what employers want.</p>					
How you can help your child at home	<p>Please visit the following websites for more information</p> <p>https://www.myworldofwork.co.uk</p> <p>https://www.prospects.ac.uk/careers-advice/applying-for-jobs/what-skills-do-employers-want</p>					

Subject: Work Readiness, Upcycling

“Craft is passionately creating something with your hands.” Sarah Chatterton
“You want to be a bit compulsive in your art or craft or whatever you do.” Steve Martin

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Fine motor skills. Use of equipment. Budgeting. Research. Project management.</p> <p>Fine motor skills:</p> <ul style="list-style-type: none"> • Use of scissors to cut fabric and paper accurately. • Use of rulers and tape measures in m mm and cm units and the use of decimals of each unit. • Use of weeding tools to pick out pieces of cut vinyl • Plaiting and 4 strand box weave • Loom knitting in the round and Afghan knitting • Traditional knitting including the knit, purl and stocking stitch. • Origami – box, envelope and seed packet construction <p>Use of Equipment - the processes and risk assessments:</p> <ul style="list-style-type: none"> • Photocopier • Laminator • Guillotine • Cricut machine and its associated software • Sublimation printer • Heat press - flat and round <p>Budgeting</p> <ul style="list-style-type: none"> • Understanding profit and loss. • Calculating individual item costs from bulk purchase data • Calculating production costs of individual items <p>Research</p> <ul style="list-style-type: none"> • Using appropriate websites to research ideas for items to manufacture. • Communication with clients by email and in person to produce items to fulfil their requirements. <p>Project Management</p> <p>Pupils lead projects from concept to completion and self evaluate the project</p>					
Important literacy and numeracy developed this year	<p>Literacy: Use of words and phrases in art to sell items</p> <p>Numeracy: Use number – calculating product pricing and profit, measurement – cm, use time – years, hours, minutes, using money.</p>					
Wider Skills	Develop listening, cooperative skills and understanding of their impact on others					
How you can help your child at home	Discuss costs of items in the shopping basket, including costs of individual items when buying in bulk.					

Subject: Work Readiness, Café Grange

“If you are a chef, no matter how good a chef you are, it’s no good just cooking for yourself; the joy is in cooking for others.” Will.i.am

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Gain an understanding of the world of work, in a purposely built Café within Post 16.</p> <ul style="list-style-type: none"> • Prepare fresh produce on a weekly basis to create a varied menu to serve to staff and post 16 students. • To understand the legal requirements and health, safety and hygiene requirements around preparing and serving food. • To develop and practice new skills and techniques in a working kitchen. • To develop time management skills and following instructions. • To develop team work skills and good communication in a pressured environment. • Socialising and maintaining good relationships with peers. • Serving customers and handling cash and contactless transactions face to face with others. • Recording relevant legal information, including food temperatures and fridge/ freezers. And knowing the requirements. • Planning menus and adapting recipes to meet the needs of cliental including costings using the nutrients programme. • To carry out routine tasks independently. • To build self confidence and self esteem, maturity and organisational skills • To be independent and use own initiative • Knife skills, weighing out ingredients and following recipes embedding Numeracy and literacy skills. • To know what 2 step cleaning means. • To know relevant temperatures for food storage and serving. • To be able to carry out tasks independently. • To be confident when carrying out tasks within the kitchen and serving customers. 					
Important literacy and numeracy developed this year	<p>Literacy: listening, speaking, reading recipes</p> <p>Numeracy: Till knowledge cashing up, record keeping of temperatures</p>					
Wider Skills	Students to gain an understanding of the working environment and what employers want					
How you can help your child at home	<p>Please visit the following websites for information to support.</p> <p>https://www.food.gov.uk/</p> <p>Jane's Patisserie Bestselling Bakery Recipes (janespatisserie.com)</p> <p>https://www.bbcgoodfood.com/recipes</p>					

Subject: Enterprise

“Business opportunities are like buses, there’s always another one coming.” Richard Branson

“If you really look closely, most overnight successes took a long time.” Steve Jobs

	Autumn Terms 1 & 2	Spring Term 1	Spring Term 2	Summer Terms 1 & 2
Skills and knowledge	<p>Craft Design Project</p> <p>Know how to source research material appropriate to the needs of a craft design project.</p> <ul style="list-style-type: none"> List main sources of material for a craft design project. Collect material and background information to support a craft design project. <p>Be able to plan work for a craft design project.</p> <ul style="list-style-type: none"> Identify key stages of work for a craft design project. Produce an action plan identifying time scales for each stage of a craft design project. <p>Be able to record ideas for craft design project development.</p> <ul style="list-style-type: none"> Record ideas for craft design project development. Record personal responses to craft design project developments. <p>Be able to develop and complete a craft design project.</p> <ul style="list-style-type: none"> Use appropriate materials and techniques to complete a craft design project. Complete work in line with action plan. <p>Be able to reflect on own craft design project work.</p> <p>Be able to work safely on a craft design project.</p>	<p>Craft Design Project</p> <p>Know how to source research material appropriate to the needs of a craft design project.</p> <ul style="list-style-type: none"> List main sources of material for a craft design project. Collect material and background information to support a craft design project. <p>Be able to plan work for a craft design project.</p> <ul style="list-style-type: none"> Identify key stages of work for a craft design project. Produce an action plan identifying time scales for each stage of a craft design project. <p>Be able to record ideas for craft design project development.</p> <ul style="list-style-type: none"> Record ideas for craft design project development. Record personal responses to craft design project developments. <p>Be able to develop and complete a craft design project.</p> <ul style="list-style-type: none"> Use appropriate materials and techniques to complete a craft design project. Complete work in line with action plan. <p>Be able to reflect on own craft design project work.</p> <p>Be able to work safely on a craft design project.</p>	<p>Making a Project</p> <p>Be able to follow health and safety rules when making a product.</p> <ul style="list-style-type: none"> Identify health and safety procedures required to make a product. Follow health and safety rules when making a product. <p>Be able to choose suitable materials to make a product.</p> <ul style="list-style-type: none"> Select materials to make a product. Identify own use of materials when making a product. <p>Know types of equipment to make a product.</p> <ul style="list-style-type: none"> Identify equipment to make a product. State own use of equipment for making a product. <p>Be able to use a piece of equipment to make a product safely.</p> <p>Know how and where to store materials and equipment.</p> <ul style="list-style-type: none"> State how equipment should be stored. Identify where equipment and materials should be stored. <p>Be able to recognise when equipment is unsafe.</p>	<p>Making a Project</p> <p>Be able to follow health and safety rules when making a product.</p> <ul style="list-style-type: none"> Identify health and safety procedures required to make a product. Follow health and safety rules when making a product. <p>Be able to choose suitable materials to make a product.</p> <ul style="list-style-type: none"> Select materials to make a product. Identify own use of materials when making a product. <p>Know types of equipment to make a product.</p> <ul style="list-style-type: none"> Identify equipment to make a product. State own use of equipment for making a product. <p>Be able to use a piece of equipment to make a product safely.</p> <p>Know how and where to store materials and equipment.</p> <ul style="list-style-type: none"> State how equipment should be stored. Identify where equipment and materials should be stored. <p>Be able to recognise when equipment is unsafe.</p>
Key Assessments	<ul style="list-style-type: none"> Completion of the workbook of evidence. Evaluation of their Product. 	<ul style="list-style-type: none"> Completion of the workbook of evidence. Evaluation of their Product. 	Completion of the workbook of evidence	Completion of the workbook of evidence
Important literacy and numeracy developed this year	<p>Literacy: Terminology. Use of key descriptors “compare”, “describe”, “explain”</p> <p>Numeracy: Use number – calculating product pricing and profit, measurement – cm, use time – years, hours, minutes, using money.</p>			
Wider Skills	Develop listening, cooperative skills and understanding of their impact on others			
How you can help your child at home	Discuss costs of items in the shopping basket including costs of individual items when buying in bulk.			

Subject: Life Skills

“I am always doing that which I cannot do, in order that I may learn how to do it.” Pablo Picasso”

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Cooking</p> <ul style="list-style-type: none"> Know different cooking methods. Know equipment needed for cooking. Understand Health and Safety relating to cooking. 	<p style="text-align: center;">Cooking</p> <ul style="list-style-type: none"> Understand Health and Safety relating to cooking. Know a healthy cooking method. Be able to use different cooking methods. 	<p style="text-align: center;">Building confidence and self esteem</p> <ul style="list-style-type: none"> Understand how confidence and self-esteem can affect own life. Understand a way in which confidence and self-esteem can be affected. 	<p style="text-align: center;">Building confidence and self esteem</p> <ul style="list-style-type: none"> Understand how confidence and self-esteem can be increased. Understand feelings surrounding confidence and self-esteem. 	<p style="text-align: center;">Practical skills development</p> <ul style="list-style-type: none"> Independence, thinking for themselves. Making a snack, drink and meal independently. Using the washing machine, ironing, cleaning. Using new and different equipment safely. 	<p style="text-align: center;">Practical skills development</p> <ul style="list-style-type: none"> Independence, thinking for themselves. Making a snack, drink and meal independently. Using the washing machine, ironing, cleaning. Using new and different equipment safely.
Key Assessments	<p>Outline four cooking methods. Identify foods that can be cooked using different methods. Pre assessment activities Complete workbook</p>	<p>Identify equipment needed for four methods of cooking. Identify four safety factors when cooking. Identify the risks different cooking methods may have. Identify which methods of cooking are healthy. Make a dish that uses two different cooking methods Complete workbook</p>	<p>State the meaning of confidence and self-esteem. Identify ways that being confident and feeling good about self can affect own life, giving examples. Give examples of ways in which confidence and self-esteem can be affected. Complete workbook</p>	<p>Give examples of ways that own life may change if own confidence and self-esteem was affected. Identify ways of building confidence and self-esteem in self and others. Give examples of positive and negative feelings that are linked with self-esteem. Complete workbook</p>	<p>Know how to sort clothes into groups of colour and material. Know how to use the washing machine Know how to use the tumble dryer and cloths airer Complete skills booklet</p>	<p>Know how to use various electrical kitchen equipment to make snacks and meals. as independent as possible. Complete skills booklet to show progress</p>
Important literacy and numeracy developed this year	<p>Literacy: Key words , vocabulary, comprehension, reading. Command words specific to unit.</p> <p>Numeracy: Be able to weigh and measure ingredients and understand different measurement scales. Addition and subtraction to change recipes for number catering for.</p>					
Wider Skills	<p>To be able to use skills at home to make themselves a meal hygienically and safely. Understanding and applying cooking terms. Understanding how to work together in a shared space and developing communication skills. Confidence building towards trying new things.</p>					
How you can help your child at home	<p>Encourage your child to help you with tasks around the home and to prepare meals.</p>					

Subject: Life Skills

“For the things we have to learn before we can do them, we learn by doing them.” Aristotle

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Everyday food and drink preparation</p> <ul style="list-style-type: none"> Be able to prepare a hot or cold drink. Be able to prepare simple dishes Be able to clean up after preparing food. Know how to store food and drink. Know how to be safe in a kitchen. 	<p style="text-align: center;">Everyday food and drink preparation</p> <ul style="list-style-type: none"> Be able to prepare a hot or cold drink. Be able to prepare simple dishes Be able to clean up after preparing food. Know how to store food and drink. Know how to be safe in a kitchen. 	<p style="text-align: center;">Building confidence and self esteem</p> <ul style="list-style-type: none"> Understand how confidence and self esteem can affect own life. Understand a way in which confidence and self esteem can be damaged. 	<p style="text-align: center;">Building confidence and self esteem</p> <ul style="list-style-type: none"> understand how confidence and self esteem can be increased. Understand feelings surrounding confidence self esteem. 	<p style="text-align: center;">Practical skills development</p> <ul style="list-style-type: none"> Independence, thinking for themselves. Making a snack, drink and meal independently. Using the washing machine, ironing, cleaning. Using new and different equipment safely. 	<p style="text-align: center;">Practical skills development</p> <ul style="list-style-type: none"> Independence, thinking for themselves. Making a snack, drink and meal independently. Using the washing machine, ironing, cleaning. Using new and different equipment safely.
Key Assessments	<p>Identify what is needed to make hot and cold drinks. Make and serve a hot drink. Identify food to make simple dishes. Prepare a hot dish. Prepare a cold dish. Clean items used for food preparation.</p> <p>Pre assessment activities</p> <p>Completion of workbook</p>	<p>Put items away after food preparation. Identify where different foods and drinks should be stored. Identify how to store different items of food and drink.. State consequences of poor food/drink storage. Identify main hazards associated with food and drink preparation. Work safely in the kitchen</p> <p>Completion of workbook</p>	<p>Outline what confidence and self esteem are. Identify ways that being confident and feeling good about self can affect own life. Identify ways in which confidence and self esteem can be damaged.</p> <p>Completion of workbook</p>	<p>Identify ways that own life may change if own confidence and self esteem were to be damaged. Identify ways of building confidence and self esteem. Give examples of feelings that are linked with self esteem.</p> <p>Completion of workbook</p>	<p>Pre assessment practical activities</p> <p>Completion of skills booklet to show progress</p>	<p>Know how to sort clothes into groups of colour and material. Know how to use the washing machine</p> <p>Know how to use the tumble dryer and cloths airer</p> <p>Know how to use various electrical kitchen equipment to make snacks and meals as independently as possible.</p> <p>Completion of skills booklet to show progress</p>
Important literacy and numeracy developed this year	<p>Literacy: Key words , vocabulary, comprehension, reading. Command words specific to unit.</p> <p>Numeracy: Be able to weigh and measure ingredients and understand different measurement scales. Addition and subtraction to change recipes for number catering for.</p>					
Wider Skills	<p>To be able to use skills at home to make themselves a meal hygienically and safely. Understanding and applying cooking terms. Understanding how to work together in a shared space and developing communication skills. Confidence building towards trying new things.</p>					
How you can help your child at home	<p>Encourage your child to help you with tasks around the home and to prepare meals.</p>					

Subject: Enterprise

“Business opportunities are like buses, there’s always another one coming.” – Richard Branson

“If you really look closely, most overnight successes took a long time.” – Steve Jobs

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Undertaking an Enterprise Project</p> <p>Know how to select an appropriate enterprise project for a particular target market.</p> <ul style="list-style-type: none"> • State two ways in which s/he could undertake market research. • State, giving reasons for choice a product or service as a focus for enterprise. • Identify the target market and main competitors for own enterprise. <p>Be able to set the price for own product or service.</p> <ul style="list-style-type: none"> • Identify the costs involved in producing a chosen product or service. • Using a given simple arithmetic formula, calculate the total cost of producing a chosen product or service. • State the price s/he will charge the customer for a chosen product or service. <p>Know the significance of effective marketing.</p> <ul style="list-style-type: none"> • Identify the key personal skills and qualities required to effectively market and sell own chosen product or service. • Identify the most appropriate methods for marketing own chosen product or service. • Create a resource for marketing own chosen product or service to the target market. <p>Be able to plan, monitor and review an enterprise project.</p> <ul style="list-style-type: none"> • Produce an action plan stating each stage of the enterprise project, giving a target time/ date for completion of each. • Review and revise an enterprise project action plan at each stage of the project. • State what aspects of own enterprise project worked well and what could be improved 				<p style="text-align: center;">Working as Part of a Group</p> <p>Be able to contribute to working as part of a group.</p> <ul style="list-style-type: none"> • Suggest appropriate ground rules for working with others. • Contribute to the planning of group and individual activities. <p>Be able to demonstrate how to work as an effective group member.</p> <ul style="list-style-type: none"> • Work with others in a positive way to carry out individual and group activities. • Make suggestions appropriately. • Deal with instructions appropriately. • Deal with feedback appropriately. • Support others and ask for support when required. <p>Be able to review the progress of a group and own contribution.</p> <ul style="list-style-type: none"> • Review the progress the group has made in working together. • Outline own contribution to the work of the group. • Identify what went well and what went less well in the group. • Suggest how to improve own skills in working with others. 	
Key Assessments	Completion of the workbook of evidence. Evaluation of their business.				Completion of the workbook of evidence Evaluation of their performance within their group	
Important literacy and numeracy developed this year	<p>Literacy: Use of key descriptors “compare”, “describe”, “explain”</p> <p>Numeracy: Calculating product pricing and profit, measurement – cm, use time – years, hours, minutes, using money.</p>					
Wider Skills	Develop listening, cooperative skills and understanding of their impact on others					
How you can help your child at home	Discuss costs of items in the shopping basket including costs of individual items when buying in bulk.					

Subject: Employability – Customer Service

“Our attitude towards others determines their attitude towards us.” Earl Nightingale

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Customer Service</p> <ul style="list-style-type: none"> Understand the benefits of good customer service. Be able to give examples of good practice in customer service. <p>BeReady Platform: Foundations of Leadership</p>	<p>Customer Service</p> <ul style="list-style-type: none"> Understand possible consequences of poor customer service. Be able to outline how poor customer service can affect both customers and organisations. <p>BeReady Platform: Presentation Skills</p>	<p>Customer Service</p> <ul style="list-style-type: none"> Know ways of, and understand the importance of, making a good first impression. Identify ways of creating a positive first impression when communicating: <ul style="list-style-type: none"> face to face on the telephone in writing. <p>BeReady Platform: Networking</p>	<p>Customer Service</p> <ul style="list-style-type: none"> Be able to interact positively with customers verbally. Understand how non-verbal communication can be used positively in a face-to-face situation. <p>BeReady Platform: Assertiveness Skills</p>	<p>Customer Service</p> <ul style="list-style-type: none"> Understand the importance of respecting the needs of all customers, including those from different cultures and backgrounds. Identify why it is important to maintain customer confidentiality. Understand own role in dealing with complaints from customers <p>BeReady Platform: Developing your own personal brand</p>	<p>Developing Skills for Employment</p> <ul style="list-style-type: none"> Qualification completion
Key Assessments	<p>Completion of workbook.</p> <p>Demonstration of skills through role play and work experience.</p> <p>BeReady Platform: Online course completion.</p>	<p>Completion of workbook.</p> <p>Demonstration of skills through role play and work experience.</p> <p>BeReady Platform: Online course completion.</p>	<p>Completion of workbook.</p> <p>Demonstration of skills through role play and work experience.</p> <p>BeReady Platform: Online course completion.</p>	<p>Completion of workbook.</p> <p>Demonstration of skills through role play and work experience.</p> <p>BeReady Platform: Online course completion.</p>	<p>Completion of workbook.</p> <p>Demonstration of skills through role play and work experience.</p> <p>BeReady Platform: Online course completion.</p>	<p>Certification for BeReady</p>
Important literacy and numeracy developed this year	<p>Literacy: To be able use listening, speaking, reading and writing to respond to customer complaints . To carry out research, use appropriate search words and compare information obtained. To communicate verbally and in written form in work situations.</p> <p>Numeracy: Use transferable knowledge to understand financial commitments customers make and their expectations.</p>					
Wider Skills	<p>Students gain an understanding of the working environment and preparation for employment. They also develop research skills and communication skills and how to use tools and strategies to promote personal development.</p>					
How you can help your child at home	<p>Please visit the following websites for more information https://nationalcareers.service.gov.uk/</p>					

Subject: Employability

“Choose a job you love, and you will never have to work a day in your life.” Confucius

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Preparing for Work</p> <ul style="list-style-type: none"> • Be able to identify career or work options. • Be confident using a variety of tools to access personal skills and qualities and identifying <p>BeReady Platform: Starting the Job Hunt</p>	<p>Preparing for Work</p> <ul style="list-style-type: none"> • Be able to complete applications for work or training. • Applying knowledge from self assessment tools to identify strengths against potential job. <p>BeReady Platform: Building Confidence</p>	<p>Preparing for Work</p> <ul style="list-style-type: none"> • Be able to present self at an interview. • Understand physical and mental wellbeing in preparing for an interview. <p>BeReady Platform: Developing Communication Skills</p>	<p>Developing Skills for Employment</p> <ul style="list-style-type: none"> • To have coping strategies and a bank of secure responses to the top five interview questions. <p>BeReady Platform: Dealing with Stress</p>	<p>Developing Skills for Employment</p> <ul style="list-style-type: none"> • Be able to plan for future work or training. • Know how and where to find information and support to develop new skills. <p>BeReady Platform: Foundations of resilience</p>	<p>Developing Skills for Employment</p> <ul style="list-style-type: none"> • Qualification completion • Certification for BeReady
Key Assessments	Using two information sources, record career or job options. Choose one career or job that matches own requirements and skills.	Complete two application forms legibly, providing the information requested. Check application forms for accurate spelling and grammar, making amendments as required. Produce a simple CV which includes essential information.	Arrive in good time for an interview. Dress appropriately for an interview. Communicate clearly in an interview situation.	Transfer skills and knowledge when undertaking work experience interviews in preparation for July work experience week.	Produce an action plan for future work or training, listing necessary short term actions	
Important literacy and numeracy developed this year	<p>Literacy: To be able use listening, speaking, reading and writing to complete a CV and undertake an interview. To carry out research, use appropriate search words and compare information obtained. To communicate verbally and in written form in work situations.</p> <p>Numeracy: Use transferable knowledge to understand wages, salary, hours of work, shift patterns.</p>					
Wider Skills	Students gain an understanding of the working environment and preparation for employment. They also develop research skills and communication skills and how to use tools and strategies to promote personal development.					
How you can help your child at home	Please visit the following websites for more information https://nationalcareers.service.gov.uk/					

Subject: Life skills level 1

“These are the skills we can take wherever we go in life, no matter what we do” Millie Hogue

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Basic food preparation and cooking</p> <p>Know the principal methods of cooking.</p> <p>Be able to prepare, cook and present simple dishes.</p>	<p>Basic food preparation and cooking</p> <p>Be able to prepare, cook and present simple dishes.</p> <p>Knife skills</p> <p>Safety rules in the kitchen</p>	<p>Developing Skills for Independent Life</p> <p>Understand what is meant by independent living.</p> <p>Understand positive and negative aspects of the transition to independence.</p> <p>Know the responsibilities for both tenant and landlord incorporated in tenancy agreement.</p>	<p>Developing Skills for Independent Life</p> <p>Know the responsibilities for both tenant and landlord incorporated in tenancy agreement.</p> <p>Know the skills necessary for successful independent living.</p> <p>Understand how to overcome difficulties in independent living</p>	<p>Practical Skills Development</p> <p>Independence, thinking for themselves.</p> <p>Making a snack, drink and meal independently</p> <p>Using the washing machine, ironing, cleaning</p> <p>Using new and different equipment safely</p>	<p>Practical Skills Development</p> <p>Independence, thinking for themselves.</p> <p>Making a snack, drink and meal independently</p> <p>Using the washing machine, ironing, cleaning</p> <p>Using new and different equipment safely</p>
Key Assessments	<p>State the principal methods of cooking.</p> <p>State typical cooking methods for different commodities.</p> <p>Pre assessment practical activities</p> <p>Completion of workbook</p>	<p>Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods.</p> <p>Clean work areas and equipment safely and hygienically during and after preparing and cooking food.</p> <p>State safe working practices for different cooking methods.</p> <p>Review own performance and make suggestions for future improvements.</p> <p>Completion of workbook</p>	<p>Outline what living independently means to him/herself.</p> <p>Identify positive aspects of transition to independence.</p> <p>Identify the specific difficulties which people from different cultural backgrounds may experience in the transition to independence.</p> <p>Completion of workbook</p>	<p>Identify and comment on two key responsibilities of the tenant in a tenancy agreement.</p> <p>Identify and comment on two key responsibilities of the landlord in a tenancy agreement.</p> <p>Identify and outline the skills a person would need to have in order to make living independently a success.</p> <p>Identify a variety of situations that could be problematic.</p> <p>Outline ways of dealing with these situations.</p> <p>Completion of workbook</p>	<p>Pre assessment of practical activities</p> <p>Skills booklet completed showing progress</p>	<p>Know how to sort clothes into groups of colour and material.</p> <p>Know how to use the washing machine</p> <p>Know how to use the tumble dryer and cloths airer</p> <p>Know how to use various electrical kitchen equipment to make snacks and meals as independent as possible.</p> <p>Skills booklet completed showing progress</p>
Important literacy and numeracy developed this year	<p>Literacy: specific vocabulary about topic</p> <p>Numeracy: developing measuring and weighing out skills</p>					
Wider Skills	To be able to use skills at home to make themselves a meal hygienically and safely.					
How you can help your child at home	Encourage your child to help with practical tasks around the home					

Subject: Skills for Adulthood

“ Life is like riding a bicycle. To keep your balance you must keep moving”

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Drugs and Alcohol</p> <ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making 	<p>Careers</p> <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying 	<p>Relationships</p> <ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent <ul style="list-style-type: none"> • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming 	<p>Relationships</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images 	<p>Online Safety</p> <ul style="list-style-type: none"> • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • about the link between wellbeing and social media • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	<p>Mental health</p> <p>Being Independent</p> <ul style="list-style-type: none"> • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about keeping safe whilst becoming more independent • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)
Key Assessments	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks
Important literacy and numeracy developed this year	<p>Literacy: Reading of texts/ poems/ scenarios. Written responses . Looking at appropriate language for different situations</p> <p>Numeracy: Money skills</p>					
Wider Skills	Resilience, Independent learning, Group work and Empathy					
How you can help your child at home	Encourage them to talk about what they have been learning about. Encourage them to ask any questions they may have. Involve them in decisions around lifestyle and relationships. Encourage them to take some responsibility for their own money eg a bank account or a prepaid card. Are there any opportunities for any work experience? Discuss/ visit options for life after Exhall Grange. Discuss keeping safe and reasonable online use					

Subject: Skills for Adulthood

“Be the change you want to see in the world.” Mahatma Gandhi

Post 16	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Relationships</p> <ul style="list-style-type: none"> • readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. • myths and misconceptions relating to consent • the continuous right to withdraw consent and capacity to consent • STIs, effective use of condoms and negotiating safer sex • consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images 	<p>Mental Health</p> <ul style="list-style-type: none"> • how to manage challenges during adolescence. • how to reframe negative thinking. • strategies to promote mental health and emotional wellbeing. • the signs of emotional or mental ill-health. • how to access support and treatment. • the portrayal of mental health in the media. • how to challenge stigma, stereotypes and misinformation. 	<p>Addressing Extremism and Radicalisation</p> <ul style="list-style-type: none"> • communities, inclusion, respect and belonging. • the Equality Act, diversity and values. • how social media may distort, mis-represent or target information in order to influence beliefs and opinions. • how to manage conflicting views and misleading information. • how to safely challenge discrimination, including online. 	<p>Healthy Lifestyle</p> <ul style="list-style-type: none"> • the importance of exercise, a healthy diet and healthy lifestyles. • emergency first aid skills. • how to assess emergency and non-emergency situations and contact appropriate services. • the links between lifestyle and some cancers • importance of screening and how to perform self examination • vaccinations and immunisations 	<p>Discrimination</p> <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions. • group-think and persuasion. • how to develop self-worth and confidence. • how to recognise and challenge homophobia and biphobia. • how to recognise and challenge racism and religious discrimination. • gender identity, transphobia and gender-based discrimination. 	<p>Careers</p> <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • opportunities in learning and work • strategies for overcoming challenges or adversity • responsibilities in the workplace • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • options after post-16 and career pathways • application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance
Key Assessments	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks
Important literacy and numeracy developed this year	<p>Literacy: Reading of texts/ poems/ scenarios. Written responses . Looking at appropriate language for different situations</p> <p>Numeracy: Money skills</p>					
Wider Skills	Resilience, Independent learning, Group work and Empathy					
How you can help your child at home	Encourage them to talk about what they have been learning about. Encourage them to ask any questions they may have. Involve them in decisions around lifestyle and diet. Encourage them to take some responsibility for their own money eg a bank account or a prepaid card. Are there any opportunities for any work experience? Discuss/ visit options for life after Exhall Grange					

Life skills Entry level 3

“These are the skills we can take wherever we go in life, no matter what we do” Millie Hogue

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Food, Drink and Cooking Know a range of kitchen utensils and basic kitchen equipment. Be able to use cooking appliances. Know a range of hot and cold drinks.</p>	<p>Food, Drink and Cooking Understand the importance of preparing balanced nutritious meals. Be able to prepare hot and cold drinks. Know fresh foods that do not need to be cooked. Know simple cooked snacks Be able to prepare a variety of snacks.</p>	<p>Food, Drink and Cooking Skills for Setting a Table Be able to prepare a variety of snacks. Be able to prepare and set a table for an informal function. Be able to set a table for different types of meals.</p>	<p>Skills for Setting a Table Be able to prepare and set a table for an informal function. Be able to set a table for different types of meals.</p>	<p>Practical Skills Development Independence, thinking for themselves. Making a snack, drink and meal independently Using the washing machine, ironing, cleaning Using new and different equipment safely</p>	<p>Practical Skills Development Making snacks and meal independently Using the washing machine, ironing, cleaning Using new and different equipment safely</p>
Key Assessments	<p>Identify small basic items of equipment used in a kitchen. Demonstrate how to use small basic items of kitchen equipment. Identify items of electrical equipment which may be used in a kitchen. Pre assessment practical activities Completion of workbook</p>	<p>Demonstrate how to use: hobs, grill, oven, microwave Select foods that could be used to make a simple balanced meal or snack. State why it is important to eat balanced meals. Identify a range of hot and cold drinks. Prepare a range of hot and cold drinks Identify different fresh foods that do not need to be cooked State types of cold snacks that do not need cooking or heating. List fresh foods that can form a cooked snack. Identify a range of simple hot snacks from basic ingredients. Completion of workbook</p>	<p>Prepare a selection of hot and cold snacks from the list for self and others. Pre assessment of practical activities setting various tables Completion of workbook</p>	<p>Clean items of equipment. Fold napkins State when and how to use table coverings, cloths and mats. State when and how to use lighting and table decorations. Place linen, crockery, cutlery and glassware on the table correctly. Set a table for different types of meal. Completion of workbook</p>	<p>Pre assessment of practical activities Skills booklet completed showing progress</p>	<p>Know how to sort clothes into groups of colour and material. Know how to use the washing machine Know how to use the tumble dryer and cloths ainer Know how to use various electrical kitchen equipment to make snacks and meals as independent as possible. Skills booklet completed showing progress</p>
Important literacy and numeracy developed this year	<p>Literacy: specific vocabulary about topic</p> <p>Numeracy: developing measuring and weighing out skills</p>					
Wider Skills	<p>To be able to use skills at home to make themselves a meal hygienically and safely.</p>					
How you can help your child at home	<p>Encourage your child to help with practical tasks around the home</p>					